

**Substantive Change Proposal for the Development and
Implementation of
a Bachelor of Science Degree
in
Business Administration
with an emphasis in Accounting**

Submitted by
The College of Micronesia-FSM
P. O. Box 159, Pohnpei FM 96941



Submitted to
The Accrediting Commission for Community and Junior Colleges (ACCJC)
The Western Association of Schools and Colleges
(WASC)

April 15, 2022


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TO: The Accrediting Commission for Community and Junior Colleges (ACCJC)
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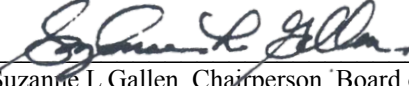
From: Karen Simion, Interim President, College of Micronesia
P. O. Box 159, Pohnpei FM 96941

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

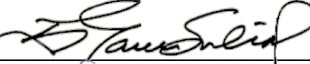
Signatures:



Karen Simion, Interim President, College of Micronesia-FSM 4/15/2022 (date)



Suzanne L. Gallen, Chairperson, Board of Regents 4/15/2022 (date)



Shaun Suliol, Acting Vice President for Institutional Effectiveness and Quality Assurance Micronesia-FSM (date) 4/15/2022



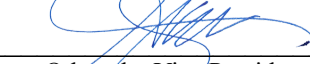
Alfred Olter, President, Faculty/Staff Senate 4/15/2022 (date)




Joseph Habuchmai, Vice President for Administrative Services 4/15/2022 (date)



Jennifer Heliegar, ALO 4/15/2022 (date)



Joey Oducado, Vice President for Enrollment Management and Student Services 4/15/2022 (date)



Tesiwo Liwy, Student Body Association President 4/15/2022 (date)

Substantive Change Application Form

New Bachelor Degree Program

Directions: This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org.

Fees must be submitted to ACCJC, 331 J Street, Suite 200, Sacramento, CA 95814

Date of Inquiry:

Anticipated Start Date:

Institution Name: College of Micronesia - FSM

Address:

City: Kolonia

State: Pohnpei

Zip: 96941

ALO Name: Jenniffer Helieisar **Telephone:** 691.320.2480 ext 140

Email: Jenniferh@comfsm.fm

Title of Application and Description of Proposal:

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION WITH EMPHASIS IN ACCOUNTING

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Introduction:

Concise description of the proposed program:

The Bachelor of Science in Business Administration with an emphasis in accounting is designed to provide students with a higher level of skills in the domains of business and accounting. The integrative business and accounting theories, concepts, and skills acquired from the AS Degree program in business administration meet local employment demand. The program is geared at equipping the students to pursue advanced degrees such as the Master of Business Administration, Accountancy, etc. The college plans to offer the proposed BSBAA program at the National Campus located in Pohnpei, FSM, and through distance learning. [ACCJC approved](#) most COM-FSM programs to be offered through distance learning on February 24, 2021.

The rationale for the proposed program:

The Federated States of Micronesia-FSM has been experiencing an increase in economic potential with the advent of local and foreign investors curbing the growing demand for products and services (FSM-R&D, 2018). Sectors such as the tourism, aquaculture, and construction industry seem to be experiencing gradual growth. Along with this economic growth comes the need for a constant supply of competent professionals in both the public and private sectors across the four states of the FSM.

In 2012 when a Business Advisory Council (BAC) was constituted by the Business Administration Division, the clamor of local businessmen was to establish a program that could supply the market with skilled accountants and business managers ([COMFSM-Wiki, 2012](#)). This demand led to the establishment of the third-year certificate programs in general business and accounting which unfortunately did not completely address the stated problem. As graduates of these programs sought to continue their studies abroad, the observed trend was that most of them get lured into working where they relocated and not coming back to the FSM.

It is hoped that the proposed program will help curb these as well as other issues discovered during the stakeholder's survey in accordance with the current strategic directions of the College of Micronesia-FSM to offer Bachelor programs specifically tailored to address these market needs.

Evidence of sufficient demand for the proposed program:

Internal Demand for Proposed Program

To gather potential enrollment and support data for the program, the facilitator started by conducting a Needs Study between September 2019 and September 2020. There were delays due to the COVID-19 pandemic. The survey included questions relating to enrollment in the new program. The facilitator met with various stakeholders in person before FSM went on lockdown due to the pandemic and completed the rest of the study virtually after the lockdown. The various stakeholders included current COM-FSM students, COM-FSM alumni, and COM-FSM students that did not complete their associate's degree studies, as well as potential future prospective students.

The facilitator began with the first steps of researching regional Bachelor of business administration programs, administering an online needs survey due to the lockdown caused by the pandemic, as well as gathering various stakeholder's input in person (pre-pandemic lockdown) and virtually (post-pandemic lockdown) throughout the four states of the Federated States of Micronesia (FSM).

As illustrated in chart 1, after the needs study, a total of 439 responses were collected during the survey with the following national demographic representation. From the total, a resounding majority of 89.52% (393) expressed interest while 10.47% (46) indicated that they were not interested in the new Bachelor's program. Of that 89.52% interested in the proposed program, 82.19% (323) indicated that they were from a related study stream (i.e., their field of study related to business administration and/or accounting) while 17.81% (70) of those were not from a related stream of study despite their interest in the program.

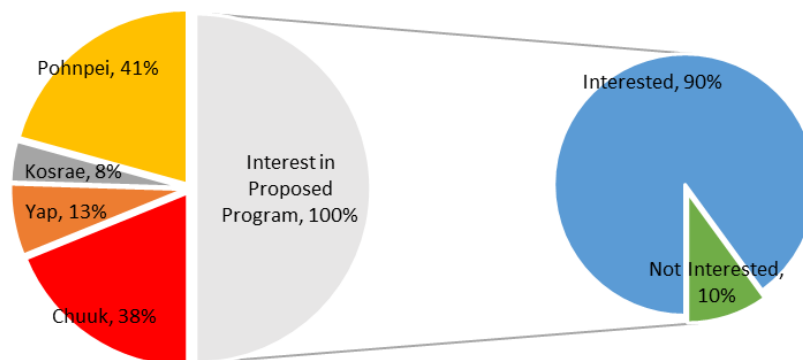


Chart 1 - Need Survey Respondents' Demographic Characteristics

As illustrated in chart 2, when further asked to elaborate on the reason for their interest in the proposed program, a majority response of 48.92% (158) indicated that the program provided an avenue for personal growth and development in the field of study, 29.1% (94) stated that a program such as this would provide an opportunity for much-awaited career advancement, 20.12% (65) explained that a program such as this would fit in their plans to further their academic qualifications, while 1.9% (6) abstained from responding to the question.

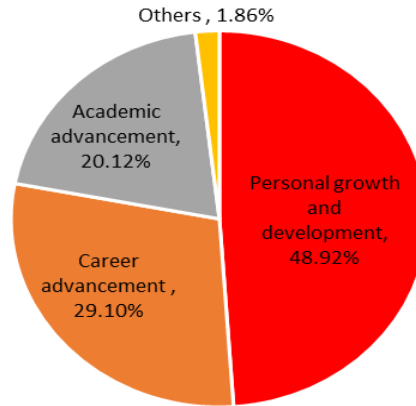


Chart 2 - Respondents Reasons for Interest in Proposed Program

The reasons for interest in the program based on personal growth and development were simply because they were interested in increasing knowledge. The reasons in which respondents chose career advancement were based on their interest in improving themselves in their job or for other promotional opportunities. The reasons for academic advancement were because the respondents wanted to further their studies and it was required for their future studies in the field. Others were various combinations of all the above-mentioned reasons.

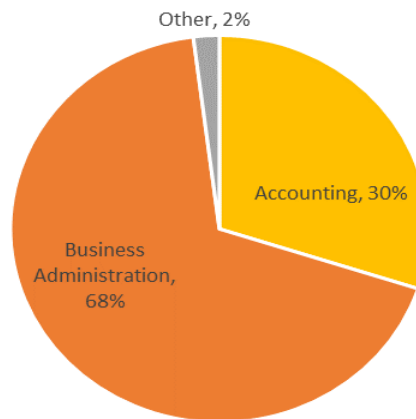


Chart 3 - Respondents' Preference for Program Concentration

As illustrated in chart 3, of those who expressed interest (i.e., 98.14% including those that cited personal growth and development, career and academic advancement), a resounding majority of 68% (220) expressed more interest in a business administration stream of study while 30% (97) preferred an accounting stream of study more than business administration, while 1.86% expressed interest in either of the two areas of study.

Table 1 - Students Enrolled in Fall 2020

Campus	Business Administration			Third-year General Business			TOTAL
	Part-Time	Full-Time	Subtotal	Part-Time	Full-Time	Subtotal	
Chuuk	7	24	31	0	0	0	31
CTEC	14	5	19	0	0	0	19
Kosrae	15	15	30	0	0	0	30
National	25	86	111	1	18	19	130
Yap	0	17	17	1	0	1	18
TOTAL	61	147	208	2	18	20	228

**1 Part-time student in the Third-year in Accounting program in Yap in Fall 2020 that is not included in this table

The Vice President for Institutional Effectiveness and Quality Assurance and the Office of Institutional Effectiveness staff provided the most recent enrollment data available that indicates that there is a need and most importantly interest in enrollment into the proposed program as shown in Table 1 above. In Fall 2020, there were 228 part-time and full-time students enrolled in the AS and third-year programs that could easily transition into the proposed program. This does not include former alumni that will be mentioned in this proposal later which could potentially also increase enrollment into the program.

External Demand for Proposed Program

The facilitator collected focus group survey results in 2020 from in-person surveys and online surveys. The plan during this period in the process was to visit each of the States of Kosrae, Chuuk, and Yap as well as hold meetings in Pohnpei. These meetings were scheduled from the end of January through mid-March 2020. The intention of the focus group meetings at each State was for the facilitator to meet with the business community from each State, State Campus Deans and their respective business/accounting faculty, interested alumni, potential high school students interested in the program, and students enrolled in all levels of the business administration and third-year, general business students. However, COVID-19 had other plans. The FSM borders closed as well as inter-state travel came to a standstill at the beginning of 2020. The day before the border closed the facilitator returned to Pohnpei after only visiting the State of Kosrae. Thus, as a result, there was a shift for the facilitator to conduct online surveying and Zoom meetings with focus groups. Surveys were collected and results were analyzed by the facilitator from each of the focus group meetings. The surveys asked participants whether they were interested in and/or would support a bachelor's degree in business administration or accounting. The survey also asked focus group members to list at least eight (8) things that a business and/or accounting student should be able to do, know, and/or value after the program. As we have seen in Charts 1 and 2 above, the data from survey questions #4 and #5 are further elaborated below.

Table 2 - Interest in Business Administration/Accounting

	Yes	No	% Business Interest	% Accounting Interest
Current Students	215	0	66.0%	33.0%
Potential Students	108	0	72.2%	24.1%
Other Stakeholders/ Business community	28	0	35.7%	60.7%
Total			65.5%	32.5%

The survey data as seen in the previous charts and tables show overwhelming support among all groups surveyed for the implementation of a Bachelor program in both the business and accounting fields. There were zero “No” votes for those that supported or had an interest in the program, the majority voted “Yes”. Alumni and high school students were among the potential students who were interested in the new Bachelor's program. Although there was tremendous support for a new Bachelor's program in Business Administration with an emphasis on accounting, the facilitator further analyzed the stakeholder's and focus groups' survey results and focused more on their input as these results provided the industry needs from the private and public sector representatives from each State. About 60% of the stakeholders identified the need for basic accounting courses. Stakeholders strongly shared their belief that students who graduate from this new Bachelor's program should understand the basics of accounting and not only focus on the business aspects of things. Students (current, potential, and alumni) and stakeholders all expressed the urgent need for this program.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Describe how the proposed program is consistent with college's mission and goals.

The proposed Bachelor's program in business administration supports the college's mission statement which affirms the college's commitment “to the success of the Federated States of Micronesia by providing academic and career and technical educational programs characterized by continuous improvement and best practices”. It is also in line with [COM-FSM's Strategic Direction 2018-2023](#) which aims to “emphasize academic offerings in service to national needs: The College of Micronesia-FSM will increase the number of 4-year program opportunities” ([BSBAA-01](#))

The college president stated in a white paper titled “[Charting the Course for the Next Generation \(BSBAA-2\)](#)”, one goal is to enhance academic quality and program offerings by following these steps, “Becoming a bachelor's degree-granting institution–”.

The development and implementation of the Bachelor also support Strategic Goal 3.2.3 found on page 99 of the [FSM 2004-2023 Strategic Development Plan](#) to “improve the environment for direct investment and expand entrepreneurial and business development support services” ([BSBAA-3](#)).

Evidence:

BSBAA-1 COM-FSM’s Strategic Direction 2018-2023
http://www.comfsm.fm/strategic-plan/2018/COM_FSM_Strategic_Plan_2018_2023-1.pdf

BSBAA-2 White paper “Charting the Course for the Next Generation” (April 2018)
http://www.comfsm.fm/dcr/White_Paper_FINAL_2018.pdf

BSBAA-3 FSM 2004-2023 Strategic Development Plan
<https://www.adb.org/sites/default/files/linked-documents/cobp-fsm-2015-2017-sd-02.pdf>

Describe the planning process that led to the proposed Bachelor degree.

COM-FSM has a long history of defining and assessing student learning outcomes for all of its programs and services, the Business Administration Division took advantage of the development of the Bachelor degree to examine each course in each tier of the education program to ensure that the student outcomes are at the appropriate level, are aligned with FSM and State needs as determined by the results of focus groups and surveys, are clearly stated, are aligned with other courses in the program, and are aligned with appropriate assessment strategies.

The facilitator held meetings with the COM-FSM Business Administration Division at the National Campus to update the faculty on the findings of the survey as well as sought advice and feedback from them during the process. One of the major meetings the Division held was a [3-day workshop](#) in collaboration with the Vice President of Instructional Affairs during the Easter Recess Break for the Students between March 29 – April 1, 2021, to work on and finalize the proposed program ([BSBAA-4](#)). The program presented in this proposal reflects comments and suggestions made by faculty. These notes show that proposed Program Student Learning Outcomes for each tier of the program were unanimously endorsed by workshop participants.

The outcomes and course descriptions were developed based on the considerations and principles summarized on pages 12-14 of the [Proposal for the Establishment and Implementation of a Bachelor of Science Degree in Business Administration with an emphasis in Accounting](#) ([BSBAA-5](#)). At the conclusion of this workshop, the VPIA [assigned faculty members](#) responsible for the development of new and/or revised course outlines for each of the program courses ([BSBAA-6](#)). The Course Outline Checklist used by the Curriculum Committee requires delineation of Student Learning Outcomes at both the General and Specific levels and alignment of assessment strategies for each specific outcome. In addition, each specific outcome is to be aligned with at least one Institutional Learning Outcome and one or more Program Learning Outcomes. The [checklist](#) also requires measurable student learning outcomes, alignment of assessment strategies, and consideration for outcomes at a higher level of Bloom’s taxonomy ([BSBAA-7](#)).

Faculty who developed course outlines for the third- and fourth-year courses of the proposed program were encouraged to use Bloom's Taxonomy of the Cognitive Domain as a guide in the development of student learning outcomes and associated assessment strategies that reflect higher levels of depth and rigor generally expected in higher education. Because the assessment strategies must be aligned with the identified outcomes, such strategies distinguish the Bachelor level outcomes from those of other programs. Each course outline was reviewed at least twice within the Business Division before submission to the Curriculum Committee for approval. Approval of the course outlines is pending substantive change approval.

Evidence:

BSBAA-4 3-Day Workshop Notes (March 29-April 2021)

<https://www.dropbox.com/s/h39w4rh23z5f5dk/Final%20BSBA%20%28Accounting%20emphasis%29%20Report.pdf%20-%20Google%20Drive.pdf?dl=0>

BSBAA-5 BSBAA Proposal (Jan 2022)

<http://www.comfsm.fm/bor/notebook/03-2022/10.ci.BSBA-Program-Proposal.pdf>

BSBAA-6 Business Division Course Outline Assignments

https://drive.google.com/file/d/1P_Pz7vej4YiyK5iAFrLOWwbQk9a6Uoz/view?usp=sharing

BSBAA-7 Checklist for course outline revision of student learning outcomes alignments

<http://www.comfsm.fm/accreditation/substantive-change/Course-outline-checklist.pdf>

Describe how the Bachelor degree program will be evaluated and fit into the existing college planning process.

The proposed BSBAA Program will undergo an evaluation through a seven-year cycle Instructional Program Review (IPR) as mandated by [Board Policy No. 3202 \(BSBAA-8\)](#) and guided by the COM-FSM [Program Assessment and Program Review Manual \(BSBAA-9\)](#). This extensive review will evaluate the program according to its goals and learning outcomes as they relate to the college's mission. IPR includes student learning outcome assessment data, student achievement data, and program viability data for the review period. Key Performance Indicators (KPIs) include program enrollment, graduation rate, average class size, student seat cost, the course completion rate for the program, student satisfaction rate, employment data, transfer data, achievement of Program Student Learning Outcomes (PSLOs), and achievement of Course Student Learning Outcomes (CSLOs).

Within this four-year period, an annual Program Assessment Summary (PAS) of the proposed BSBAA PSLOs shall be conducted. With PAS, the proposed program learning outcomes will be assessed on a scheduled basis to see student success and areas where improvements are necessary. Offered program courses in Fall and Spring are evaluated by undertaking both Formative and Summative Assessments in each of the program's courses. This ensures the quality, relevance, and currency of the courses being offered in the program, and the results are used for planning and implementation of identified key improvement areas for the next academic year.

BS BAA Program Student Learning Outcomes (PSLOs) Assessment Schedule				
Assessment Cycle	Fall2022-Spring2023	Fall2023-Spring2024	Fall2024-Spring2025	Fall2025-Spring2026
PROGRAM STUDENT LEARNING OUTCOMES	BAA_PSLO_1	BAA_PSLO_2	BAA_PSLO_3	BAA_PSLO_4
	BA110 Introduction to Business	BA111 Business Mathematics	BA211 Business Communications	BA210 Business Law
	BA220 Principles of Economics	BA230 Principles of Financial Accounting	BA260 Fundamentals of Management	BA310 International Business
	BA240 Human Resource Management	BA320 Applied Statistics for Business and Economics	BA270 Principles of Marketing	BA340 Organizational Behavior
	BA250 Principles of Finance	BA321 Managerial Economics	BA370 Marketing Strategies	BA411 Business Ethics and Corporate Social Responsibility
	BA231 Principles of Managerial Accounting	IS350 Business Analytics	BA360 Entrepreneurship & Small Business Management	BA430 Taxation
	BA330 Intermediate Accounting	BA350 Corporate Finance	BA412 Internship	
	BA331 Cost and Managerial Accounting	BA431 Accounting Information Systems	BA461 Leadership in Business and Society	
	IS351 Management Information Systems			
	BA460 Project Management			
	BA462 Business Strategy and Policy			

Evidences:

BSBAA-8 Board Policy No. 3202 (2019)
http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3202.pdf

BSBAA-9 Program Assessment and Program Review Manual
<http://www.comfsm.fm/publications/handbook/Program-Assessment-and-Program-Review-Procedures-Manual.pdf>

Standard II: Student Learning Programs and Support Services

Explain the program requirements (include program sheet for the college catalog).

- Must provide evidence Bachelor's Degree has 120 credits
- Must provide evidence degree has 36 units of General Education

Suggested Schedule

First Semester

EN 110 Advanced Reading.....	3
EN 120a Expository Writing I	3
MS 101 Algebra and Trigonometry	3
CA 100 Computer Literacy	3
BA 110 Contemporary Business	<u>3</u>
	15

Second Semester

EN 120b Expository Writing II	3
BA 211 Business Communications	3
BA 260 Fundamentals of Management	3
BA 111 Business Mathematics	3
PY 101 General Psychology	3
Any Exercise Sports Science (ESS) course	<u>1</u>
	16

Summer Semester

A science course with lab..... 4

Third Semester

BA 270 Principles of Marketing.....	3
MS 150 Introduction to Statistics	3
BA 230 Principles of Financial Accounting	3
SS150 History of Micronesia	3
BA 220 Principles of Economics	<u>3</u>
	15

Fourth Semester

A non-lab science.....	4
BA 250 Principles of Finance	3
BA 240 Human Resource Management	3
BA 231 Principles of Managerial Accounting	3
BA 210 Business Law.....	<u>3</u>
	16

Fifth Semester

BA 320 Applied Stats for Business & Econ	3
BA 321 Managerial Economics	3
BA 360 Entrepren & Small Business Management	3
Humanities	3
BA 330 Intermediate Accounting	<u>3</u>
	15

Sixth Semester

BA 350 Corporate Finance	3
BA 310 International Business	3
BA 370 Marketing Strategies	3
BA 340 Organizational Behavior	3
BA 331 Cost and Managerial Accounting	<u>3</u>
	15

Seventh Semester

IS 351 Management Information System	3
IS 350 Business Analytics.....	3
BA 460 Project Management	3
BA 411 Business Ethics	3
BA 430 Taxation	<u>3</u>
	15

Eighth Semester

BA 412 Internship	4
BA 461 Leadership in Business & Society	3
BA 462 Business Strategy & Policy.....	3
BA 431 Accounting Information Systems	<u>4</u>
	14

Proposed AS and BS requirements

I. General Education Requirements	35 Credits
English Communication (12 credits)	
EN 110 Advanced Reading	3
EN 120a Expository Writing I	3
EN 120b Expository Writing II	3
Mathematics (6 credits)	
MS 101 Algebra and Trigonometry	3
MS 150 Introduction to Statistics	3
Science (10 credits)	
A science course with lab	4
A non-lab science	3
PY 101 General Psychology	3
Social Science (3 credits)	
SS 150 History of Micronesia	3
Computer Application (3 credits)	
CA 100 Computer Literacy	3
Humanities (3 credits)	
MU 101 Introduction to Music or AR 101 Introduction to Art	3
Physical Education (1 credit)	
Any Exercise Sports Science (ESS) course	1
II. Major Business Administration Requirements	33 credits
IS 350 Business Analytics	3
BA 110 Contemporary Business	3
BA 111 Business Mathematics	3
BA 211 Business Communications	3
BA 220 Principles of Economics	3
BA 230 Principles of Financial Accounting	3
BA 231 Principles of Managerial Accounting	3
BA 240 Human Resource Management	3
BA 250 Principles of Finance	3
BA 260 Fundamentals of Management	3
BA 270 Principles of Marketing	3
Associate of Science in Business Administration	*68 Credits*

III. Upper Division Requirements	46 Credits
IS 351 Management Information System	3
BA 310 International Business	3
BA 321 Managerial Economics	3
BA 330 Intermediate Accounting	3
BA 331 Cost and Managerial Accounting	3
BA 340 Organizational Behavior	3
BA 350 Corporate Finance	3
BA 360 Entrepreneurship & Small Business Management	3
BA 370 Marketing Strategies	3
BA 410 Business Law	3
BA 430 Taxation	3
BA 431 Accounting Information Systems	4

BA 460 Project Management	3
BA 461 Leadership in Business & Society	3
BA 462 Business Strategy & Policy (Capstone)	3
IV. Additional Upper Division General Education Requirements	10 credits
BA 320 Applied Statistics for Business and Economics	3
BA 411 Business Ethics	3
BA 412 Internship	4
<i>Bachelor of Science in Business Administration (Accounting emphasis)</i>	**124 credits**

Provide evidence that program learning outcomes are the appropriate level for Bachelor Degree.

Program Goals

The proposed BSBA with an emphasis in accounting program learning goals represents the conceptual definition of what the program wants the student to be or to have(acquire) at the completion of the degree.

1. Students will have functional knowledge in business and accounting.
2. Students will have analytical and problem-solving skills, and abilities to make sound business decisions.
3. Students will deliver effective written and oral business communication and professional behavioral skills.
4. Students will demonstrate socially responsible leadership to make ethical decisions.

Program Student Learning Outcomes

The proposed BSBA with an emphasis in accounting program student learning outcomes represent the conceptual significance of what the program wants the student to do as evidence of program student learning outcomes achievement.

Students completing the BS in Business Administration with an emphasis in Accounting should be able to:

1. Apply skills concepts and techniques in main functional areas of business and accounting;
2. Interpret and use quantitative techniques in solving business problems and decision-making using technological tools;
3. Develop and apply effective intercultural oral and written communication skills appropriate for business; and
4. Recognize and assess basic legal, environmental, and ethical challenges confronting businesses in general.

Learning Outcomes Mapping/Alignment

To ensure that the proposed BS BAA program will meet necessary skills that students will demonstrate as graduates of COM-FSM, the Program Student Learning Outcomes (PSLOs) and the Course Student Learning Outcomes (CSLOs) were carefully mapped/aligned to college's Institutional Student Learning Outcomes (ISLOs). Program Learning Goals are also aligned to PSLOs.

From the produced matrix table, we can deduce:

- (i) Course-specific CSLO mappings to PSLOs
- (ii) PSLO mappings to ISLOs;
- (iii) In this program offering about 44% (i.e., 18 out of 41 and most in 1st and 2nd Year) of them INTRODUCE students to the material(s), about 93% of them EMPHASIZED and taught in-depth, and about 64% of them (i.e., mostly 3rd and 4th Year) REINFORCED taught materials.
- (iv) PSLO 1 maps to ISLOs 4-6-8, PSLO 2 maps to ISLOs 3-4-7-8, PSLO 3 maps to ISLOs 1-2-5-6-7, and PSLO 4 maps to ISLOs 4-6-7 thus allowing our PSLOs to report not only to all ISLOs but across multiple ISLOs each.

		Courses	Level of Material Delivery				Program Student Learning Outcomes			
			I	E	R	A	PSLO 1	PSLO 2	PSLO 3	PSLO 4
1 st Year	Semester 1	EN 110	x	x						
		EN 120a	x	x						
		MS 101	x	x						
		CA100	x	x						
		BA 110	x	x			BA110_1,2,3*			
	* Non-lab science									
	Semester 2	EN 120b	x	x						
		BA 211	x	x					BA211_1,2,3*,4	
		BA 260		x	x	x	BA260_1,2		BA260_3*	
		BA 111		x	x	x	BA111_3,4	BA111_1,2*		
SS/PY 101		x	x							
* Sports science										
2 nd Year	Semester 1	BA 270		x	x	x	BA270_1,2,3		BA270_4*	
		MS 150	x	x						
		BA 230		x	x		BA230_1,2*	BA230_1,2,3*		
		SS 150	x	x						
		BA 220	x	x			BA220_1,2,3*			
	Semester 2	* Science with lab	x	x						
		BA 250		x	x	x	BA250_3*	BA250_1,2		
		BA 240		x	x		BA240_1,2,3*,4			
		BA 231	x	x	x	x	BA231_1,2	BA231_3*		
		BA 210	x	x	x					BA210_1,2,3*,4
3 rd Year	Semester 1	BA 320		x	x			BA320_1,2,3,4,5*,6		
		BA 321		x	x			BA321_1,2*,3		
		BA 360		x	x				BA360_1,2,3,4*	
		* Humanities	x	x						
		BA 330		x	x		BA330_1,2*,3			
	Semester 2	BA 350		x	x	x	BA350_4	BA350_1,2,3*		
		BA 310		x	x					BA310_1,2,3,4*
		BA 370			x	x	BA370_1,2		BA370_3*	
		BA 340		x	x					BA340_1,2,3,4*
		BA 331		x	x		BA331_1,2,3*			

4 th Year	Semester 1	IS 351		x	x	x	IS351 1,2,3*,4			IS351_4
		IS 350	x	x	x	x	IS350 1	IS350 2,3*,4		
		BA 460	x	x	x	x	BA460 1,3*	BA460 2	BA460 4	
		BA 411		x	x					BA411 1,2*,3,4,5
		BA 430		x	x					BA430 1,2*,3
	Semester 1+2	BA 412		x	x	x	BA412 1,2,3,5		BA412 4*	
		BA 461		x	x	x			BA461 4*	BA461 1,2,3
		BA 462		x	x	x	BA462 1,2,3			BA462 4*
		BA 431	x	x	x			BA431 1,2,3*		

ISLO 1				x	
ISLO 2				x	
ISLO 3			x		
ISLO 4	x		x		x
ISLO 5				x	
ISLO 6	x			x	x
ISLO 7	x		x	x	x
ISLO 8			x		

I = Students are INTRODUCED to material E = The material is EMPHASIZED and taught in depth
R = The material is REINFORCED with additional exposure to the information * = The Competencies/Skills are being APPLIED

GE Requirements
 CIS Requirements
 BSBA Core
* May be taken in summer

NB: Gen. Ed. Courses deliberately not included here as their mappings to ISLO can be derived from the parent program's curriculum matrix.

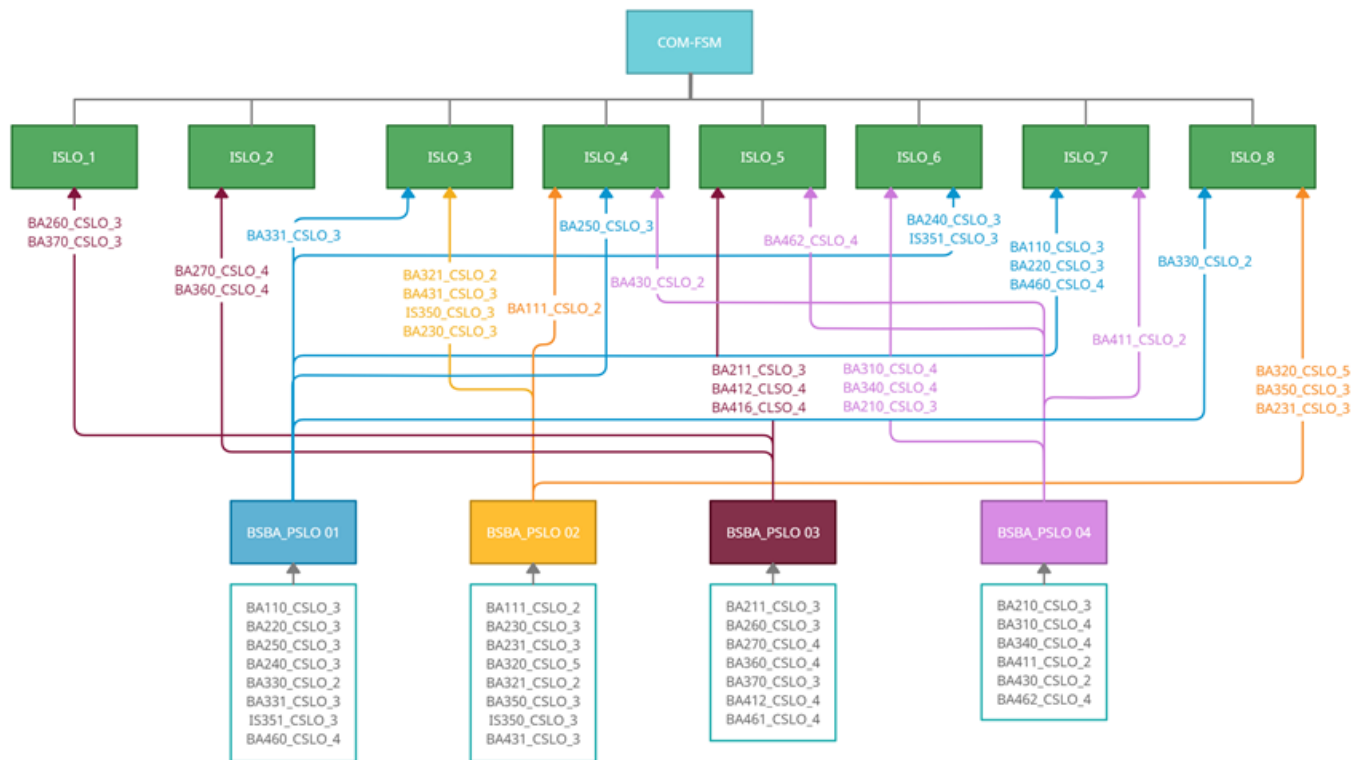


Fig - Assessment Reporting from General CSLOs to ISLOs

Describe the impact on Student Services (counseling/advising, etc.), Learning Support Services (tutoring, etc.), Library Services, and other activities that will support students.

Student and Learning Support Services

The college continues to ensure that all students have equitable access to its wide variety of student support services and resources that are available at each campus location either in-person or virtual. Employing a variety of means and measures, the college consistently assesses the effectiveness, reliability, and responsiveness of its student support services in supporting student needs and enhancing educational quality.

The department of Enrollment Management & Student Services (EMSS) continues to work diligently in providing alternative ways to ensure the delivery of appropriate services and programs that support student learning, and enhance the accomplishment of the college's mission. These alternative ways include but are not limited to:

- [Virtual orientation](#) for students ([BSBAA-10](#)). Orientation is an important intervention service that helps new students to acclimate and make a more successful transition to college. According to the college's registrar, "The virtual fall 2020 orientation for students received an average rating of 8.48 out of 10 from a survey conducted. Students considered the virtual orientation very informative and believed it could help them succeed through the semesters."
- [Virtual and in-person counseling and tutoring services](#). While the college continues to extend in-person counseling and tutorial services, these services have been expanded to online or virtual mode ([BSBAA-11](#)). Counselor roles are college-wide and are available during regular working hours (8-5), by appointment, or if student need is indicated, evening hours will be scheduled.
- Online video tutorials or guides. The department for EMSS developed and produced online video tutorials to support student learning. These online resources are accessible from the [Student Life's webpage](#), and include ([BSBAA-12](#)):
 - Schoology navigation
 - How to use the COM-FSM webmail
 - Using a built-in text editor to submit assignments in Schoology
 - How to see how you did on a test in Schoology
 - Google drive assignments in Schoology: student view
 - How to convert a word document to portable document format (pdf)
 - How to email attachments
 - How to compress or "Zip" files
 - Scanning assignments with Google Photoscan
- Subscription to DropOut Detective that helps student services via Schoology to monitor in real time students who are falling behind and need intervention.
- [Helpdesk](#) provides students the ability to privately schedule appointments with the campus nurse and other student services ([BSBAA-13](#)).
- Student Information System (SIS) manages student records and has been enhanced to support the shift to distance education. These enhancements include but are not limited to online registration and registration changes, e.g., online withdrawal; mobile-friendly myShark portal; and advisors' access to mid-term deficiency reports of their advisees in myShark.
- Financial Aid Office (FAO) offers financial aid counseling, assistance with all aspects of the financial aid process, work-study and scholarship assistance in-person, and virtually either by phone or Zoom. Students may

request phone or Zoom appointments either via email, by phone, or by submitting the request through the college's Helpdesk.

- Student Services has transitioned all students' in-person, on-and off-campus, co-, extra, and socio-recreational activities to the virtual setting.
 - The Student Body Association (SBA) had its first virtual declaration, application, and voting in the fall of 2020. The SBA officers are now meeting on a bi-weekly basis to discuss the needs and plans for the students at their respective campuses, and to revisit how we can continue to connect each campus together via technology. The SBA has representatives on four of the college's standing committees: Finance Committee, Information & Communication Technology, Facilities & Campus Environment, and the Student Success Committee.
 - The peer coaches, typically an initiative only able to be implemented at campuses in Pohnpei, is now a college-wide student mentorship program open to all continuing students who meet the eligibility requirements. These students serve as mentors to all students, with a special focus on new and returning students.
 - The Forum Lecture series presented at the college is taking on five major focal points: business, education, environment, government, and health. Specialists and professionals alike from these fields will share their expertise with our community in the virtual setting for students to view at any time.

Learning resources

A meeting was held with the COM-FSM Learning Resources Center (LRC) Director on May 12, 2021, to discuss the need to ensure adequate LRC holdings system-wide to support the proposed BS in Business Administration with an emphasis in the accounting degree program. The Director was excited to share that the National Campus LRC was well prepared to support the proposed degree program. The Director shared that the LRC held various resource formats from books on the shelf to eBooks, all the way to Regional Business News. The LRC provides access to EBSCO as the Business Source Premier with direct access to 2,300 business journals. Of the 2,300 business journals, 1,100 are peer-reviewed. The LRC received daily updates to titles of the full text. The Director mentioned that there are over 80 regional business news publications available at the LRC. She was also proud to inform the facilitator that they continue to add to the current LRC holdings. The Director ended the meeting with her full support of the proposed program by informing the facilitator that once the proposal is approved, the Business Administration Division Faculty is more than welcome to inform her of specific target research areas that are needed to simply inform LRC so she could ensure that the proposed degree program is well equipped with LRC resources.

The LRC includes general, reference, and audio-video collections; the Pacific archives; and the government depository. Informational resources include the print and non-print materials in the library collections and electronic resources. Services include circulation, references, computers, and library instruction. The LRC is made of all the campus libraries at the national campus and in each of the state campuses in Kosrae, Pohnpei, Chuuk, and Yap. The library houses 104,342 volumes across the college libraries.

Online resources to support instruction are available through the library webpage. The library subscribes to individual electronic databases that include [Academic OneFile](#), [Bib Me](#), [EBSCO](#), [JSTOR](#), [Pacific Affairs](#), and the [Pacific Digital Library](#) ([BSBAA-14](#), [BSBAA-15](#), [BSBAA-16](#), [BSBAA-17](#), [BSBAA-18](#), [BSBAA-19](#)). The Pacific Digital Library

(PDL) is an ongoing digital project that provides digitized local materials authored by citizens of the Pacific-affiliated Islands ([BSBAA-19](#)).

Additionally, the library subscribes to the following EBSCO databases: Academic Search Premier, Education FullText, ERIC, and Patient Education Reference Center ([BSBAA-16](#)).

Online library guides were developed and shared with campus librarians and posted on the library webpage to assist students with using Schoology and with citing sources online. Links to library orientation were provided to admissions for use in the virtual orientation for fall 2020. The orientation includes a session on how to access the COM-FSM library online database. Students may visit a campus in any state to visit a library in person. Students may also access the inter-library loans by contacting one of the libraries ([BSBAA-19](#)).

Students will find the following tutorials available on the Learning Resources webpage:

- Assisting students with Schoology ([BSBAA-20](#))
- Citing Sources Online ([BSBAA-21](#))
- Virtual Orientation Fall 2020, 9. Learning Resources Center ([BSBAA-22](#))

Evidence:

BSBAA-10	Virtual orientation for students http://www.comfsm.fm/?q=virtual-orientation-F2020
BSBAA-11	Virtual and in-person counseling and tutoring services http://www.comfsm.fm/
BSBAA-12	Student Life's webpage http://www.comfsm.fm/?q=vpss
BSBAA-13	Helpdesk http://www.comfsm.fm/helpdesk/login/?redirect=%2Fhelpdesk%2F
BSBAA-14	Academic OneFile https://infotrac.galegroup.com/itweb/fmcomfsm
BSBAA-15	Bib Me http://www.comfsm.fm/
BSBAA-16	EBSCO HOST http://www.comfsm.fm/?q=vpss
BSBAA-17	JSTOR https://www.jstor.org/
BSBAA-18	Pacific Affairs https://www.ingentaconnect.com/content/paaf/paaf
BSBAA-19	Pacific Digital Library https://www.pacificdigitallibrary.org/
BSBAA-20	Assiting students with Schoology https://www.youtube.com/watch?v=9Z2p9CqX6T4&ab_channel=AngelinaWacngin
BSBAA-21	Citing Sources Online http://www.comfsm.fm/library/Citing-Sources-Online-Citation-Machine.pdf
BSBAA-22	Virtual Orientation Fall 2020, 9. Learning Resources Center http://www.comfsm.fm/?q=virtual-orientation-F2020

Standard III: Resources

Please describe the staffing plan to support the proposed program.		
Faculty:		
<p>Qualified, experienced full and part-time faculty are and will be available to deliver all the courses in the Bachelor of Science in Business Administration with an emphasis in accounting degree program. The college is currently offering the Associate of Science Degree in Business Administration at the National Campus. As of FY 2023, there are three positions in the National Campus Business Administration Division budget that would need to be filled with the needs of the Bachelor's courses in mind. The proposed program will only be offered at the National Campus. Thus, the number of faculty positions that the National Campus Business Administration Division has will need to be increased by one based on the workload with the additional courses that will be offered. Academic credentials, years of teaching experience, and course certification information for the current Business Administration Division at the National Campus are summarized in the table below.</p>		
Faculty Member	Years of Teaching Experience	Upper Division Course(s) Currently Certified to Teach
Patrick Hoyle	More than 10 years	BA 310, BA 330, BA 331, BA 340, BA 350, BA 411, BA 412, BA 430, BA 431, BA 461,
Rominger James Maddegodagedara	More than 5 years	BA 310, BA 330, BA 331, BA 340, BA 350, BA 411, BA 412, BA 430, BA 431, BA 461,
Timothy James Mamangon	More than 5 years	BA 310, BA 320, BA 321, BA 340, BA 350, BA 360, BA 370, BA 210, BA 411, BA 412, BA 460, BA 461, BA 462
George Mangonon	More than 15 years	BA 310, BA 320, BA 360, BA 370, BA 210, BA 411, BA 412, BA 460, BA 461, BA 462,
Marlene Mangonon	More than 31 years	BA 310, BA 340, BA 360, BA 370, BA 210, BA 411, BA 412, BA 460, BA 461, BA 462
Edper M Castro	More than 5 years	BA 320, BA 460, IS 351, IS 350
Jean-Pierre Lukusa	More than 5 years	BA 111, BA 411, BA 320, BA 460, IS 351, IS 350
Staff:		
<p>The college does not anticipate any need for additional staffing since current staffing provisions suffice to run the proposed BSBA program.</p>		

Administration:

The college does not anticipate any need for additional staffing since the current administration is sufficient to run another program.

Provide faculty qualifications.

Faculty Member	Degrees
Patrick Hoyle	<ul style="list-style-type: none"> ● Doctor of Philosophy in Management, Sullivan University ● Executive Master of Business Administration, Sullivan University ● Bachelors of Science in Occupational Training and Development Education in Training Development, University of Louisville
Rominger James Maddegodagedara	<ul style="list-style-type: none"> ● Master of Business Administration, Cardiff Metropolitan University, UK (International College of Business and Technology) ● Bachelors of Commerce – Applied Accounting, The Institute of Chartered Accountants of Sri Lanka
Timothy James Mamangon	<ul style="list-style-type: none"> ● Masters of Arts in Education – Mathematics, Pangasinan State University ● Bachelors of Science – Business Economics, St. Louis University
George Mangonon	<ul style="list-style-type: none"> ● Doctorate in Business Administration (sans Dissertation), Virgen Milagrosa University Foundation ● Masters in Business Administration, Virgen Milagros University Foundation ● Masters of Arts in Teaching Physics, Virgen Milagros University Foundation ● Bachelor of Science – Mathematics, University of Philippines
Marlene Mangonon	<ul style="list-style-type: none"> ● Doctorate in Business Administration (sans Dissertation), Virgen Milagrosa University Foundation ● Masters of Business Administration, Virgen Milagros University ● Bachelors of Science – Computer Data Processing, Polytechnic University of the Philippines
Edper M Castro	<ul style="list-style-type: none"> ● Masters in Information Systems Open University (University of the Philippines, Philippines) ● Diploma in Computer S – Computer Data Processing, Polytechnic University of the Philippines ● Bachelor of Science in Information and Computer Science Cebu Institute of Technology Philippines
Jean-Pierre Lukusa	<ul style="list-style-type: none"> ● Post Graduate Certificate in Higher Education (PgCHE) Botho University, Gaborone ● MEng in Internetworking Dalhousie University, Halifax ● Double Major BSc. in Computer Science and Statistics University of Namibia, Windhoek ● Diploma in Computer Studies University of Botswana, Gaborone

	<ul style="list-style-type: none"> • Certificate in Standard-Based Assessment and Moderation For Outcome-based Curricula Botho University & SFC, Gaborone
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Explain the impact on the following resources:
<i>Physical Resources</i>
<p>The facilities master plan is integrated with the Institutional Education Master Plan and is being implemented (BSBAA-23). The college maintains an enrollment management indicator and a facilities inventory to ensure facilities are sufficient and adequate to meet and or control enrollment levels (BSBAA-24).</p> <p>In the college’s effort to provide quality education and address financial sustainability, the college has implemented the College of Micronesia-FSM Space Utilization and Facilities Master Plan based on a study by BECA. This plan has been integrated with the FSM Infrastructure Development plan (p.42). The COM-FSM plan is now in phase I as indicated in the IEMP matrix (2018). Current projects include a student center at National Campus, trade & technical workshops at CTEC, and beginning planning for Chuuk Campus (BSBAA-25).</p>
<p>Evidences:</p> <p>BSBAA-23 Institutional Education Master Plan http://www.comfsm.fm/vpia/misc/IEMP-Narrative-2018-edited_20_09_18.pdf</p> <p>BSBAA-24 Enrollment Management Indicator and Facilities Inventory https://www.dropbox.com/s/vd7hn21h4mxrpx/College%20Wide%20Enrollment%20Management%20Indicator%20as%20of%202020.doc?dl=0</p> <p>BSBAA-25 IEMP matrix http://www.comfsm.fm/vpia/misc/IEMP-Matrix-2018-2023_Edited_07_03_19.pdf</p>
<i>Technology</i>
<p>The Information Technology Office (ITO) provides secure and reliable technology services to the college community. The office maintains network infrastructure, software, and end-user hardware at all campuses. The office is guided by the college’s Information Technology policies, and its active role within the college is defined in the Integrated Educational Master Plan (IEMP) Matrix: (BSBAA-26 , BSBAA-27).</p> <p>Core services used by all bonafide users at all campuses are centralized at the National Campus. These centralized services include email, Helpdesk, the Student Information System (SIS), and the college</p>

website. These services are used by all the key areas of the college to deliver effective operational and academic services. ([BSBAA-13](#), [BSBAA-28](#))

- Email is the primary mode of communication that connects the various campuses for operations and instruction.
- The Helpdesk supports employees and students at the college. Most student support services (Admissions Office, Financial Aid, and Campus Nurse) are listed in the Helpdesk to help those seeking guidance or scheduling a virtual or in-person visit.
- The college's SIS is used by the administration, student services, faculty, and staff of the entire college, encompassing all roles and disciplines. Students have access to SIS through the MyShark web portal to view their student records. All these services are deployed via the encompassing umbrella of the college website, which enables access from anywhere in the world at any time of day.

To deliver those core services ITO maintains a server room at the National Campus. The server room is a restricted access location that also operates on a Denyo DCA-220ESK backup generator to ensure nonstop services. ITO maintains email alerts and logs to manage these services when interruptions occur. The primary server room is backed up to an alternate server room located in another building at the National Campus, which also has its own backup generator. This alternate server room can immediately replace the primary server room in an event of a catastrophe such as a fire or a typhoon.

The college maintains a Wide Area Network (WAN) at each campus that operates on a Local Area Network (LAN). Every campus is equipped with a server rack that contains primary switching equipment and firewalls that allow Internet use to be regulated and distributed. Each building at every campus is connected to these server rooms by underground fiber optic cable. At the termination of each building, Internet is then distributed by Category 6 (CAT6) copper cabling or via [wireless access points](#). ([BSBAA-29](#))

Access to the wired network is made available to all employees at the college through their individual desktop computers, or to students via the various computer labs at each campus. The wireless network is available to all authenticated college users twenty-four hours a day at every campus.

Evidence:

- | | |
|----------|---|
| BSBAA-26 | Information Technology Office (ITO) Policy
https://www.dropbox.com/s/ubw3jf2s0rg7nwk/III.C.1-Information-Technology%20-College-of-Micronesia-FSM.pdf?dl=0 |
| BSBAA-27 | Integrated Education Master Plan (IEMP)
https://www.dropbox.com/s/ekyicixwgpdlq5/III.C.2-IEMP-Matrix-2018-2023 Edited 07_03_19.pdf?dl=0 |
| BSBAA-13 | Helpdesk
http://www.comfsm.fm/helpdesk/login/?redirect=%2Fhelpdesk%2F |
| BSBAA-28 | Student Information System (SIS)
http://www.comfsm.fm/db/ |
| BSBAA-25 | IEMP matrix
http://www.comfsm.fm/vpia/misc/IEMP-Matrix-2018-2023 Edited 07_03_19.pdf |
| BSBAA-29 | College wide network
https://www.dropbox.com/s/qvqnm875ymg51wr/III.C.41-COM-FSM-Wifi-Map.pdf?dl=0 |

Equipment

Aside from enforcing a laptop and/or computer lab access policy for selected courses (i.e., see course descriptions and outlines for more information); the college does not anticipate any need for additional equipment to run the proposed BSBA program.

Explain the impact on financial resources.

Provide a budget showing evidence the institution has the capacity to start and maintain the proposed program.

Additional Expenses for One Academic Year (National Campus)	Revenue Generated for One Academic Year (National Campus)
Personnel:	Based on the enrollment of 25 students in the fall, spring, and summer sessions. Enrollment figures are based on historical patterns
Additional instructor* = \$18,728 (Adjusted salary + benefits)	
Summer contracts (4 courses) = \$10,000 assuming vacancy in FY2022 budget is filled	
Supplies:	Fall semester
Copy paper, flip charts, markers, construction paper for BS courses = \$10,000	Tuition: 8 students X 12 credits X \$145 = \$13,920 17 students X 16 credits X \$145 = <u>39,440</u> \$53,360
Equipment:	Fees:
Laptops, Cameras, Projectors for student use = \$3,000	Tech 100 X 25 \$2,500 COO 200 X 25 5,000 Registration 15 X 25 375 Health 15 X 25 375 Student Activities 20 X 25 <u>500</u> \$8,750
SPSS Statistics program:	Spring semester
Needed for students to utilize for BA 320 Applied Statistics course = \$59,400	Tuition: 8 students X 12 credits X \$145 = \$13,920 17 students X 16 credits X 145 = <u>39,440</u> \$53,360
Quickbooks Accounting program:	Fees:
Needed for students to utilize for BA431 Accounting Information Systems = \$7,500	Tech 100 X 25 \$2,500 COO 200 X 25 5,000 Registration 15 X 25 375 Health 15 X 25 375 Student Activities 20 X 25 <u>500</u> \$8,750
	Summer session
	Tuition: 25 students X 6 credits X \$145 = \$21,750
	Fees:
	Tech 100 X 25 \$2,500 COO 50 X 25 1,250 Registration 15 X 25 375 Health 15 X 25 375 Student Activities 20 X 25 <u>500</u> \$5,000
TOTAL \$108,628	TOTAL \$150,970

Standard IV: Leadership and Governance

Describe the leadership and governance structure that will ensure academic quality and institutional effectiveness are sustained and maintained.

The president/CEO of the college is responsible for the quality of the institution and reports to a five-member board of regents at quarterly meetings. An example of the [president's report](#) is found at the March 11, 2022 Board meeting ([BSBA-30](#)). The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The governance structure at the College of Micronesia-FSM allows for the college [community to contribute to decision-making](#) at the college ([BSBAA-31](#)). Faculty and staff communicate their input toward decisions through any of the standing committees for which they are members. The standing committees include the Facilities and Campus Environment Committee (FCE), Human Resources Committee (HRC), Curriculum Committee (CC), Finance Committee (FC), Information Communication and Technology Committee (ICT), Recruitment, Admissions and Retention Committee (RAR), and Student Success Committee (SSC). Students are encouraged to participate and their viewpoints sought in matters for which they have a direct, reasonable interest. All mid-level managers form the Management Team (M-Team) to promote interoffice communication. The members of the M-Team include the state campus deans for Kosrae, Chuuk, Yap, and Career and Technical Education Center (CTEC) in Pohnpei; dean of academic programs; directors of financial aid, human resources, learning resource center, admissions, records and retention, information technology, facilities and maintenance, procurement, counseling, student life, cooperative research & extension; supervisor of campus security & safety; and comptroller. Communications from the M-Team are sent to the president through the Cabinet. The chair of this group also sits on the Executive Committee. Members of the Executive Committee include the college president, Faculty and Staff Senate president, Student Body Association president, M-Team chair, the college vice presidents, and campus deans.

This structure provides the foundation for [participatory governance](#) as outlined in [BP 2200 \(BSBAA-32\)](#). Participatory governance is the process through which all members of the college community can engage in purposeful dialogue and share in the development of policies, procedures, goals, plans, and recommendations to improve academic quality, curriculum, integrity, student learning programs and services, institutional effectiveness, financial stability, and mission delivery.

Evidence:

BSBAA-30 President's Report to the Board of Regents, March 11, 2022.
<http://www.comfsm.fm/bor/notebook/03-2022/8.a-President's-BOR-Report-March-2022.pdf>

BSBAA-31 Reference: Board Policy 1600 Governance Structure
http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/COM-FSM_BP1600.pdf

BSBAA-32 Participatory Governance Policy:
http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2200.pdf

Describe the internal approval process.

Committee meeting minutes show that the Proposal for the Establishment and Implementation of a Bachelor of Science Degree in Business Administration with an emphasis in Accounting was reviewed and endorsed by the college's [Curriculum Committee](#) on February 14, 2022; the [Recruitment, Admissions, and Retention Committee](#) on January 31, 2022; the [Finance Committee](#) on February 8, 2022, and the [Executive Committee](#) on February 17, 2022 ([BSBAA-33](#), [BSBAA-34](#); [BSBAA-35](#); [BSBAA-36](#);). The COM-FSM [Board of Regents](#) approved the proposal at its 11 March 2022 meeting ([BSBAA-37](#)).

Evidence:

BSBAA-33 Curriculum Committee (February 14, 2022):
<https://www.dropbox.com/s/c5p3sfea7hmhyzo/BSBA%20and%20BP3104%20AP31040001.pdf?dl=0>

BSBAA-34 Finance Committee - Feb. 8, 2022
<https://www.dropbox.com/s/0dxzcnpnzfcfb0k/FC2-08-22%20BSBA%20Proposal.pdf?dl=0>

BSBAA-35 RAR - January 31, 2022
<https://www.dropbox.com/s/xof37vojkg1vz24/RAR%20January%202022%20Online%20vote.pdf?dl=0>

BSBA-36 Executive Committee Minutes-22-02-17
http://www.comfsm.fm/executive/minutes/EC_Minutes-22-02-17.pdf

BSBA-37 Actions_Directives-(11 Mar 2022)
http://www.comfsm.fm/bor/directives/Actions_Directives-11Mar2022.pdf

Describe the external approval process (state/federal approvals, etc.).

This section is not applicable to COM-FSM.

Evidence

Please include documentation that will help the Committee understand the process by which the change was developed, such as former and proposed mission and/or objectives, summary of discussions and approvals with campus constituents, (Board of Trustees, Academic Senate, students, community members), strategic plans, financial plans, copies of Board minutes, as appropriate, copies of draft legal documents regarding the new location, copies of draft legal documents dealing with matters of facilities and other institutional property, as appropriate. Please include documentation of all state and/or federal approvals, as appropriate.

Please note that all evidence documents are included as retrievable hyperlinked. These are listed in relevant document sections and a consolidated list may be found hereafter.

BSBAA-1 COM-FSM's Strategic Direction 2018-2023
http://www.comfsm.fm/strategic-plan/2018/COM_FSM_Strategic_Plan_2018_2023-1.pdf

BSBAA-2 White paper "Charting the Course for the Next Generation" (April 2018)

	http://www.comfsm.fm/dcr/White_Paper_FINAL_2018.pdf
BSBAA-3	FSM 2004-2023 Strategic Development Plan https://www.adb.org/sites/default/files/linked-documents/cobp-fsm-2015-2017-sd-02.pdf
BSBAA-4	3-Day Workshop Notes (March 29-April 2021) https://www.dropbox.com/s/h39w4rh23z5f5dk/Final%20BSBA%20%28Accounting%20emphasis%29%20Report.pdf%20-%20Google%20Drive.pdf?dl=0
BSBAA-5	BSBAA Proposal (Jan 2022) http://www.comfsm.fm/bor/notebook/03-2022/10.ci.BSBA-Program-Proposal.pdf
BSBAA-6	Business Division Course Outline Assignments https://drive.google.com/file/d/1P_Pz7vejB4YiyK5iAFrLOWwbQk9a6Uoz/view?usp=sharing
BSBAA-7	Checklist for course outline revision of student learning outcomes alignments http://www.comfsm.fm/accrreditation/substantive-change/Course-outline-checklist.pdf
BSBAA-8	Board Policy No. 3202 (2019) http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3202.pdf
BSBAA-9	Program Assessment and Program Review Manual http://www.comfsm.fm/publications/handbook/Program-Assessment-and-Program-Review-Procedures-Manual.pdf
BSBAA-10	Virtual orientation for students http://www.comfsm.fm/?q=virtual-orientation-F2020
BSBAA-11	Virtual and in-person counseling and tutoring services http://www.comfsm.fm/
BSBAA-12	Student Life's webpage http://www.comfsm.fm/?q=vpss
BSBAA-13	Helpdesk http://www.comfsm.fm/helpdesk/login/?redirect=%2Fhelpdesk%2F
BSBAA-14	Academic OneFile https://infotrac.galegroup.com/itweb/fmcomfsm
BSBAA-15	Bib Me http://www.comfsm.fm/
BSBAA-16	EBSCO HOST http://www.comfsm.fm/?q=vpss
BSBAA-17	JSTOR https://www.jstor.org/
BSBAA-18	Pacific Affairs https://www.ingentaconnect.com/content/paaf/paaf
BSBAA-19	Pacific Digital Library https://www.pacificdigitallibrary.org/
BSBAA-20	Assiting students with Schoology https://www.youtube.com/watch?v=9Z2p9CqX6T4&ab_channel=AngelinaWacngin
BSBAA-21	Citing Sources Online http://www.comfsm.fm/library/Citing-Sources-Online-Citation-Machine.pdf
BSBAA-22	Virtual Orientation Fall 2020, 9. Learning Resources Center

	http://www.comfsm.fm/?q=virtual-orientation-F2020
BSBAA-23	Institutional Education Master Plan http://www.comfsm.fm/vpia/misc/IEMP-Narrative-2018-edited_20_09_18.pdf
BSBAA-24	Enrollment Management Indicator and Facilities Inventory https://www.dropbox.com/s/vd7hn21h4mxrpx/College%20Wide%20Enrollment%20Management%20Indicator%20as%20of%202020.doc?dl=0
BSBAA-25	IEMP matrix http://www.comfsm.fm/vpia/misc/IEMP-Matrix-2018-2023_Edited_07_03_19.pdf
BSBAA-26	Information Technology Office (ITO) Policy https://www.dropbox.com/s/ubw3jf2s0rg7nwk/III.C.1-Information-Technology%20-College-of-Micronesia-FSM.pdf?dl=0
BSBAA-27	Integrated Education Master Plan (IEMP) https://www.dropbox.com/s/ekyicixwgpdlq5/III.C.2-IEMP-Matrix-2018-2023_Edited_07_03_19.pdf?dl=0
BSBAA-28	Student Information System (SIS) http://www.comfsm.fm/db/
BSBAA-29	College wide network https://www.dropbox.com/s/qvqnm875ymg51wr/III.C.41-COM-FSM-Wifi-Map.pdf?dl=0
BSBAA-30	President's Report to the Board of Regents, March 11, 2022. http://www.comfsm.fm/bor/notebook/03-2022/8.a-President's-BOR-Report-March-2022.pdf
BSBAA-31	Reference: Board Policy 1600 Governance Structure http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/COM-FSM_BP1600.pdf
BSBAA-32	Participatory Governance Policy: http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2200.pdf
BSBAA-33	Curriculum Committee (February 14, 2022): https://www.dropbox.com/s/c5p3sfea7hmhyzo/BSBA%20and%20BP3104%20AP31040001.pdf?dl=0
BSBAA-34	Finance Committee - Feb. 8, 2022 https://www.dropbox.com/s/0dxzcnpnzfcck0k/FC2-08-22%20BSBA%20Proposal.pdf?dl=0
BSBAA-35	RAR - January 31, 2022 https://www.dropbox.com/s/xof37vojkg1vz24/RAR%20January%202022%20Online%20vote.pdf?dl=0
BSBA-36	Executive Committee Minutes-22-02-17 http://www.comfsm.fm/executive/minutes/EC_Minutes-22-02-17.pdf
BSBA-37	Actions_Directives-(11 Mar 2022) http://www.comfsm.fm/bor/directives/Actions_Directives-11Mar2022.pdf