

College of Micronesia-FSM

Mid-Term Report

Submitted by:

College of Micronesia-FSM

PO Box 159, Pohnpei, FM 96941



Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

January 2020

Mid-Term Report – Certification Page


To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Joseph M. Daisy, EdD

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I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



11-27-19

Joseph M. Daisy, EdD, President & CEO, College of Micronesia-FSM

(date)



11-27-19

Tulensru E. Waguk, PhD, Chairperson, Board of Regents

(date)



11/27/19

Caroline Kocel, Vice President for Institutional Effectiveness and Quality Assurance

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Alfred Oler, President, Faculty/Staff Senate

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11/27/19

Joey Odicado, Vice President for Enrollment Management and Student Services

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11/27/19

Harry Suta, Student Body Association President

(date)

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Statement of Report Preparation

Discussions and preparation for this report began May 2019 in preparation for submission to the Commission by March 2020. The college community was involved in the process. The Mid-Term Report draft was developed through each of the college departments and was shared with the college community for input and dialogue in October 2019. Main authors of the report are:

Section	Main Authors
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Actionable Improvement Plans	Vice Presidents Kocel, Simion, and Oducado; Director of Human Resources Rencelly Nelson and Director of the Learning Resources Center Jennifer Helieisar
Recommendation 1	Director of Human Resources Rencelly Nelson
Recommendation 2	Director of Information Technology Office Shaun Suliol
Recommendation 3	Comptroller Roselle Togonon and President Joseph Daisy
Recommendation 4	Vice President for Institutional Effectiveness and Quality Assurance Caroline Kocel
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Letter of Concern	Vice President for Instructional Affairs/Accreditation Liaison Officer Karen Simion and President Joseph Daisy
Data Trend Analysis	Vice President for Institutional Effectiveness and Quality Assurance Caroline Kocel
Quality Focus Essay	Vice President for Enrollment Management and Student Services Joey Oducado and Vice President for Instructional Affairs/Accreditation Liaison Officer Karen Simion

The draft report was presented to the Board of Regents for review and endorsement during their November 27, 2019 meeting.

Actionable Improvement Plan Implementation Progress

These Actionable Improvement Plans (AIPs) were discussed within the Standard narratives and summarized in a table at the end of the December 2015 [Institutional Self Evaluation Report](#), and are provided here as a summary. Most of these 21 AIPs had brief timelines for completion and/or implementation. The timelines were established in a manner that was realistic and accounted for necessary consideration of the governance process and purposeful dialogue. A few AIPs span three years, allowing for progressive improvement with training over three assessment cycle iterations. These longer-term AIPs are updated in this Midterm Report.

No.	Actionable Improvement Plan	Responsibility	Timeline
Standard I.B. Institutional Effectiveness			
1.	(I.B.1). Improve dialogue through training around information literacy (how to better understand data and use it to inform decision making; and how to improve college documentation by making it more robust so that it accurately captures the essence of conversations).	IEQA	2016-2019
<p>Progress</p> <p>Training for those who assess student learning outcomes was facilitated by Linda Suskie on August 1-2, 2017 during the annual college-wide Summit. The training was on Making Assessment Useful and Worthwhile and Keeping things simple... The Summit learning goals were to:</p> <ol style="list-style-type: none"> 1. Clarify the purposes of assessment and the decisions that follow from that assessment results. 2. Articulate clear, meaningful learning outcomes. 3. Confirm that curricula and learning activities focus on important learning outcomes. 4. Create a meaningful, useful rubric. 5. Set appropriate standards and targets for student achievement. 6. Share assessment results in ways that promote conversations on improving student learning. <p>In December 2017, the college published its Program Assessment and Program Review Manual, a multi-departmental collaboration by the VPEMSS, VPIA and VPIEQA. This document built upon COM-FSM's previous work on assessment with goals to improve consistency in how program reviews are produced and to provide more thorough and timely feedback on those program reviews.</p> <p>The annual compilation of assessment activities is presented in the Academic Assessment Report which delineates each academic program's approach to identifying and assessing student learning outcomes for the purpose of continuous improvement.</p> <p>Two representatives from the Office of Institutional Effectiveness (OIE) trained at the Association of Institutional Research forum May 2018 and May 2019 to improve institutional capacity for data-informed decision-making, exploring institutional research and IT collaboration.</p>			
2.	(I.B.3). The college will develop, regularly update, and post on the college's website a dashboard showing the status of the Institution-set Standards.	OIE	Spring 2016
<p>Progress</p> <p>Since Spring 2016, the public can access the ISS from www.comfsm.fm → Institution Set Standards and Mission Fulfillment Indicators. In fall 2017, the ISS reporting format was changed to reflect and prepare for the ACCJC <i>Midterm Report Data Reporting Form</i>. Since fall 2017, the college has been working with Periscope Data to improve analytics and dashboards. Four staff members joined Periscope Data for a two-day training from September 19-20, 2017. Periscope software is an SQL database software that allows for</p>			

No.	Actionable Improvement Plan	Responsibility	Timeline
interactive data dashboards and queries for rapid institutional data analysis and information sharing. With proper support, the use of Periscope software should be flexible enough to quickly provide graphs from multiple angles for most internal and external reporting needs, resulting in improved institutional data reporting, analysis, and decision making. Periscope has been used to automatically generate datasheets at program level including, among other data, enrollment, credits, and course completion.			
3.	(I.B.4). The college will continue its shift from a quantity to a quality assessment process by committing the necessary time for more reflective, collaborative implementation efforts that are designed to more broadly and positively impact student learning. Through training around information literacy, assessments completed throughout the college's planning cycle will be more robust and meaningful.	IEQA, IA	2016-2019
<p>Progress The update from AIP 1 is also applicable to this AIP.</p> <p>Since March 2019, the Assessment Team members have engaged in ongoing discussions of how to improve quality. As part of the VPIEQA's participation in WSCUC Assessment Leadership Academy cohort 10, the Assessment Team engaged in a reflective process to evaluate the college's advancements and challenges in developing and embedding meaningful assessment processes across the institution.</p>			
4.	(I.B.5; I.B.6). Evolve the SIS for the collection of individual student SLO achievement data at the course (CSLO), program (PSLO), and institutional (ISLO) levels.	IEQA, IA, EMSS	Fall 2016
<p>Progress Since fall 2016, the college has used TracDat for the collection of individual student SLO achievement data at the course level. Upgrades to the SIS are in progress. SIS issues and resolutions on all fronts have been continuous. Official current SIS efforts are focused on three projects: an admissions process, a financial aid enhancement (digital transcript), and links to an external Learning Management System (LMS).</p> <p>October 2017:</p> <ul style="list-style-type: none"> We narrowed our LMS search down to Schoology and confirmed its ability to link to our SIS system. Systems accommodation and budgetary and administrative approval for committing to this LMS was pending. The following FAO module enhancements were near completion: summer session computation of GPA report, calculation of 67% min. cumulative enrollment status per semester, 150% calculation of all attempted credits status, and Pell life-time eligibility %. Work continued in collaboration with FAO staff. The Admissions Process framework is set and awaiting completion of FAO enhancements and selection of an LMS. <p>March 2019:</p> <ul style="list-style-type: none"> The Schoology Learning Management System (LMS) was rolled out at full scale at National campus in September 2018 and is in full use at the Career & Technical Education Center (CTEC) and National Campus, with training conducted at Yap Campus in January 2019. Training for Kosrae Campus was during summer 2019 and training for Chuuk Campus was during early August 2019. At the National Campus in fall 2018, 95.14% of the students enrolled used Schoology. Financial Aid Enhancement to SIS: The college has completed an enhancement to the Financial Aid Module in its SIS to improve efficiency in financial aid processing services and functions. These new functions in the Financial Aid Module include: <ul style="list-style-type: none"> Student Progress which provides a summary of the student's progress throughout his or her academic history, including information relating to lifetime eligibility usage of Pell grant. Progress Override which allows FAO to make changes to a student's financial aid standing. Specifically, these changes can be made in cases when a student who is on 			

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	<p>financial aid suspension appeals the suspension and the appeal is approved.</p> <ul style="list-style-type: none"> ○ Letters which allow FAO to customize or modify form letters including (a) financial aid warning letters for students who fail to meet any of the three federal requirements such as cumulative grade point average of 2.00 on a 4.00 scale, the 150%, or the 67% at the end of one term; and (b) financial aid suspension letters for students who fail to meet one of the three federal requirements for two consecutive terms. ○ Reports which FAO can generate either in portable document format (PDF) or in comma-separated values (CSV) file. Reports include: (a) summary of each student's Satisfactory Academic Progress (SAP) by academic term and campus; (b) award summary which provides individual student tuition, fees and Pell awards by academic term and campus; (c) warning letters; and (d) suspension letters. 		
5.	(I.B.7). The college will establish and publish a detailed timeline for future reviews of college policies and procedures to ensure on-going adherence to the established five-year cycle.	Cabinet, IEQA, BOR	Spring 2016
Progress The college has established a Five-Year Master Planning Calendar 2018-2023 to ensure the Board of Regents remains in compliance with its five-year policy review cycle. During this same planning calendar cycle, the college also reviews all associated Administrative Procedures. The college continues to adhere to the published timeline for reviewing college policies and administrative procedures as evidenced in Board of Regents agendas and directives published on the college website.			
Standard I.C. Institutional Integrity			
6.	(I.C.3). Improve the quality and timeliness of all academic program assessment plans, program assessment summaries (PAS), and program reviews; and ensure results presented to the public minimize jargon and enhance understanding of student performance at COM-FSM (also relates to I.B.1; I.B.4).	IEQA, IA	AY16-17
Progress The dean of assessment and the dean of academic programs (DAP) began working with faculty in fall 2016 to ensure program assessment summaries (PAS) were submitted on time, displayed improved quality, and minimized jargon. For AY2016-2017, 100% (31/31) PASs were received on time. The DAP provided feedback and recommendations for improvement of the career and technical education PAS. During the August 8, 2017 faculty workshop week, the dean of assessment facilitated a program assessment workshop. Four PAS were presented: Achieving College Excellence (ACE), Trial Counselors, Liberal Arts, and Refrigeration & Air Conditioning. Generally, the quality of the program reviews has improved in clarity and in linking improvement plans to the findings. There is still improvement needed for linking recommendations for the students to the findings and for reduced use of jargon. The AY 2018-2019 Program assessment summaries show marked improvement in linking recommendations for students to the findings and the use of jargon is almost nil. Four summaries were presented during the fall 2019 faculty workshop week: Business Administration , Computer Information Systems , Hospitality and Tourism Management , and Refrigeration and Air Conditioning .			
7.	(I.C.8) The college's <i>Academic Honesty</i> policy BP 3116 and associated administrative procedure AP 3116 should be reviewed by the instructional administration, CAC, and SBA for improvement. And the Executive Committee and Human Resources Committee (HRC) should work to ensure that the <i>Code of Ethics</i> policy BP 6029 and <i>Employee Discipline and Protection</i> policy BP 6019 are improved to provide a more specific academic honesty policy that applies to college employees.	IA, CC, SBA HR, IA, HRC, FSS	Fall 2016 Fall 2016
Progress BP 3116 was revised to change "encourages academic honesty" to a firmer stance on academic honesty. The Student Body Association endorsed the revised policy on April 5, 2017 , Curriculum Committee on			

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<p>April 24, 2017, and the Executive Committee on April 21, 2017. Revised BP 3116 was approved by the Board of Regents on May 3, 2017. Clear procedures were established for reporting incidences along with student responsibilities and faculty responsibilities.</p> <p>BP 6029 was revised to include a specific section on academic honesty for faculty and staff. The wording is similar in presenting a firm stance regarding academic honesty. “Academic integrity is fundamental to the education process and the College of Micronesia-FSM. The college upholds and enforces high standards of academic honesty...” Faculty Staff Senate endorsed the revised policy on April 5, 2017, and the Human Resource Committee on April 6, 2017. The Executive Committee endorsed BP 6029 on April 21, 2017. BP 6029 was reviewed by the Board of Regents and adopted at the May 3, 2017 meeting.</p> <p>BP 6019 <i>Employee Discipline and Protection</i> already cites dishonesty as a reason for disciplinary action and outlines the process. This policy was not changed.</p>			
8.	(I.C.9). To directly assess whether faculty present data and information fairly and objectively and distinguish between personal conviction and professionally accepted views in a discipline, both the <i>Faculty Evaluation</i> form and the <i>Student Evaluation of the Instructor</i> form will be improved to include assessment of this best practice.	HR, IA, FSS, CC, SBA	Fall 2016
<p>Progress</p> <p>The Faculty Evaluation form was revised to include specific wording in the “Professionalism” rating for presenting data and information fairly and objectively, and for distinguishing between personal conviction and professionally accepted views in a discipline. The supervisor is responsible for conducting classroom observations for the evaluation. In an April 06, 2017 meeting, HR requested that BP 6017 <i>Performance Evaluation</i> be reviewed by the Faculty Staff Senate, and the Senate felt the form should be reviewed by supervisors. The draft form was sent to division chairs and instructional coordinators with a deadline of May 5, 2017 for comments.</p> <p>The only comments received were from Yap Campus on April 28, 2017. The <i>Student Evaluation of the Instructor</i> form was revised to include a section for the students to rate faculty on the same criteria – “presenting data and information fairly...” The SBA endorsed the change on April 5, 2017. The Curriculum Committee reviewed this change and endorsed at the October 09, 2017 meeting. The revised Faculty Evaluation is currently in use. Ratings (1-5 with 5 the highest) on the criteria for presenting data and information fairly are: Fall 2017 – 4.5; Spring 2018 – 4.6; Fall 2018 – 4.7; Spring 2019 – 4.7.</p>			
Standard II.A. Instructional Programs			
9.	(II.A.1). Collecting valid transfer and employment data remains a challenge and the college must develop and implement a systematic way to collect these data. Create and adhere to a schedule for updating articulation agreements.	OIE IA	Spring 2016 Summer 2016
<p>Progress</p> <p><i>Transfer and Employment Data</i></p> <p>The systematic means developed for annually gathering and reporting transfer data are through:</p> <ol style="list-style-type: none"> 1. Tracking requests for student transcripts that specify college admission as the purpose; 2. Identifying COM-FSM graduates who are participating in the University of Guam (UOG) BA program for elementary education that is run in partnership with COM-FSM; 3. Reporting awards through the FSM Scholarship Office; 4. Reporting college data on students who enter third-year certificate programs; 5. Continuing collaborative efforts with universities to which COM-FSM students are more likely to transfer such as University of Hawai‘i Hilo; 6. Coordinating with the college’s alumni association; 7. Reporting from program faculty who remain in contact with their graduates (though somewhat anecdotal, these data can be verified). <p>Program faculty have been engaged to assist with the collection of graduate employment data, but the</p>			

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<p>college is still working on developing more systematic means for validating these generally anecdotal data. As part of that work, an Alumni Relations Coordinator & Development Officer was appointed in August 2018.</p> <p><i>Articulation Agreements</i></p> <p>Articulation agreements with the University of Guam were renewed in 2016 and 2017. Articulation agreements with University of Hawaii at Hilo were renewed in 2017. Articulation agreements with Temple University, Japan Campus were signed in 2019. Articulation agreement with Shepherd University, West Virginia was signed in 2019.</p>			
10.	(II.A.2). Faculty professional development will focus on best practices for teaching math and writing. Faculty will implement new methodologies and assess student learning. College will develop and implement a plan to systematically collect and store attendance and evaluation of trainings.	IA IA	2016-2019 Spring 2016
<p>Progress</p> <p>Professional development sessions on best practices for teaching math and writing were held on April 11, 2017, at National and Pohnpei Campuses and in Chuuk on March 24, 2017. Yap conducted a session on “Interactive Teaching” on April 11, 2017. Attendance and evaluation of training documents are stored in TracDat document files for systematic collection and storage. VPIA sent an email on April 20, 2017, to all instructional coordinators explaining the process to submit documentation of professional development. Implementations of new strategies were monitored during the Fall 2017 semester through classroom observations.</p> <p>The director of the Institute for Student Learning and Excellence in Teaching collects all documents related to faculty professional development. Documents are then stored in TracDat for easy retrieval.</p> <p>New strategies implemented included compressed schedules (pg. 3) and embedded tutors. The latest faculty professional development was on culturally sustainable pedagogy, April 17-18, 2019. Implementation of new pedagogy with current examples was monitored during the Spring and Fall 2019 semesters.</p>			
11.	(II.A.4). Instructional affairs department will collaborate with student services to provide “just-in-time” interventions.	IA, EMSS	Fall 2016
<p>Progress</p> <p>Fall 2017, the college piloted the use of SuccessNavigator with 170 new freshmen. SuccessNavigator provides information on students in four areas: academic skills, commitment, self-management, and social support. The information was provided to faculty advisors. A report was presented to the Board of Regents during their September 14, 2017 meeting.</p> <p>Schoology was adopted as the LMS for the college with implementation during the 2018-2019 academic year. Faculty at each campus were trained how to set up courses along with assessment in Schoology. Ninety-five percent of the faculty at National Campus now use this LMS. Actionable Improvement Plan 4 has related details on Schoology.</p> <p>During Fall 2019, the college is exploring Dropout Detective as an early alert system for at risk students. Four faculty members and a counselor at National Campus are piloting this tool during Fall 2019. Dropout Detective integrates with Schoology.</p>			
12.	(II.A.6). The college will develop and implement strategies to reduce time to graduation.	IA, EMSS	2016-2019
<p>Progress</p> <p>The college identified two gateway courses (college algebra and developmental reading) to modify and improve course completion rates. The math course is required as part of the general education core and the reading class is required, depending on placement, but is pre-requisite to all 100 level courses. This work is part of the <i>Gateway to Completion</i> project identified in the Quality Focus Essay, p313, of the <i>Self-Evaluation Report</i>.</p>			

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<p>College algebra (MS 100) was modified to use a compressed schedule of 8 weeks rather than 16 weeks. The course completion rate increased from 82% to 94% in the pilot sections. Details were provided in the March 08, 2017 Report to the Board of Regents page 3.</p> <p>In summer 2017, one reading course with 10 first-time, full-time students was paired with the History of Micronesia course to form a learning community. All 10 students completed the course. A complete report of the results was made available mid Fall 2017, and results were presented at the Minority Serving Institutions Convening in Richmond, Texas October 20-21, 2017.</p> <p>Fall 2016/2016-2017 graduation rate at 150% was 21.9%; Fall 2017/2017-2018 graduation rate at 150% was 22.6%; and Fall 2018/2018-2019 graduation rate at 150% is 29%. This meets the college's stretch goal for the Institution Set Standard.</p>			
13.	(II.A.12). The college will conduct more meaningful assessment of the General Education program through increased faculty involvement and strengthened core alignment to relevant contemporary societal competencies and knowledge.	IA	2016-2019
<p>Progress</p> <p>During the November 30, 2015 Curriculum Committee (formerly Curriculum Assessment Committee) meeting, the program student learning outcome 4 (PSLO 4) for General Education was modified to include civic engagement. Initial assessment of civic engagement began Spring 2016 in Micronesian Studies (SS 150) and is evidenced in TracDat.</p> <p>Beginning Fall 2017, the dean of academic programs (DAP) was designated to oversee the General Education assessment and to facilitate necessary dialogue and increase faculty involvement. The first task assigned was to revise the General Education learning outcomes and the institutional student learning outcomes (ISLOs) to further strengthen core alignment.</p> <p>September 19, 2018, Assessment Team minutes state, "It was noted that there has been a standing recommendation to revise the general education PSLO's by making them similar to the ISLO's or combining them. The team realized that this is not necessarily as straightforward as simply adopting the ISLO's and the general education PSLO's. There are PSLO's that do not map to an ISLO. There are ISLO's that may not be directly measurable, especially when implemented as a general education PSLO."</p> <p>November 5, 2018 Assessment Team minutes state, "Discussion of General Education program continued. It wasn't known to us then what the incoming VPIEQA's decisions would be in regards to the assessment coordinator position. The decisions would surely impact the system wide general education assessment. Therefore, it might be a good idea to hold off assessment work and other plans of work for the general education program until the new VPIEQA is hired."</p> <p>Before the new VPIEQA came on board, it was already decided to eliminate the dean of assessment position. It was decided at a meeting with the new VPIEQA that the DAP keep the responsibilities for all the instructional program assessment and improvement work. A working group was organized to address the AIP on general education PSLO's.</p> <p>VPIA requested faculty to select being a member of a working group to write a proposal for revising the general education student learning outcomes and the institutional student learning outcomes as alternative service option to serving on a committee for academic year 2019-2020. The working group is comprised of faculty from Chuuk Campus (2), CTEC (2) and National Campus (1) and the Dean of Academic programs. The primary goal of the group is to submit improved general education student learning outcomes that reflect strengthened core alignment and are relevant to contemporary societal competencies and knowledge. The general education student learning outcomes are to be endorsed by Curriculum Committee in May 2020.</p>			

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14.	<p>(II.A.14). Although the college believes it meets the standard, it should continue the following in order to strengthen Mission fulfillment:</p> <ul style="list-style-type: none"> • Administering and advocating for apprenticeship training program. • Conducting career & technical education annual exhibit to showcase program student learning outcomes. • Maintaining and strengthening partnerships with the local establishments or businesses through the CTE (Career & Technical Education) community services scheme. • Increasing the number of program courses with third-party certifications. 	IA, CTE	2016-2019
Progress <ul style="list-style-type: none"> • The college has demonstrated progress in administering and advocating for apprenticeship training programs. <ul style="list-style-type: none"> ○ Four apprentices from the Pohnpei Department of Education and COM-FSM arrangement completed their US department of Labor Apprenticeship requirements. The request for completion was approved by USDOL on April 26, 2017. ○ On May 05, 2017, four linemen from Yap Utilities registered with US Department of Labor for apprenticeship training. • On March 23 and 24, 2017, Pohnpei Campus held its annual Career and Technical Education (CTE) skills exhibit on to showcase its student learning outcomes (SLOs). A survey was conducted to solicit comments for improving this annual event. The 2018 Annual Exhibit was held on March 22-23 and all high schools were invited to the Career and Technical Education Center (CTEC formerly Pohnpei Campus). The faculty felt the number of students attending could be greater, so during March 26-28, 2019, CTEC faculty and staff took the exhibit to the high schools, rather than having the students brought to the campus. This visit was paired with the recruitment team visit so students could submit applications for admission the same day. • The Career and Technical Education (CTE) programs continue to maintain and strengthen partnerships with local establishments or businesses. Each CTE program has an Advisory Council composed of members from our community, and program TORs are available on the college wiki page. The Automotive, Cabinet Making, Electronics & Telecommunications, and Refrigeration & Air conditioning programs have also established byproducts accounts to evidence their interaction and services to the surrounding community. • The college's Electronics and Telecommunications instructor, Gardner Edgar, was re-certified for <i>Fiber Optic Installation and Troubleshooting</i> on January 05, 2017. An MOU between the FSM Office of Environment and Emergency Management title 25 of the FSM code, section 210-part 3.5 supports industry certification for Refrigeration & Air-conditioning work in FSM. • As of May 2019, the college's Career and Technical Education Center (CTEC) is a recognized test center for <i>Electronics Technician Association</i> (ETA) certification exam. Professor Nelchor Permitez, Ed. D. was certified to administer the certification exams. The first certification test administration is scheduled for November 2019. 			
Standard II.B. Library and Learning Support Services			
15.	<p>(II.B.1). The LRC will develop a tutorial for the use of databases to be posted on the library website by spring 2016, coordinated by the reference librarian with media services, with the aim of providing another mode of library instruction through online access to improve student success in learning.</p>	LRC	Spring 2016
Progress <p>Supplemental handouts and research guides to be used as tools for online research and library orientation were developed in June 2017 and are available on the library website.</p>			

No.	Actionable Improvement Plan	Responsibility	Timeline
16.	(II.B.2). Starting fall 2016, the LRC will determine the resource materials needed for supporting the curriculum by accessing the course outlines and working with faculty to obtain their course syllabi. The LRC will also acquire a single copy of each textbook used in programs so that students may access the materials during library hours. In past years, a library committee provided a venue for faculty members and librarians to dialogue and collaborate on library instructional issues. The college may need to assign a library representative to the college's Curriculum and Assessment Committee.	LRC, CC, IA	AY15-16
Progress In its effort to gather college-wide support and review of its services and data to be used for improvement, the LRC requested the inclusion of a representative on the Curriculum Committee as part of its actionable improvement plan. April 24, 2017, the Curriculum Committee voted to approve the request for having a representative on the committee with that service beginning in Fall 2017. With this representation, the LRC has a broader and more systematic opportunity for input towards the improvement of services, development of policies, and recommendations on the acquisition of instructional materials.			
17.	(II.B.3). A program review for the LRC was submitted to the Management Team in June 2015. The LRC will use this tool to assess their resources and services currently provided and make improvements where needed.	LRC	AY15-16
Progress In its June 2015 program review , the LRC reported data for the National Campus. At its May 3, 2017 meeting, the college's Board of Regents approved revisions to the Instructional Program for every four years for the associate programs and every two years for the certificate programs. This revised schedule means more time for the LRC to gather data from all the state campus libraries and make improvements where recommended.			
Standard II.C. Student Support Services			
18.	(II.C.5). By Fall 2016, the college will require one of its counselors to participate in training on how to better serve student veterans' needs. Also by Fall 2016, the college will provide a support program for student veterans that includes specialized orientation programs, helping student veterans connect with one another, training faculty and staff on challenges student veterans face, and counseling on financial aid.	EMSS	Fall 2016
Progress The college accepts US Veterans (VA) and their dependents under the educational assistance programs established by the US Federal government. These programs are administered by the college's Office of the Vice President for Enrollment Management and Student Services (VPEMSS). US VA educational assistance programs at the college include: (a) Montgomery GI Bill or Chapter 30; (b) Post 9/11 GI Bill or Chapter 33; (c) Survivors and Dependents Educational Assistance or Chapter 35; and (d) Veterans Retraining Assistance Program or VRAP. From 2004 to Summer 2017, there were 83 US VA students who enrolled at the college. Of these 83 US VA students: (a) 58 are under Post 9/11; (b) 23 are under Montgomery GI Bill; (c) one is under Dependents Education Assistance; and (d) one is under Veterans Retraining Assistance. Of these 83 US VA students, 33 earned their certificate, associate, and third-year certificate of achievement from the college. The college's VPEMSS is the designated US VA school certifying official (SCO), and serves as the advisor for all US VA students. As advisor, the VPEMSS provides academic assistance and individualized attention to ensure each US VA student's success at COM-FSM. This assistance includes, but is not limited to: (a)			

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<p>assisting in the development of meaningful educational plans; (b) providing accurate and consistent information relating to program requirements; (b) monitoring academic progress; (c) providing counseling and support to guide career paths, ensure most effective use of VA benefits.</p> <p>The college sent its director for student life to participate in the March 11-15, 2017 NASPA-Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators) Conference in San Antonio, Texas. The conference allowed the college’s director for student life to participate in training sessions on advising student veterans, engaging and supporting student veterans on campus, working with students with disabilities, financial aid and literacy, Title IX and gender equality, substance abuse and mental health services administration, evidence-based strategies, and resources for college drinking prevention.</p>			
Standard III.A. Human Resources			
19.	(III.A.5). The college will comply with its own policies. The college will make necessary changes to timelines in its policies and practices and provide training for managers who are responsible for conducting performance evaluations. The college will review its policies and practices to implement a realistic and reasonable timetable that meets this standard. Additionally, the college will ensure actions taken following evaluations are formal, timely, and documented.	HRO	AY15-16
<p>Progress</p> <p>Board Policy No. 6017 Performance Evaluation was reviewed and revised to ensure the evaluation processes are sustainable and allow for systematic and timely evaluation of personnel. The modified policy was approved by the board of regents in their May 3, 2017 meeting and implemented effective May 3, 2017. Training supervisors in the proper procedures is continuous. . Workshops and information sessions on Board Policy No. 6017 and its administrative procedures are held as refreshers and as support for new supervisors and employees.</p>			
20.	(III.A.6). To maintain the integrity of programs, student learning, and quality of services, the college will formalize the evaluation of tutors.	HRO	AY15-16
<p>Progress</p> <p>The college has an evaluation for tutors in place that informs the counselors and/or those individuals in-charge of the college’s tutorial services of the areas which need improvement. The evaluation can inform supervisors about the possibility of rehiring. Using a Tutor Evaluation Form at the end of each term, tutor performance is evaluated by tutees. The evaluation form has 15 questions which ask tutees to rate their tutor’s performance from excellent to poor (4 to 1), or not applicable, in areas such as keeping appointments, knowing the subject matter, being respectful, and others. The evaluations of tutors are filed with counseling services.</p> <p>Retaining tutors or not retaining tutors is based in part on how tutors treat or assist their tutees. The tutor coordinator also meets with the tutors to get feedback on the challenges tutors face when providing the services and to get their suggestions on improving or addressing those challenges. From these exchanges and the survey results, the tutor coordinator is able to make the decision to retain or not those tutors who are interested and available for the next semester.</p>			
Standard IV.A. Leadership and Governance			
21.	(IV.A.2). The college will revise faculty contracts, and subsequently AP 2200, by articulating alternative pathways of service to the college community that may replace committee service.	HRO, IA, EC, FSS	Fall 2016
<p>Progress</p> <p>During the January 2016 Governance Summit, the college discussed choices for faculty service, besides that of serving on a standing committee (BP6026; BP2200; AP 2200 Participatory Governance). January 8, 2016, the</p>			

No.	Actionable Improvement Plan	Responsibility	Timeline
	<p>Facilities and Campus Environment Committee (FCE) drafted a memo to recommend changing the requirement of faculty service on a standing committee (BP6026 Faculty Workload), especially since some committees were very large (over 25 members). Faculty should have the option to provide service to the college in alternate ways. The recommended change was, “Participating in one standing committee <i>or</i> providing alternative services to the college and community, as specified in Administrative Procedure 6026.” The procedures then outline how alternative service is approved and what constitutes alternative service. This proposal was reviewed by Human Resource Committee on February 25, 2016, Cabinet on May 27, 2016, and Executive Committee on September 23, 2016. This policy went into effect immediately upon approval by the Board of Regents on December 1, 2016. In all faculty positions advertised following the implementation date, faculty workload section maintains the updated language. One example is the Japanese instructor who was the advisor to the Micro-Japan Student Club. This club is active in short-term student exchanges between Japanese Universities and COM-FSM students. The club also hosts a Japanese Language Speech Contest. Serving as officers on the faculty/staff senate is also considered alternative service for faculty.</p>		

Response to Team Recommendations for Improvement

All recommendations for improvement are addressed in this section of the *Mid-Term Report*. The five recommendations for improvement were initially addressed in the [Follow-up Report](#) and updates are provided here as necessary. The reader may find the following historical documents helpful:

- College of Micronesia-FSM [Institutional Self Evaluation Report](#) (ISER) December 15, 2015;
- [External Evaluation Report](#) March 8-17, 2016;
- [Supplemental Report](#) May 12, 2016;
- [Presentation](#) to ACCJC Commission June 8, 2016;
- [Summary Table of Recent Actions & Evidence](#) June 8, 2016 (presented to ACCJC Commission);
and
- [Action Letter](#) July 8, 2016;
- [Follow-up Report](#) October 15, 2017;
- [ACCJC Action Letter](#) January 26, 2019.

Recommendations to Improve Effectiveness

Recommendation 1

Human Resources

In order to improve effectiveness, the team recommends that the College ensure that its personnel evaluation processes are sustainable and allow for systematic evaluation of all personnel at stated intervals. These evaluations should assess the effectiveness of personnel and encourage improvement, and actions taken following evaluations should be formal, timely, and documented (III.A.5).

Policy Revision and Implementation

[Board Policy No. 6017 Performance Evaluation](#) was reviewed and revised to ensure the evaluation processes are sustainable and allow for systematic and timely evaluation of personnel ([R1.1](#)). The modified policy was approved by the board of regents in their [May 3, 2017](#) meeting and implemented effective May 3, 2017 ([R.1.2](#)).

Changes to Improve Effectiveness

The college, having identified the need to change Board Policy No. 6017, revised the policy and implemented it to improve these major areas of concerns:

- ✓ Compliance with timelines of evaluation
- ✓ Systematic evaluation
- ✓ Sustainable evaluation process

Under the revised policy, a manager completes a more reasonable number of evaluations per year having only to evaluate a new employee twice during the first year and six months prior to the end of the employment contract (generally a three-year contract). The elimination of the required annual evaluation of every employee has improved the ability of the college to meet its policy requirement. Further, the evaluation process can be more meaningful because supervisors have more time to plan and carry out a quality evaluation compared to the previous, numerous annual evaluations.

Supervisors now can focus on critical performance management areas and administrative responsibilities. Employees who are eligible for an annual step increment will not wait for the annual evaluation to receive their pay increase. In addition, changes in their retirement plan or life insurance as personnel actions are prepared using the most recent evaluations on file. The revised policy also allows for necessary additional formal evaluation when there are identified performance issues, while the [Human Resources Manual](#) (Chapter 8) provides proper criteria and guidelines for these steps ([R.1.3](#)). [Training](#) is continuous in this area and on the policy prior to its implementation, and thereafter to guide supervisors through the proper procedures ([R.1.4](#)).

Recommendation 1 Table of Evidence

R.1.1	Board Policy No. 6017 Performance Evaluation, May 3, 2017. http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6017
R.1.2	Board Directive May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.1.3	Human Resources Manual. http://www.comfsm.fm/hr/manual/HR-Manual-August-2017.pdf
R.1.4	Sample Training Evaluation Summaries. http://www.comfsm.fm/dcr/2017/Sample-Training-Evaluation-Summaries-PDF.pdf

Recommendation 2

Technology Resources

In order to improve effectiveness, the team recommends the College provide appropriate and adequate technology resources at all campuses in order to support the College's mission of being a learner-centered institution of higher education (III.C.1, III.C.2, III.C.3, III.C.4).

Summary

COM-FSM has undertaken ongoing improvements in technology resources available to support teaching and learning at the college. Furthermore, these improvements reflect the effort to ensure that technology resources at each campus are at the highest level that limitations of national and state infrastructure and reasonable budgeting can allow.

Providing Adequate Technology Resources

General IT

For Fiscal Year (FY) 2017, all line item technology equipment funds, previously funded under individual units, have been centralized under the Information Technology Office (ITO). This change is part of an effort to streamline, coordinate, and achieve efficiencies. Most importantly, these changes help ITO to maintain properly equipped faculty and staff offices to enhance mission fulfillment and service to students.

ITO completed new installations of interactive white boards across five campuses of the college (National, Chuuk, Kosrae, Pohnpei, and Yap Campuses) in order to supplement and/or replace existing units.

ITO has completed installation of a new primary server room switch. The [Aruba 5400R zl2 Switch](#) Series is an industry-leading Smart Rate with multi-gigabit ports for high-speed connectivity for the latest 802.11ac devices ([R.2.1](#)). This upgrade brings enterprise-class resiliency, true flexibility, security, and scalability to campus networks. Based on the 6th generation ProVision ASIC, the Aruba 5400R has a high-speed, high-capacity architecture with 2 Tbps crossbar switching fabric with low 2.1μ latency, unprecedented programmability, and leading edge SDN applications. Flexible connectivity options with up to 12-lot compact chassis, support for line rate 40GbE uplinks, up to 96-line rate 10GbE ports (SFP+ and 10GBASE-T), 1GbE, and up to 288 ports of PoE+ with internal power supplies.

This new setup affords several specific benefits:

- It is optimized for the digital workplace with unified management and security tools for resiliency and high availability at the edge allowing highly available router environments in both IPv4 and IPv6 networks.
- It provides redundant management and power systems, with enhanced system availability and continuity of operations. Hot-swappable modules and optional

redundant power supply provide uninterrupted power and allows swapping of modules with no impact on the network availability.

- The new switch also includes a robust set of security and quality of services features to build a network that meets ever-changing corporate policies and compliance requirements. Advanced distributed denial of service (DDOS) protection, such as DHCP Snooping, IP Source Guard, and ARP Protection, and flexible traffic controls, such as policy-based routing, QoS, and ACLs, manage end-to-end application priorities.
- Each campus is now outfitted with direct fiber optic link up from our ISP to provide for more reliable connection replacing ADSL, with the exception of FSM-FMI which now has ADSL installed in place of the T1 connection that provided internet via Yap Campus.
- The National and CTEC campuses have new phone systems installed that allow for better calling between campuses via extension numbers utilizing our ISP's VOIP services. At the time of this writing, work is beginning at Kosrae Campus with new phone installations with the remaining campuses to follow.
- Submarine fiber optic cable has landed on the states of Chuuk and Yap allowing the college's campuses on those respective islands to [realize faster bandwidths \(2.7\)](#). The bandwidth for each campus has been increased via our ISP that allows for better utilization of internet services centralized at the National Campus, and the use of cloud based services like Schoology.

In FY2019, a new contract with our ISP was implemented that saw Yap Campus put on fiber optic, with plans for upgrades to fiber at Chuuk and Kosrae Campuses direct from our ISP in place of ADSL. As of this writing fiber optic cables are in place in server rooms at the Chuuk and Kosrae Campuses but have not been implemented pending amendments to the service contract.

CTEC

Work continues to reroute the [LAN fiber optics](#) cable to a new NOC location in anticipation of new construction at the Pohnpei Campus ([R.2.2](#)). The new location will also allow for the potential to connect the entire campus to a high speed single mode fiber ring that is part of the college's internet service providers network. A fiber link would allow for more options for total connectivity speeds as well as linkages to the National Campus for online services. Wi-Fi access points were expanded on the campus to improve network accessibility.

In FY2019, fiber optic cable has replaced ADSL at CTEC to realize more bandwidth as part of the new service contract with FSMTC. Additionally the phone system has also been upgraded from the legacy system that was in place; this will allow for inter campus calling on the same extension network.

Chuuk Campus

Wi-Fi access points were expanded on the Chuuk Campus to improve network accessibility. New access points were installed August 2016, and a central access point was recently installed, with another upgrade scheduled during Fiscal Year 2018.

FSM-Fisheries and Maritime Institute (FSM-FMI) and Yap Campus

The FSM-FMI Campus site occupies both sides of a main road. Work was completed to reroute existing copper cables that connect the two sides and to replace the copper with a [fiber optics cable \(R.2.3\)](#). The new fiber optics cable allows for improved LAN speeds as well as options to expand levels of service available to the site for online services such as Wi-Fi and server hosted local content. Faster network speed will enhance the quality and effectiveness of instruction by providing improved options for educational delivery. Faster network speeds also offer potential to bring dynamic resources into the classroom while promoting improved communications and partnering between faculty and students.

In FY2019, ADSL was installed at FSM-FMI providing improved internet speeds with reliable consistency. To further enforce stability and management of internet services, server equipment was also installed for the first time which also allows for expansion of services if the need arises. Managed wireless services at that campus are being incorporated.

Kosrae Campus

The college has taken steps to dramatically improve IT service at the Kosrae Campus.

- Officially secured an upgrade to connectivity to one of the campuses and an amendment to the college's current [contract](#) with FSMTC for COM-FSM Kosrae Campus in FY2017.
- Upgraded the Business Elite ADSL (1,536/768 kbps) at Kosrae Campus to a Business Elite B ADSL (5,120/1,024 kbps) connection, an increase of 3,584 kbps direct internet download and 256 direct internet upload capability. The requested upgrade took effect September 1, 2017. Delays in equipment delivery by the college ISP pushed the expected date of delivery beyond summer 2017 ([R.2.4](#)).
- In FY2019, the college's ISP ran fiber optic lines into the server room at Kosrae Campus in anticipation of replacing ADSL for reliability of connection.

The IT Office has moved to the former location of the campus bookstore. The new location put the office in a centralized location on campus, and offers better security in terms of structural integrity and protection from intrusion.

Faster internet speed will enhance the quality and effectiveness of instruction by providing improved options for educational delivery for faculty. Faster internet speeds offer potential to bring dynamic resources into the classroom while promoting improved communications and partnering between faculty and students.

National Campus

During summer 2017, an [expansion of Wi-Fi](#) in both the male and female residence halls occurred ([R.2.5](#)). Multiple access points were installed on each floor; these access points now cover all resident rooms. Additionally, [Wi-Fi installations](#) were completed outside main classroom locations to improve the in-classroom network range ([R.2.6](#)). These efforts

promote improved communications to the campus residents for internet research and for online partnering with instructors and advisors.

Upgrades to wireless across campus are ongoing as there has been an increase of mobile devices on campus thereby increasing the demand across campus. New wireless hardware has been ordered and is being strategically placed across the campus.

In FY2019, new computers were purchased for the residence halls to be used by students in the afterhours. These new computers will replace the old computers in the mini labs in each of the residence halls and will be used to support academic work and research for boarding students.

Recommendation 2 Table of Evidence

R.2.1	Aruba Switch. http://www.comfsm.fm/accreditation/2017/followup/ito-aruba-switch.pdf
R.2.2	Pohnpei Campus Fiber. http://www.comfsm.fm/accreditation/2017/followup/ito-pohnpei-campus-fiber-run.jpg
R.2.3	FSM-FMI Fiber. http://www.comfsm.fm/accreditation/2017/followup/ito-fmi-fiber-run.pdf
R.2.4	Upgraded FSM Telecom Contract. http://www.comfsm.fm/accreditation/2017/followup/COMFSM_FSMTC_agreement.pdf
R.2.5	National Wi-Fi Expansion. http://www.comfsm.fm/accreditation/2017/followup/ito-national-wifi-expansion.pdf
R.2.6	National Wi-Fi In-Class Expansion. http://www.comfsm.fm/accreditation/2017/followup/ito-Wifi-Analyser-Classroom-Building-A.jpg
R.2.7	Campus Bandwidth Graphs. https://www.dropbox.com/sh/26f6glnc3wc7l1a/AACyx8-L2M_Lu_K8iOR8ymMNa?dl=0

Recommendation 3

Financial Resources

In order to improve effectiveness, the team recommends the College seek continued commitment and financial support in addition to student tuition to ensure the College's ongoing ability to provide access to higher education for citizens and residents in all states of the FSM. The team further recommends that the College continue efforts to support its long-term operations and future planning identifying additional alternative financial resources to supplement student tuition (III.D.1, III.D.2, III.D.4, III.D.9, III.D.11).

Summary

The 2020 budget contained a request for funding from the National Government so the college can effectively meet the total cost of ownership (TCO) in order to continue to provide access to higher education for FSM citizens and ensure adherence to ACCJC Standard III: Resources-Standard IIIB: Physical Resources ([R.3.3](#); [R.3.4](#)).

Continued financial support for the 2020 budget by the FSM Congress, especially the continued funding of the \$2.8 million decrement of the [Joint Economic Management Committee \(JEMCO\)](#) funding, supports the institution's ability to fully carry out the *Integrated Educational Master Plan* (IEMP) and to meet ACCJC Standards for Accreditation. The college is encouraged by the continuing commitment and support from FSM national and state leadership. COM-FSM remains confident that the national government will continue to provide an appropriate and reliable level of funding to ensure that the college fulfills its mission and meets accreditation standards.

Financial Stewardship

As part of the president and CEO's report, quarterly financial statements are submitted to the [Board of Regents](#). The college's [audit reports](#) show unmodified opinion that the college is in compliance, and the college has received an unmodified opinion of its audit reports since 1993 ([R.3.5](#)). The college provides oversight to its finances by regularly reviewing financial information and reports at different levels including the [Cabinet](#), [Board of Regents](#), Finance Committee, and budget managers' meetings.

The college's [Five Year Financial Plan 2018-2022](#) is linked to the programs and services in the 2018-2023 IEMP ([R.3.6](#)). The Strategic Plan and the IEMP are the basis of all financial planning used to inform development of financial projections for the college. The formulation of the college budget is guided by the [Budget Procedures Handbook](#) developed in May 2013 ([R.3.7](#)).

The systems used by the college to manage financial resources have embedded internal control systems to ensure reliability and effective oversight of finances. The college has sufficient [policies and procedures](#) to ensure the effective oversight of finances as evidenced by the unmodified/unqualified opinion by the external auditor.

As a result of the ACCJC evaluation team visit in March 2016, the team and the Commission made the following commendation:

The team commends the College for fostering a culture of commitment to financial discipline and stability. Savings realized through the effective use of institutional and financial planning integrated with resource allocation have led to increased reserves that enable the College to further invest in student recruitment, success and completion ([p. 5](#)).

Increasing Retention to Support Tuition Revenue

Enrollment

Enrollment is an area of continuing focus. From a fall semester enrollment high during Academic Year (AY) 2011-2012, the college has seen a 33.7% decline in fall semester enrollments (as of AY 2018-2019). These enrollment declines, however, are in line with changing demographics in the FSM. Potential students can easily join the nation's migration patterns, highlighted by the fact that the 2010 FSM census showed that 44.5% of FSM families had immediate family members living outside of the FSM. As part of its strategy to sustain tuition revenue in light of the current demographic trend, the college is employing a variety of strategies to improve retention.

Persistence

The fall-to-spring semester persistence rate of first-time, fulltime students has remained in the 85% to 90% range. While there is some annual variation, the college's enrollment and achievement trend data exceed the institution-set standards (ISS), meet medium-term targets, and are on track to meet five-year targets. The ISS were revised in September 2017 as part of the new strategic plan incorporating measures of success (see Commission Recommendation 1).

Based on data, the college has developed plans for future improvement. As a result, institutional priorities for the FY 2018-FY 2020 budgets focus on expanding initiatives identified in the Quality Focus Essay projects.

The FSM Government continues financial support to the college by making yearly appropriations to payoff student debt balances, providing additional funds to support grant administration, and contributing to the [endowment fund](#).

The Financial Aid Office has become proactive and very effective in reaching students to comply with their Pell Grant requirements, thus increasing the awards for AY 2016-2017. The increase in Pell awards lowered the college's net receivable from \$4.342M in FY2015 to \$3.208M in FY2016 because more students were able to pay their tuition fees ([Financial Statements and Independent Auditor's Report 2016 and 2015; R.3.9](#)). The college addressed the effects of declining enrollment by helping students in their Pell Grant application; therefore, the revenue collection is not affected (Table 3.1).

Table 3.1. COM-FSM: Four-Year Academic Year (AY) History of Pell Grant

Academic Year	Term	Enrollment	No. of Pell Awards	% of Students Receiving Awards ¹	Total Pell Revenue (\$)
2015-2016	F.	2,224	1,517	68	3,131,325.00
	Spr.	1,858	1,659	89	2,651,535.00
	Sum.	981	294	30	388,125.00
	AY Total	5,063	3,470		6,170,985.00
2016-2017	F.	2,092	1,862	89	3,059,910.00
	Spr.	1,747	1,566	90	2,572,762.50
	Sum.	984	505	51	390,015.00
	AY Total	4,823	3,933		6,022,687.50
2017-2018	F.	2,028	1,795	89	4,740,651.24
	Spr.	1,709	1,523	89	3,964,891.00
	Sum.	1,098	897	82	1,252,303.90
	AY Total	4,835	4,215		9,957,846.14
2018-2019	F.	1,932	1,681	87	4,558,831.50
	Spr.	1,645	1,483	90	4,026,884.88
	Sum.	1,135	953	84	1,387,110.67
	AY Total	4,712	4,117		9,972,827.05

Data

Source: COM-FSM Comptroller's Office.

FSM Government Support

The college continually requests support from the FSM National Government to provide the financial assistance necessary to ensure quality education for the nation. The FSM Government extends the usual support every year to the operation of the college and to the direct scholarship program given to constituents. The FSM Government was also able to allocate funding for the infrastructure projects of the college starting FY2017.

Based on FY 2019 budget ([Public Law 20-131](#)) for FSM National Government, the college continually receives the \$3,800,000.00 subsidy and additional subsidy of \$250,000.00 as support in administering the Doctors and Dentists For Tomorrow program. ([R.3.19](#), p. 19 of 28) (Table 3.2).

¹ Factors driving the drop in Pell awards in AY 2014-015 and AY 2015-16 include the reduction in summer Pell funding and the drop in COM-FM enrollment. Note that, despite these factors, the number of awards, percentage of students receiving the awards, and the total Pell revenue has increased substantially in the last two academic years.

Table 3.2. FSM Government Subsidy: FY2015-FY2019

Fund Source	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
FSM Government Subsidy (Compact Fund-ESG)	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
FSM Government Subsidy (Local Fund)	2,800,000	2,800,000	2,800,000	2,800,000	3,050,000
Total	3,800,000	3,800,000	3,800,000	3,800,000	4,050,000

Endowment and Reserves

The college's endowment fund established in 1997 has grown from \$6,049,180 in August 31, 2017 to \$7,256,159 as of September 30, 2019. Figure 3.1 displays this history.

Cash reserves increased from \$3,015,235 in August 31, 2017 to \$3,435,124 as of September 30, 2019. The college temporarily withdrew \$3,000,000 in the cash reserve fund in order to address current funding needs while the college is in the process of complying with [new financial regulation](#) implemented by the FSM Department of Finance and Administration. The college is solvent and has enough cash to pay its liabilities ([R.3.18](#)).

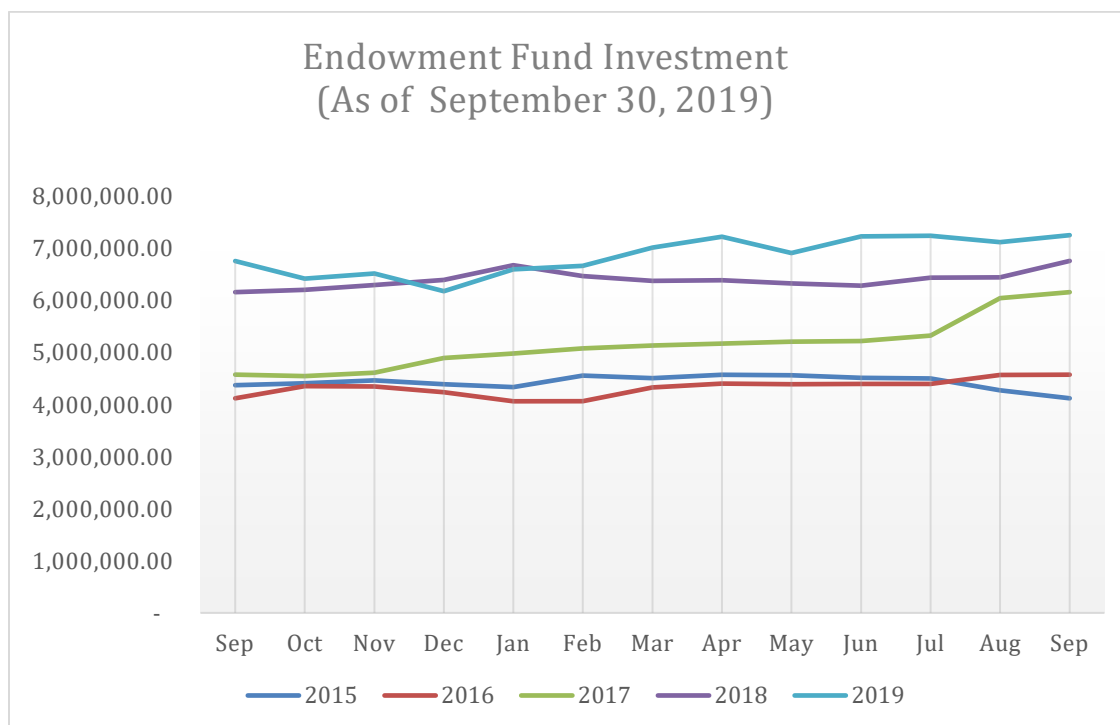


Figure 3.1. COM-FSM Endowment Fund Investment History: 2015-2019.

Friends of COM-FSM Foundation

Mike Rota, President of the Friends of COM-FSM, attended the March 2019 Board meeting in Kosrae to discuss further collaboration with COM-FSM. President Daisy met with Mike Rota and Floyd Takeuchi in April in Honolulu to discuss future collaboration for fundraising. Unfortunately, the Friends of COM-FSM raised only \$110,000 since the MOU was established in 2015. The leadership of the foundation recently shared that they no longer have time to dedicate to the Foundation. Therefore, the board of directors unanimously voted to disband the foundation and return funds to the college. In a [letter](#) dated October 1, 2019, the Friends of COM-FSM indicated that they plan to complete the dissolution by the end of the year 2019. All funds were returned to the college by the end of year 2019.

Other Non-Tuition Revenue Sources

The college continually seeks financial assistance from outside in order to improve its operation. With the help of [Micronesian Registration Advisors Inc.](#), the college was able to established the [Center for Entrepreneurship](#) whose function is to provide services, training programs, and activities in support of the entrepreneurial activities of the students ([R.3.10](#)). The Center was also able to secure additional funding through grants that help students develop their entrepreneurial skills. (Table 3.3 below tracks this history.)

Table 3.3. COM-FSM Center for Entrepreneurship Funding Sources 2014-2019

Agency	Dates	Amount (\$)
Micronesian Registrations Advisors Inc.	August 2014-2019	345,000
US Department of Commerce, Economic Development Assistance	September 2016-2018	25,000
US Department of Interior, Office of Development Assistance	July 2017	36,000
Global Greengrants (for Future Farmers Club of COM-FSM Students)	April 2016	5,000
Global Greengrants (for Hydroponics of the Pacific, a business owned by COM-FSM students)	February 2017	5,000
Total		416,000

Institutional Advancement

To strengthen external relationships and promote institutional advancement, the Board of Regents approved on [August 8, 2014](#), the establishment of an *Institutional Advancement Office* (IAO) ([R.3.11](#)). The office engages in activities that enhance the college's visibility and reputation locally, regionally, and internationally. The office manages the college's operational fundraising program, alumni relations, communications and marketing, and

foundation relations to support the College of Micronesia - FSM goals and mission. Since its establishment, Institutional Advancement Office has raised \$850,786.68.

U.S. Federal Grant Funding

COM-FSM has sustained a history of substantial grant funding from the U.S. Government. These grants directly support the instructional and student support services of the college, as well as its infrastructure and ongoing operations. Table 3.4 summarizes the recent history of this support and a [Federal Grants](#) Excel document offers a complete and detailed history ([R.3.12](#)).

**Table 3.4. COM-FSM U.S. Federal Grant Support Summary:
FY 2015-FY2018 (\$US)**

Grant Source*	Funding Type	2015	2016	2017	2018	Total
U.S. Department of Agriculture	Direct Grant	238,874	181,773	40,814	98,701	559,532
U.S. Department of Interior	Pass Through FSM Govt.	2,349,036	1,734,347	1,689,948	1,689,948	7,463,279
	Direct Grant		82,895	37,536	2,920	123,351
U.S. Department of Education	Direct Grant	11,023,658	12,349,477	11,415,443	9,031,502	43,820,080
U.S. Department of Health and Human Services	Pass Through Univ. of Guam	197,652	122,222	64,597	83,449	467,920
	Pass Through FSM Govt.			57,073		57,073
U.S. National Science Foundation	Pass Through Univ. of Guam	66,109	70,912			137,021
	Pass Through Univ. of Hawaii	15,821	30,520	27,464	13,621	87,426
U.S. Agency for International Development	Direct Grant	4,218	114,316	122,004	140,349	380,887
Annual totals of Federal Grant Support		13,656,732	14,686,462	13,454,879	11,060,490	

*Includes multiple grant programs within these grant sources.

Scholarship Programs

Aside from operational support, the FSM Government, through the four states of the FSM, has provided scholarships to students whose Pell Grant is not sufficient to cover the cost of their education. A history of that support for the last two academic years (AY) appears in Table 3.5.

Table 3.5. Summary of FSM States Scholarship Support: AY2015 - AY2019

State	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019	
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	No. of recipients	Amount (\$)	No. of recipients	Amount (\$)	No. of recipients	Amount (\$)	No. of recipients	Amount (\$)
FSM-National	28	29,070	51	52,430	71	78,750	50	52,500
Chuuk	36	24,800	38	24,885	42	26,415	28	19,650
Kosrae	16	8,000	31	15,500	28	14,000	1	800
Pohnpei	3	1,500	-	-			9	4,026
Yap	39	43,645	31	30,725	76	58,381	60	55,790
Others					3	7,500	3	4,450
Total	122	107,015	151	123,540	220	185,046	151	137,216
	Spring 2016		Spring 2017		Spring 2018		Spring 2019	
FSM-National	35	35,017	43	42,500	62	62,750	54	57,000
Chuuk	47	33,100	32	19,900	41	24,375	25	17,850
Kosrae	11	5,500	21	10,500	22	11,000	13	6,200
Pohnpei	2	1,000	-	-	12	5,612	31	16,218
Yap	34	32,150	30	30,450	79	55,691	71	41,739
Others								
Total	129	106,767	126	103,350	216	159,428	194	139,007
	Summer 2016		Summer 2017		Summer 2018		Summer 2019	
FSM-National	35	35,017	43	42,500	2	1,750	10	10,250
Chuuk	47	33,100	32	19,900	-	-	-	-
Kosrae	11	5,500	21	10,500	-	-	-	-

State	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019	
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	No. of recipients	Amount (\$)	No. of recipients	Amount (\$)	No. of recipients	Amount (\$)	No. of recipients	Amount (\$)
Pohnpei	2	1,000	-	-	-	-	-	-
Yap	34	32,150	30	30,450	20	1,070	44	5,843
Others								
Total	129	106,767	126	103,350	22	2,820	54	16,093
Total Report Period	380	320,549	403	330,240	458	347,294	399	292,317

Infrastructure

The FSM Government is also committed to providing funding for the infrastructure needs of the college. The initial Five-Year Infrastructure Development Plan of the college costs \$24.74M. This infrastructure plan is part of the [FSM Strategic Development Plan of 2004-2023](#). Table 3.6 shows the FSM Government commitment to the infrastructure needs of the college.

Table 3.6. COM-FSM Infrastructure Plan Funding: 2017-2018.

Year	Funding Level (USD)	Appropriation Source
2017	8,545,500	Public Law No. 19-117 (R.3.8)
2018	3,000,000 4,252,250	Chuuk State Law No. 13-16-09 (R.3.13) ² Public Law No. 20-42 (R.3.14)
Total	15,797,750	

Five-Year Financial Plan

The college developed a new [Five-Year Financial Plan: 2018-2022](#) that was approved by the Board of Regents on [September 14, 2017 \(R.3.15; R.3.16; R.3.17\)](#). This plan details the fiscal strategies, including assumptions that will aid the college towards achieving its mission and maintaining its sustainability. The plan incorporates the strategies listed towards addressing

² This operational budget is not yet approved by the FSM Government. Approval usually occurs by the end of September.

Recommendation 3 and provides a comprehensive summary of fiscal planning to support those strategies.

Recommendation 3 Table of Evidence

R.3.1	Strategic Plan 2018-2023. http://www.comfsm.fm/accreditation/2017/followup/COM_FSM_Strategic_Plan_2018_2023.pdf
R.3.2	Integrated Educational Master Plan. http://www.comfsm.fm/?q=Integrated-Educational-Master-Plan
R.3.3	FY2018 Budget Meeting Minutes. http://www.comfsm.fm/vpa/budget/2018/FY18-Budget-Meeting-Minutes-092016.pdf
R.3.4	FY2018 Budget Guidelines. http://www.comfsm.fm/vpa/budget/2018/FY2018%20budget%20guidelines%2029%20August%202016-1.pdf
R.3.5	Audit Reports. http://www.comfsm.fm/?q=businessoffice-reports
R.3.6	Five Year Financial Plan 2018-2022. http://www.comfsm.fm/accreditation/2017/followup/Five_Year_Financial_Plan_2018_2022
R.3.7	Budget Procedures Handbook. http://www.comfsm.fm/publications/handbook/Budget_Handbook_MAY14_2013.pdf
R.3.8	Congressional Public Law 19-117. https://www.dropbox.com/s/xl0sjhscoiotmg/PUBLIC_LAW_19-117%281%29%20copy.pdf?dl=0
R.3.9	Financial Statements and Independent Auditor's Report 2016 and 2015. http://www.comfsm.fm/?q=businessoffice-reports
R.3.10	Micronesian Registration Advisors, Inc. MOU with COM-FSM. http://www.comfsm.fm/accreditation/2017/followup/MOU_MRA.pdf
R.3.11	BOR August 8, 2014 Actions and Directives. http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf
R.3.12	Federal Grants Detailed. http://www.comfsm.fm/accreditation/2017/followup/Federal_Grants.xlsx
R.3.13	Chuuk State Law No. 13-16-09. http://www.comfsm.fm/accreditation/2017/followup/CSL_13_16_09
R.3.14	Congressional Public Law 20-42. http://www.comfsm.fm/accreditation/2017/followup/PUBLIC_LAW_20_42.pdf
R.3.15	Five-Year Financial Plan: 2018-2022. http://www.comfsm.fm/bor/notebook/09-2017/10.a.ii_5-Year_Financial_Plan-1.pdf
R.3.16	Five-Year Financial Plan Presentation. http://www.comfsm.fm/bor/notebook/09-2017/10.a.i_Five-Year_Financial_Plan.pdf
R.3.17	Board of Regents, Actions and Directives 14SEP2017. http://www.comfsm.fm/bor/directives/Directives-09-14-2017.pdf
R.3.18	Financial Management Regulation. http://www.dofa.gov.fm/wp-content/uploads/2019/02/Signed-FMR-Feb-2019.pdf
R.3.19	Public Law No. 20-131. http://cfsm.gov.fm/iframe/20%20congress/LAWS/PUBLIC_LAW_NO_20-131.pdf

Recommendation 4

Academic Quality and Instructional Programs

In order to improve effectiveness, the team recommends the College develop ways to engage in systematic analysis of and collegial dialog concerning the large volume of data generated through course-level outcomes assessment in order to use these data more effectively in support of continuous improvement of student learning (I.B.1, I.B.4, II.A.3, II.A.16).

Summary

The college has redesigned course level assessment reporting to collect data in a form that can be aggregated and then disaggregated for comparisons among classes, instructors, campuses, and between genders. Results have been shared with program faculty to foster collegial dialog. Training has been conducted through a college-wide summit facilitated by Linda Suskie, towards *Making Student Learning Assessment Useful and Worthwhile* and for *Keeping Things Simple*. Additionally, the college has redesigned its program review cycle to support more useful, meaningful, and worthwhile assessment that is more likely to lead to positive impacts for student success.

Improvements to CSLO Assessment Process

For over a decade, the college has required that all faculty members complete a course level assessment report for each course taught, and to submit the reports to their division chairs and the dean of academic programs (DAP). The reporting requirement was established as a means of accountability to ensure that all faculty were examining the achievement of course student learning outcomes (CSLOs) in those courses they teach, analyzing results, and creating improvement plans both during the course, and for the next time the course is taught. The intention of the course level assessment report was to ensure expectations of assessing CSLOs are met by all faculty. Fundamentally, faculty members are required to assess student learning on each course as grades do not necessarily reflect the achievement of an SLO. The reporting requirement was neither cumbersome, nor elaborate. The report was simply designed to guide faculty on a reflection of how students performed on their course and to determine improvements the faculty member might need to implement moving forward, so that learning outcomes are better met (if gaps were identified).

There is certainly value to aggregating data, systematic analysis, and collegial dialogue. However, the course level assessment reports were not originally designed to be aggregated. Though larger scale institutional improvements to support student learning are targeted by other means, there is also value in self-reflection and individual improvements to teaching and learning that also positively improve student learning. Program faculty have worked together and dialogued collegially when they analyzed student learning outcome achievement and completed both their annual program assessments and their biennial program reviews.

The team noted that, “there are so many outcomes being assessed it could potentially be overwhelming” ([External Evaluation Report](#), p. 22). Many institutions have fallen prey to

spending too much time collecting large volumes of data, reporting on those data, and then having too little time left for analysis, dialogue, and ensuring that improvements for impact occur. The college identified through its own Actionable Improvement Plan (AIP) for (I.B.4) that it,

...will continue to shift from a quantity to a quality assessment process by committing the necessary time for more reflective, collaborative implementation efforts that are designed to more broadly and positively impact student learning (December 2015 [ISER](#), pp. 81 & 316).

To improve, in Fall 2016, the college changed the CSLO achievement reporting requirement and asked that faculty submit data directly into TracDat. The faculty was asked to indicate for each student on the course, whether each of the CSLOs was achieved, and students were identified as male or female.

This provides the opportunity for program faculty to aggregate data and compare performance across the same course (explore differences or similarities in performance by instructor or by campus), as well as examine any gender performance differences. Additionally, for those faculty members who were still inappropriately using grades to determine achievement of CSLOs, this change in reporting necessitated a break from that practice. Homework assignments, quizzes, exams, and classroom assignments as well as assessments have to be more thoughtfully designed to ensure that the instructor is teaching and assessing the CSLOs that the college claims the students learn while on the course.

Training and Dialogue

To improve assessment practices through college-wide training and dialogue, faculty members and those whose positions involve the assessment of student learning outcomes (115 participants), attended the [August 1-2, 2017, Assessment Summit \(R.4.1\)](#). The college engaged [Linda Suskie](#) (distinguished author, speaker, consultant, and educator) to facilitate the two-day summit. The focus was on [Making Assessment Useful and Worthwhile](#) and [Keeping things simple \(R.4.2; R.4.3; R.4.4\)](#).

The summit **learning goals** were:

1. Clarify the purposes of assessment and the decisions that follow from that assessment results.
2. Articulate clear, meaningful learning outcomes.
3. Confirm that curricula and learning activities focus on important learning outcomes.
4. Create a meaningful, useful rubric.
5. Set appropriate standards and targets for student achievement.
6. Share assessment results in ways that promote conversations on improving student learning.

For those faculty who were unable to attend the summit held at the National Campus on Pohnpei, as with all past summits, the summit training was repeated in each of the other three Micronesian states (Chuuk, September 1-2; Kosrae, September 1; and Yap, September 21), and was facilitated by those campus members who attended the larger summit ([R.4.5](#)).

Program faculty now schedule meetings to discuss assessment results and formulate recommendations and plans for improvement. Meetings are documented with formal minutes. ([R.4.12](#), [R.4.13](#), [R.4.14](#))

Changes in the Program Review and Program Assessment Processes

The Curriculum Committee recommended a change from a two-year program review cycle to a four-year program review cycle for all associate degree programs (one-year certificate programs continued with an established two-year cycle). As a result of this recommendation, on [April 4, 2017](#), the Executive Committee voted to adopt this change ([R.4.6](#)). And on May 3, 2017, the Board of Regents approved this change as reflected in revised Board Policy [BP 3202 Instructional Program Review](#) and per its *Actions and Directives* ([R.4.7](#); [R.4.8](#)). Additionally, on [April 4, 2017](#), the Executive Committee approved a revised Administrative Procedure [AP 3202](#) ([R.4.6](#); [R.4.9](#)).

And, on [April 21, 2017](#), the Executive Committee approved a staggered four-year program review cycle ([R.4.10](#); [R.4.11](#)). The staggered cycle is designed to allow for more time to be spent examining a narrower set of programs on a given year, rather than the previous, compressed structure in which the college was reviewing all instructional programs one year, and all administrative units another year. The revised cycle provides three years for program assessment and a fourth year to be focused on the program review. The intention is to make assessment less overwhelming and to allow more time for reflection and dialogue about results. Importantly, the longer cycle is designed to ensure improvement implementation for positive impacts on student learning and achievement.

Recommendation 4 Table of Evidence

R.4.1	Assessment Summit 1-2 Aug 2017 Agenda. http://www.comfsm.fm/accreditation/2017/followup/AGENDA.pdf
R.4.2	Linda Suskie. Making Assessment Useful and Worthwhile. http://www.comfsm.fm/irpo/visioning-summit/2017/Micronesia_asmt_useful_and_worthwhile.pdf
R.4.3	Linda Suskie. Keeping Things Simple. http://www.comfsm.fm/irpo/visioning-summit/2017/Micronesia_keeping_things_simple.pdf
R.4.4	Linda Suskie Report to COM-FSM. http://www.comfsm.fm/accreditation/2017/followup/Report_to_Micronesia.pdf
R.4.5	Summit Reports. http://www.comfsm.fm/?q=irpo-summits
R.4.6	Executive Committee Approval April 4, 2017 BP 3202 Academic Program Review (changed to 4-year cycle) http://www.comfsm.fm/executive/minutes/EC-Minutes-April-04-2017.pdf
R.4.7	Board Policy 3202. http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3202.pdf
R.4.8	Board of Regents Actions and Directives, May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf

- R.4.9 Administrative Procedure AP 3202. http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-3/COM-FSM_AP3202.pdf
- R.4.10 Four year program review cycle: Executive Committee Approval April 21, 2017. <http://www.comfsm.fm/executive/minutes/EC-Minutes-April-21-2017.pdf>
- R.4.11 Staggered Four-Year Program Review Cycle. http://www.comfsm.fm/accreditation/2017/followup/4_Year_Program_Review_Cycle.pdf
- R.4.12 Agriculture & Food Technology Program Review minutes _2019March08. https://www.dropbox.com/s/rhqjx966kjk0q6/AFT%20PR%20minutes_2019Mar08.docx?dl=0
- R.4.13 Liberal Arts Program Review minutes_2019May20. <https://www.dropbox.com/s/xyxi8axus5tlmaz/LA%20program%20minutes%20May202019.docx?dl=0>
- R.4.14 Third Year Certificate in General Business Program Review minutes_2019January07. https://www.dropbox.com/s/t78gyegfd93rteh/TYC_Gen_Business_Workshop_01_07_2019.docx?dl=0

Recommendation 5

Library and Learning Support Services

In order to improve effectiveness, the team recommends the College implement assessment methods in the area of library services that more effectively measure how these services contribute to the attainment of student learning outcomes (II.B.3).

Summary

The Learning Resources Center (LRC) at COM-FSM has taken two specific measures to improve its ability to assess the services it provides. First, the LRC has set measurable Administrative Unit Outcomes and defined strategies to achieve them. These outcomes will be part of the unit's regular Administrative Unit Program Review. Second, the LRC has defined specific Student Learning Outcomes by which it will assess the effectiveness of its critical services. Both these steps describe a more rigorous and sustainable assessment regime than had existed previously.

Library Contribution to Achieving Student Learning Outcomes

The college's Learning Resources Centers (LRC) has an overarching goal to provide services and resources to the students, faculty, and staff of the college and to the public. To help achieve that goal, the LRC has established administrative unit outcomes for 2016-2017 that state the following (Table 5.1): (TracDat)

Table 5.1. COM-FSM LRC: Administrative Unit Outcomes & Strategies.

AUO	Strategies
<ul style="list-style-type: none">• Increase the library holdings at campus libraries by 10%	<ul style="list-style-type: none">✓ Allocate funds to purchase more titles to add to Kosrae Campus library✓ Complete all acquisition orders by spring 2017.
<ul style="list-style-type: none">• Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand (ISLO#6 Information literacy)	<ul style="list-style-type: none">✓ Develop and implement library workshops inclusive of pre- and post-tests.
<ul style="list-style-type: none">• Improve access to all collections by migrating data into the KOHA system by September 2017.	<ul style="list-style-type: none">✓ Import Follett data for each campus library into the KOHA system by September 2017.

In its effort to gather college-wide support and review of its services and data to be used for improvement, the LRC requested the inclusion of a representative on the Curriculum Committee as part of its actionable improvement plan. In April 2017, the [Curriculum Committee](#) voted to approve the request to have a representative on the committee beginning in fall 2017 ([R.5.1](#)). With this representation, the LRC will have a more systematic and broader input on improvements of services, development of policies, and recommendations on the acquisition of instructional materials.

In its effort to improve working with faculty to purchase recommended titles, in October 2018, the library added a Recommend-a-Purchase link on the library webpage for faculty to access and request titles for purchasing. ([R.5.6](#))

On faculty recommendation, the library also subscribed to the Education Full Text and Education Resources Information Center (ERIC) databases through EBSCO in January 2019 to provide supplemental electronic resources for the education program. ([R.5.8](#)) ([R.5.10](#))

In its June 2015 program review, the LRC reported data for the National Campus. At its [May 3, 2017](#) meeting, the college's Board of Regents approved revisions to the Instructional Program Review ([BP 3202](#)) for every four years for the associate programs and every two years for the certificate programs. This change will mean more time for the LRC to gather data from all the state campus libraries and make improvements where recommended ([R.5.2](#); [R.5.3](#)).

Library SLOs

Library orientations are provided at the beginning of each new school year, specifically in the fall semesters, and throughout the semester as requested by faculty members. The library orientation provides a basic introduction to the resources and services that are offered in the library. In fall 2015, the LRC, in collaboration with Enrollment Management and Student

Services (EMSS), developed a [syllabus](#) with related outcomes and strategies for that activity ([R.5.4](#)).

In fall 2016, library instruction sessions were modified to include a pre- and post-test instrument that targets the information requests made by faculty members to meet the student learning outcomes of the courses taught by those members, and to meet the learning outcomes developed by the LRC in the following three major areas (Table 5.2):

Table 5.2. COM-FSM LRC: Student Learning Outcomes.

Finding Sources	Evaluating Sources	Citing Sources
SLO 1: The student will be able to use the library resources (use the library catalog (OPAC), find books on library shelves, and use electronic resources to find journal articles.)	SLO 2: The student will be able to evaluate information and its sources critically.	SLO 3: Students will be able to cite sources using APA/MLA formats.

The majority of the requests received for library instruction deal with the basic searching for sources located in the library and searching for sources online via the subscription databases, sometimes requested separately and sometimes combined. The pre- and post-test instruments are developed based on those requests (Table 5.3) ([R.5.9](#)).

Table 5.3. Library Instruction Pre- and Post-Test Scores for Fall 2017 to Spring 2019.

Library Instruction			SLOs Met
Fall 2017, n= 76	Avg Scores	Percentage	SLO#1, SLO#3
Pre-test, 12 items	5	42%	
Post-test	7	67%	
Spring 2018, n= 112	Avg Scores	Percentage	SLOs Met
Pre-test, 13 items	5	38%	1, 3
Post-test	7	54%	
Fall 2018, n= 44	Avg Scores	Percentage	SLOs Met
Pre-test, 13 items	5	38%	1, 3
Post-test	7	54%	
Spring 2019, n= 123	Avg Scores	Avg Scores	SLOs Met
Pre-test, 13 items	6	46%	1, 3
Post-test	7	54%	

Supplemental handouts and research guides are available on the library website to be used as tools for online research and library orientation ([R.5.5](#)) ([R.5.7](#)).

Recommendation 5 Table of Evidence

R.5.1	Curriculum Committee Minutes. http://www.comfsm.fm/accreditation/2017/followup/Curriculum_Minutes_2017APR26.pdf
R.5.2	Board Actions and Directives May 3, 2017. http://www.comfsm.fm/bor/directives/Directives-May-03-2017.pdf
R.5.3	BP 3202 Instructional Program Review. http://www.comfsm.fm/accreditation/2017/followup/3202_Instructional_Program_Review.pdf
R.5.4	LRC Syllabus for Student Orientation. http://www.comfsm.fm/accreditation/2017/followup/Library_Orientation.pdf
R.5.5	LRC Research Tools Guide. http://www.comfsm.fm/accreditation/2017/followup/LRC_Research_Guide.pdf
R.5.6	LRC Recommend-a-Purchase www.comfsm.fm/accreditation/2020/Mid-Term/Recommend_a_Purchase.pdf
R.5.7	LRC YouTube video on library orientation www.comfsm.fm/accreditation/2020/Mid-Term/Library_Orientation_Vid.pdf
R.5.8	LRC EBSCO ERIC database www.comfsm.fm/accreditation/2020/Mid-Term/EBSCO_ERIC.pdf
R.5.9	LRC 2017-2019 Library Instruction www.comfsm.fm/accreditation/2020/Mid-Term/2017-2019_Library_Instruction.pdf
R.5.10	LRC EBSCO Academic Search Premier, Business Source, Education Full Text http://www.comfsm.fm/accreditation/2020/Mid-Term/EBSCO_Education_FullText.pdf

Response to Letter of Concern

The college received an [ACCJC Letter of Concern](#) on August 3, 2018 from ACCJC President Richard Winn. The concerns were in regards to the role of the governing body, the Board of Regents (BOR) for COM-FSM, and its appropriate exercise of authority in the operations of the college. The following Standards were referenced to remind the college of best practices and that a governing board should be self-correcting:

Standard IV.C.12: The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Standard IV.C.11: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary.

Standard IV.C.7: The governing board acts in a manner consistent with its policies and bylaws.

The Board of Regents has approved and implemented a plan to resolve the issues stated in the August 3, 2018 [letter of concern](#) from ACCJC President, Richard Winn. The regents participated in board development with an outside consultant during the March 2019 board meeting. The March training was on applying the college's protocols and strategies for purposeful dialogue to the communications and interactions of Board members. Evidence for the content and effect of the workshop include the following:

- [Workshop materials](#);
- Completed [“Lessons Learned”](#) Quick Reference Cards for Board members;

A second round of training occurred in November 2019 and covered the structure and language of policies, as well the development of clear administrative processes to implement Board policies. The same corpus of evidence files is included for this second workshop.

- [Workshop materials](#);
- Completed [“Lessons Learned”](#) Quick Reference Cards for Board members;

In further response to the ACCJC Letter of Concern, the Board held a special meeting on May 1, 2019, adopting a resolution to officially remove a member who was exceeding the term limitations according to policy and bylaws. The final resolution of this latter issue occurred in July 2019 when the National Government approved the nomination of a new representative to the Board for Pohnpei State.

Data Trend Analysis³

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	AY15-16	AY16-17	AY17-18
Institutional Set Standard (ISS)	70	70	70
ISS Stretch Goal	80	80	80
Actual Performance	72	71	68
Difference between ISS Standard and Performance	2	1	-2
Difference between ISS Stretch Goal and Performance	-8	-9	-12

Analysis of the data:

Student course completion rates declined to below the institutional set standard in years 2017-2018. If rates continue to decrease in AY18-19 and AY19-20, the college needs to conduct deeper analysis and write an Actionable Improvement Plan to address the decrease.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	AY15-16	AY16-17	AY17-18
Institutional Set Standard (ISS)	280	280	280
ISS Stretch Goal	355	355	355
Actual Performance	271	246	291
Difference between ISS Standard and Performance	-9	-34	11
Difference between ISS Stretch Goal and Performance	-84	-109	-64

*all degree completion data are unduplicated head count

Analysis of the data:

Significant fluctuation in degree completion means a longer-term analysis is required to determine whether a trend exists.

³ All data in this section of the report are from COM-FSM's Annual Report to ACCJC.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	AY15-16	AY16-17	AY17-18
Institutional Set Standard (ISS)	100	100	100
ISS Stretch Goal	160	160	160
Actual Performance	149	122	126
Difference between ISS Standard and Performance	49	22	26
Difference between ISS Stretch Goal and Performance	-11	-38	-34

Analysis of the data:

The percentage change in certificate completion correlates with a similar change in enrollment for certificates. The institution set standard has been surpassed in all years. Given what appears to be a decline in certificate completion in the last two academic years reported here, the college needs to monitor this trend and determine whether it continues and if it requires an Actionable Improvement Plan to address any decline.

TRANSFER

Category	Reporting Years since Comprehensive Review		
	AY15-16	AY16-17	AY17-18
Institutional Set Standard (ISS)	3.00%	3.00%	3.00%
ISS Stretch Goal	8.00%	8.00%	8.00%
Actual Performance	1.21%	0.74%	1.00%
Difference between ISS Standard and Performance	-1.36%	-1.83%	-1.57%
Difference between ISS Stretch Goal and Performance	-6.79%	-7.26%	-7.00%

Analysis of the data:

The institution set standard has yet to be met within the reporting period.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	AY15-16	AY16-17	AY17-18
Number of Courses	313	280	313
Number of Courses Assessed	313	280	313
Number of Programs	39	32	31
Number of Programs Assessed	39	32	31
Number of Institutional Outcomes	6	6	8
Number of Institutional Outcomes Assessed	6	6	8

Analysis of the data:

The numbers show the college continues to assess learning outcomes in courses and programs each year. The drop in the number of courses assessed in AY 16-17 and the rebound in AY 17-18 were concurrent with the absence and then reinstatement of summer Pell funding.

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		AY 15-16	AY 16-17	AY 17-18	AY 15-16	AY 16-17	AY 17-18		AY 15-16	AY 16-17	AY 17-18
Teacher Preparation – Elementary (TYC)	76.0	78.6	84.0	72.0	2.60	8.0	-4.0	95	-16.4	-11.0	-23.0

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
	All values in %.	AY 15-16	AY 16-17	AY 17-18	AY 15-16	AY 16-17	AY 17-18		AY 15-16	AY 16-17	AY 17-18
CTE	18	17.40	18.50	17.90	-0.60	0.50	-0.10	35	-17.60	-16.50	-17.10

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	AY15-16	AY16-17	AY17-18
Revenue	16,566,636	16,411,344	16,555,722
Expenditures	7,319,373	7,708,465	7,791,948
Expenditures for Salaries and Benefits	8,980,764	8,711,089	8,666,789
Surplus/Deficit	266,499	(8,210)	96,985
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	2%	0	1%
Reserve (Primary Reserve Ratio)	56%	54%	55%

Analysis of the data:

The primary reserve of the college is sufficient to cover its operating expenses. The college addressed the problem in declining revenue by prioritizing expenses and strictly monitoring expenditures.

Other Post-Employment Benefits

	AY15-16	AY16-17	AY17-18
Actuarial Accrued Liability (AAL) for OPEB	N/A	N/A	N/A
Funded Ratio (Actuarial Value of Plan Assets/AAL)	N/A	N/A	N/A
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	N/A	N/A	N/A

Analysis of the data:

The college has no post-employment benefits program.
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Enrollment

	AY15-16	AY16-17	AY17-18
Actual Full-Time Equivalent Enrollment (FTES)	1,696	1,677	1,723

Analysis of the data:

The numbers indicate a fluctuation in enrollment from year to year. The college needs to monitor these numbers, determine if there is a trend, if it continues and if it requires an Actionable Improvement Plan to address any decline.
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Financial Aid

	AY15-16	AY16-17	AY17-18
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	N/A	N/A	N/A

Analysis of the data:

The college has no student loan program.
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Report on Quality Focus Essay Outcomes

Summary

The College of Micronesia-FSM (COM-FSM) set a long-term goal to increase its graduation, course completion, and persistence and retention rates. To achieve this goal, the college developed a project focused on three major programs:

1. **Student Success Study Program.** An initiative designed to study all aspects of new student experience, and to produce a plan for institutional improvement leading to higher levels of student learning and persistence in the college.
2. **Pathway to Graduation.** An initiative designed to provide comprehensive institutional approach to identifying and improving student success in high-risk gateway courses.
3. **Retention.** An initiative designed to help the college successfully implement the Student Success Study Program to retain students — an outcome critical to fulfilling institutional mission and maintaining financial stability.

On May 31, 2015, COM-FSM submitted a [proposal](#) for Technical Assistance Program (TAP) Grant to the Office of Insular Affairs (OIA), US Department of Interior, to help address student persistence, student retention, and student success by embarking upon a structured, best practice program of analysis, self-evaluation, and redesign of its program for student completion and success. On July 15, 2015, OIA awarded the college a \$103,160.00 TAP Grant for its Student Success Study, Pathway to Graduation, and Retention programs. On November 11, 2015, COM-FSM entered into a [Memorandum of Understanding \(MOU\)](#) with [John N. Gardner Institute \(JNGI\) for Excellence in Undergraduate Education](#), a leader in higher education student success. Under the MOU, the college contracted JNGI's consultancy and professional services by employing three of its signature processes: (1) Foundations of Excellence®, (2) Gateways to Completion®, and (3) Retention Performance Management®.

Goals and Outcomes Identified for Each Focus Project

Following is a summary of achievement for each of the three identified projects in the QFE.

Student Success Study Program – JNGI Process

1. Foundations of Excellence®

Goal:

The goal of the student success study program is to produce a plan for institutional improvement leading to higher levels of student learning and persistence in the college. The study is to include a structured, evidence-based self-evaluation of first year student success using best practice criteria.

On November 1, 2015, COM-FSM conducted a self-evaluation of the college's first-year experience, using FoEtec®, a web-based online project management platform designed by JNGI. Specifically, the self-assessment and evaluation process of the college's first-year experience included:

- College-wide task force-based assessment
- Current Practices Inventory, [TAP FSM-2015-2 Grant Final Report, pp. 7-17.](#)
- Faculty/Staff Inventory
- [Faculty/Staff survey](#) and [Student survey](#)
- Assessment via web-based survey

Outcomes:

*This self-evaluation resulted in the **Foundational Dimensions®** report and Student Study Success Plan. [TAP FSM-2015-2 Grant Final Report, pp. 28-35.](#) Recommended strategies include:*

- Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or attrition;
- Increase the success of first-year students course completion, fall-to-spring persistence, and fall-to-fall persistence rates;
- Formalize career counseling and job placement;
- In collaboration with instructional affairs, continue to offer the summer transition program for incoming new students and first-time college freshmen, and promote the college's early and dual enrollment programs; and
- In collaboration with the State DOE's and K-12 schools, develop and implement a college readiness program.

Pathway to Graduation - JNGI Process

2. Gateways to Completion®.

Goal:

Provide a comprehensive institutional approach to identifying and improving student success in high-risk gateway courses. This should include a data-based plan that fosters intentional positive change in gateway courses in a consistent, institutional-wide manner. This project will demonstrate how it will provide COM-FSM faculty and staff opportunities to study, learn, and apply promising practices to improve gateway courses.

Outcomes:

Under its MOU with JNGI, COM-FSM participated in the JNGI Gateways to Completion®, [TAP FSM-2015-2 Grant Final Report, pp. 28-35.](#) Three gateway courses were identified as priorities: MS 100 College Algebra, ESL 089 Reading V, and EN 120a Expository Writing. The following studies were completed on MS 100 and ESL 089.

Compressed Schedules: Gateways to Completion (G2C) Research Study

Professor Verg-in conducted research on offering MS 100 (College Algebra) using [Compressed Schedules](#) to increase student and faculty interaction, including feedback to students and student engagement in the learning process, thus increasing course completion rates. Professor Verg-in compared results in the compressed schedule classes to her previous MS 100 regular scheduled classes and achieved the results illustrated in Figure 5 below:

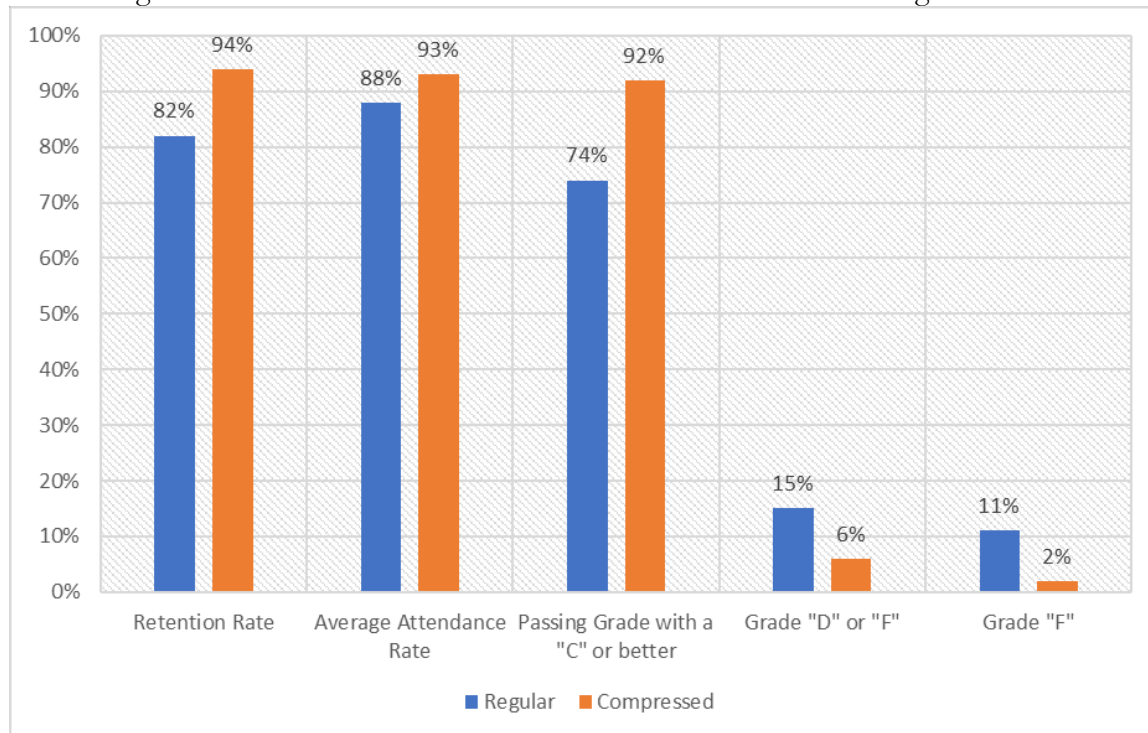


Figure 5. MS 100 (College Algebra): Regular Schedule versus Compressed Schedule Format Fall 2016

Learning community: Pairing developmental English Reading (ESL 089) and History of Micronesia (SS 150)

There are two courses that have often been difficult for new students. Traditionally, History of Micronesia (SS 150) has been a challenging course. The required textbooks necessitate advanced reading skills and the amount of new information can seem overwhelming. English Reading V (or ESL 089) prepares students to read and analyze texts. Students sometimes have difficulty connecting with the materials in the textbook, as there isn't always enough background knowledge for students to fully engage with the readings.

Given the challenges of the SS 150 (or History of Micronesia) course, the college coupled it with ESL 089 (or English Reading V) course to give a more explicit connection between the strategies taught in the reading course with the reading assigned for the history course. Additionally, the college wanted the courses “to speak” to one another. As such, instead of using a textbook for the ESL 089 course, the college used articles on “contemporary island topics” to select readings and aligned them with the content of the history course. These topics included: Micronesian Arts, Micronesian Health, Politics in the Federated States of Micronesia, Food, Justice on the Islands, and Climate Change.

In order to do this, the college created a learning community of all students enrolled in both courses (SS 150 and ESL 089). The college also put the course back-to-back so that there was three-hour block of instructional time allowing use of other learning formats, such as field experiences, and others.

Results of the developmental English Reading V (ESL 089) and History of Micronesia (SS 150) courses: (a) 94% completion rate; (b) higher passing grades, e.g., 12 A's, three B's, and one C; and (c) higher attendance rates, i.e., most days at 100% attendance, or usually between 85% to 100% attendance. Course completion rates for ESL 089 in F2016 (207 students) were 69% with A, B, or C; 10% with D; and 21% with F, N, or W. In F2016, SS 150 (227 students) had a course completion rate of 74% with A, B, or C; 8% with D; 18% with F, N, or W. The [research was presented](#) at the Minority Serving Institution Convening in Dallas, Texas October 20-21, 2017.

Retention - JNGI Process

3. Retention Performance Management®

Goal:

Successfully implement the student success study program to retain students. The retention component should include elements which create structures that will provide for ongoing collection and analysis of key data, the implementation and continuous monitoring of the retention process, and provide for plan refinement and professional development associated with student success.

Outcomes:

Identifying and supporting students at risk

- The college has implemented a pilot study using [SuccessNavigator®](#) for high school students from Pohnpei State in June and August 2017. The test will help the college in identifying at-risk students by providing a holistic view of factors that influence incoming students. The *SuccessNavigator®* assessment is a way for colleges to improve their first-year retention rates and directly reach students whose personal challenges go unreported in standardized academic tests. Specifically, *SuccessNavigator®* is designed to help the college in identifying at-risk students, improve retention and graduation rates, and provide a holistic view of incoming students' strengths and vulnerabilities. It assesses students in four areas: academic skills (meeting class expectations and organization), commitment (commitment to college goals and institutional commitment), self-management (sensitivity to stress, test anxiety, and academic self-efficacy), and social support (institutional support, barriers to success, and connectedness).
- In spring 2018, the college piloted the Learning Management System (LMS) Schoology at the National Campus. Schoology is a faculty/student tool for improving student learning outcome achievement and tracking. Initial faculty training was conducted and Professor Dana Lee Ling (National Campus) is assisting with ongoing training duties as the LMS is rolled out across the other college sites. Training is complete at all campuses as of August 2019.
- Fall 2019, the college is exploring the use of [Dropout Detective](#), which can easily be

integrated with Schoology. Dropout Detective is an early warning management system to identify students at risk and help connect faculty, student and counseling.

Increase the success of first-year students course completion, fall-to-spring persistence, and fall-to-fall persistence rates

- Student engagement, including extra-curricular activities, has a positive impact on student academic performance. Thus, as part of its initiatives to promote student success, the college continues to provide an array of co- and extra-curricular activities, including sports and recreational activities. The college's Office of Student Life, Department for Enrollment Management and Student Services publishes each month [a schedule of co- and extra-curricular activities, and other events available for students](#) including [forum lectures](#).
- Student clubs are vital components of the total educational experience at the college. In clubs students participate in activities geared toward enhancing their educational and career training or social activities that reflect special interests including cultural events and community service projects. Student leadership is developed through the college's Student Body Association (SBA), and its recognized clubs. During AY 2016-2017, the college's Office of Student Life started holding a [college-wide SBA retreat](#).
- The college's counseling services continue to collaborate with instructors in efforts to promote student success through intrusive⁴ advising, and providing just-in-time interventions to at-risk students. For example, instructors at the National Campus have a tutor attend class(s) to provide tutorial services. Additionally, efforts include e-mail referrals of students and panel discussions between instructors and counselors addressing student success and timely support and assistance for at-risk students.
- The college's new student orientation is a critical step toward promoting "student success." As such, the college has expanded the orientation program by providing (a) regular orientation each fall, spring, and summer term, and (b) extended orientation sessions for student cohorts.

Formalize a career counseling and job placement

- Counseling services continue to organize a variety of workshops and activities to enhance students' educational experiences, and to complement classroom instruction. These [workshops and activities](#) are organized and coordinated in collaboration with instructional affairs and other units on campus, including external government agencies. The range of topics includes test-taking skills, study skills, test anxiety management, résumé writing, job interviews, and career day.
- The college has expanded the role of peer coaches (formerly peer guides) to extend beyond the new student orientation and continue into the academic year.

⁴ Earl, W. R. in an article titled [Intrusive Advising of Freshmen in Academic Difficulty](#), defines intrusive advising "to mean deliberate structured student intervention at the first indication of academic difficulty in order to motivate a student to seek help."

In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time college freshmen, and promote the college's early and dual enrollment programs

- The college's Department for Instructional Affairs and Department for Enrollment Management and Student Services are collaborating to develop and implement "early college" program for high school students at one high school in each state. In spring 2018, the COM-FSM entrance test (COMET) was administered to sophomore and junior students at Chuuk High School. In fall 2018, five Chuuk High School Seniors enrolled at Chuuk Campus. These same five students became full time students in summer 2019.

In collaboration with the State DOEs and K-12 schools, develop and implement a college readiness program

- The college's Department for Instructional Affairs and Department for Enrollment Management and Student Services are collaborating to develop and implement a First Year Experience (FYE) course or seminar designed to help first-year students make successful transitions to college student life. A team of five faculty and staff representing each campus attended the [2019 CCSSE Student Success Institute: Intersecting Guided Pathways with Engagement](#), October 6 – 8, 2019, with an identified project for enhancing the intake experience for new students.

Change in Student Achievement and Student Learning

Data received from the college's Office of Institutional Effectiveness (then Institutional Research and Planning Office) present:

Table X. COM-FSM Institution Set Standards and Measures of Student Success

Performance Category	Academic Years					Institution Set Standards	
	14-15	15-16	16-17	17-18	18-19	ISS	Stretch ISS
Average Semester Credits Earned	9.5	9.1	9.3	9.1	9.4	9.0	12.0
% of Students Enrolled Full-time	68.0	64.7	70.3	71.9	73.2	70	80
Persistence Rate: Fall to spring, fall full-time, first-time cohort	90	88	88	82	83	87	95
Persistence Rate: Fall to fall, fall full-time, first-time cohort	66	67	61	59	60	61	80
Course Completion Rate: % ABC or P	72.8	71.8	70.9	67.9	72.2	70	80
Graduation Rates:							

@100%	1.20	7.7	7.7	7.3	10.5	6.0	10.0
@150%	15.0	18.7	21.9	22.6	29.0	16.0	29.0
@200%	21.0	24.0	29.0	33.0	30.0	25.0	35.0

- Note that all values are percentages except for Average Semester Credits Earned.
- As a result of a Commission recommendation ISS and Stretch ISS targets were established in 2017

Further Expansion of the Projects at the College

The three projects of COM-FSM's Quality Focus Essay (QFE) remain integrated in all aspects of the college as demonstrated in the [2018-2023 Integrated Education Master Plan](#), resource allocations ([VPIA 2020 budget performance items](#)), and assessment ([VPEMSS assessment plans](#)).

Additional projects initiated or expanded as a result of the QFE are:

Advising Summit 2018: Innovating and strengthening academic advising to increase student success

To strengthen its academic advising program and enhance collaboration between instructional affairs and student support services the college held a successful Advising Summit on August 7 and 8, 2018. The goals of this Summit were to strengthen the college's academic advising program and enhance collaboration between instructional affairs and student support services in order to improve student learning, student retention, and student success, and support the college's goal for attaining higher retention and graduation rates.

A total of 148 participants from across the college, including advising staff, faculty, and administration, took part in learning how to strengthen student advising. Keynote presenter Charles Sasaki, Dean of Academic Affairs at Windward Community College, presented on the subject of "Strengths & Dreams" and advising best practices. He also held a smaller Q&A breakout session with key advising personnel from the various campuses. As a means to share the student perspectives of advising to the college, a skit was performed by students expressing their experiences of advising at the college.

Embedded Tutoring was implemented in college level algebra ([described in AIP 10](#)), developmental reading, and math classes (Achieving College Excellence) and expanded to Yap campus ([VPIA Board Report, March 2019, p3](#)) as a practice to help at risk students.

A Transition Math Course is being developed with Pohnpei Island Central School with the assistance of McREL. The course will be taught at the high school, but it will count for completion of the college's developmental math requirement and successful students will be placed into college level algebra. A pilot of the course is scheduled for spring 2020.

The Filming Our Journey project grew out of the combined ESL 089 Reading V and SS 150 History of Micronesia classes. The filmmakers were first time students, 2 weeks out of high school; now they have the confidence to conduct interviews with scientists, government leaders, and traditional leaders. UNESCO has contracted the group to make a film on

promoting hand washing at local schools. A summary of the work of this group is available in the September 6, 2019, [Instructional Affairs report to the Board of Regents, pp 9-10.](#)

Projects Not Achieving Desired Outcomes and Factors Contributing to Negative Outcome

All three projects have achieved the desired outcomes of increasing student success, increasing retention and creating pathways to graduation. Work will continue on all three projects as evidenced in the college planning, resource allocations and assessment. Specific areas to address in the next few years are final development and implementation of the first-year experience program and development of a pathway for the third gateway course EN 120a Expository Writing I.