College of Micronesia-FSM

Substantive Change Proposal for Distance Learning at COM-FSM

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

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
January 3, 2021

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

From: Karen Simion

College of Micronesia-FSM
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:
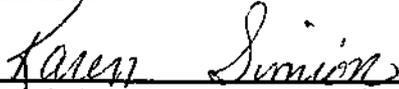
_____   1/25/2021
Karen Simion, Interim President/VP Instructional Affairs/ALO, COM-FSM   (date)
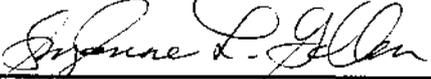
_____   1/26/2021
Suzanne Gallen, Chairperson, Board of Regents   (date)

_____   1/26/2021
Caroline Kocel, Vice President for Institutional Effectiveness and Quality Assurance (date)

_____   01/25/21
Alfred Olter, President, Faculty/Staff Senate   (date)
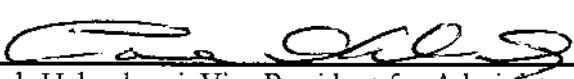
_____   1/25/21
Joseph Habuchmai, Vice President for Administrative Services   (date)

_____   1/25/2021
Joey Oducado, Vice President for Enrollment Management and Student Services   (date)
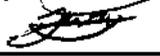
_____   1/25/2021
Judy Joab, Student Body Association President   (date)

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Title of Application and description of Proposal:

Application to Deliver Courses and Programs through Distance Education. The College of Micronesia-FSM will be submitting evidence that we are now in a position to offer courses and programs through distance education. COM-FSM will be submitting for most programs (appendix A, Distance Learning Proposal) to be delivered in this mode (DE-30).

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

Describe the planning process used to determine the rationale and need to offer programs through distance education.
The college commissioned two studies to determine feasibility of distance education, "Evaluation of Manageable Barriers to More Effective Delivery of Distance Education at the College of Micronesia-FSM" in 2006 and "2012 Distance-Learning Final Report: Hybrid Learning" (DE-1; DE-2). These papers outlined a number of barriers but also provided recommendations to achieve implementation of distance education. In the end, distance education was put on hold partly due to the technology barrier especially with access in Kosrae, Yap and Chuuk. The 2012-2017 Integrated Education Master Plan identifies distance education as part of the college plan, specifically "AP1.14 (DE-3; DE-31)." The focus in the 2018-2023 IEMP was to simplify the number of strategies so the college could concentrate on a few very important goals and achieve those goals rather than try to accomplish many initiatives (DE-4). As a result, distance education was removed from the 2018-2023 IEMP, which focuses on student success. In 2018, faculty members began piloting the Schoology learning management system as a continuous improvement strategy to provide additional resources for students and to keep track of grades electronically (DE-5). The accompanies significant technological advances that have occurred recently: each campus is outfitted with direct fiber optic link up from the National Campus ISP, replacing ADSL, and the submarine fiber optic cable now connects to Chuuk and Yap allowing for faster bandwidths, and has improved access across FSM. The 2019 Summit and mini-summit report SWOC analysis supports re-considering distance education. These include: opportunities at National, specifically, "evening courses"; in Kosrae,"[d]evelop online courses" and "evening classes", in Yap "specialized campus programs", and in Chuuk, "[r]otating programs around the island states". Equally, all the state campuses noted "Not enough courses and programs at States" as weaknesses (DE-47). Finally, Spring 2020 brought abrupt changes due to COVID-19 and National Public Health Emergency Declarations. The college was closed for in-person delivery March 2020, and quickly made adaptations to distance education by June 2020. The college was allowed to offer online courses due to the U.S. Department of Education waiving the requirement that such offerings follow the regular substantive change process. The need to possibly continue distance education beyond the waiver allowed by the U.S. Department of Education due to different travel restrictions and geographic locations of students, the college decided to pursue the substantive change request. At its September 24, 2020 meeting the Board supported the implementation of a distance education program at COM-FSM (DE-6).

A steering committee composed of the vice president for instructional affairs, director of information technology, head counselor, director of learning resources, dean of academic programs and two faculty members was established in fall 2020 to provide direction for the development of a COM-FSM distance education program. Data have been gathered from surveys conducted after the first online courses were delivered in summer 2020 and from enrollment records (Distance Learning Proposal, p.4 -7)(DE-7).

Describe how the change is consistent with the mission and goals of the institution.

The college mission statement reads:

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.

One measure of mission fulfillment is the college providing higher education (HE) access to all four states of the FSM (DE-8). The college is located on six campuses across four states of the Federated States of Micronesia. Each state consists of a main island and several outer island communities. The campuses are separated geographically. The college currently provides most of the associate degrees and third-year certificates at the National campus in Pohnpei as a central location in order to ensure timely access to requirements for degree programs. Distance education will extend flexible access to courses for students not located in Pohnpei, students with families, and working students helping to decrease program completion time. Students commented on in a survey from summer 2020 regarding online classes; "Gives me more time to work, schooling and taking care of my kids; online classes is [sic] very convenient for me and for my family; yes cause I could do my assignment wherever I go; I really like having classes online because it is very flexible." (Distance Learning Proposal, p.4 -7)(DE-7).

The two strategic directions of the college are to innovate academic quality to ensure student success, and to strengthen resources to meet future and current needs. A measure of success for these two goals includes increasing enrollment. While enrollment of continuing students did not increase over the summer and fall 2020 sessions, the number of new students and returning students increased by 36% each. (Sept. 24, 2020 EMSS board report,) (DE-9)

What is the expected impact of this change? What benefits will result from this change?

The primary benefits of this change are likely to be: (1) increased student access and flexibility to take courses; and (2) increase in section fill rates while decreasing number of repeated sections with minimal enrollment.

The proposal will allow some working students to attend class online to fit their schedules; these are students who otherwise would not find easy access. Fall 2020 shows returning student enrollment has increased 36% with online instruction. As indicated in the student survey from summer 2020, some students prefer not to leave their home islands and families (Distance Learning Proposal, p.4 -7)(DE-7).

Likewise, the proposal enables the college to offer classes that otherwise might not meet minimum enrollment requirement. Section fill rates for summer 2019 were 61.8% and fill rates for summer 2020 were 63.3%. Section fill rates for fall 2019 were 65.4% and 77% for fall 2020. The college was able to meet student demand by offering 371 sections in fall 2020 compared to 431 sections in fall 2019; and 90 sections in summer 2020 compared to 143 sections in summer 2019 as reported in the Sept. 24, 2020 Board of Regents, meeting.

Expected impacts from the change are reduction in usage of auxiliary services such as the residence hall facilities at the National campus, as well as the dining hall if more students decide to study from their home states.

Describe how DE programs will be incorporated into the college's integrated planning processes.
The distance education program planning group will be composed of the director for Institute for Student Learning and Excellence in Teaching (ISLET), instructional coordinators and the dean of academic programs. The distance education program planning group plans and coordinates distance and online programs to meet needs within FSM and accreditation standards. The group advises programs, recommends allocations of college resources, and coordinates the master listing of distance and online programs. These members will meet with the VP for instructional affairs and the VP for institutional effectiveness and quality assurance to formulate a college-wide distance education action plan as part of the Integrated Educational Master Plan (Distance Learning Proposal, p.14) (DE-7).

Standard II: Student Learning Programs and Support Services

Describe how the institution will ensure that "regular and effective interaction" occurs between students and instructors.
The College of Micronesia-FSM adopted a definition for regular and substantive interaction in support of the online teaching that occurred in response to the pandemic, summer 2020 (DE-32). Faculty must submit a course syllabus that includes schedules of regular and substantive interaction to instructional coordinators at the beginning of each semester and include the syllabus on the course page in the learning management system (LMS). Instructional coordinators and the dean of academic programs will monitor courses in the LMS at the beginning of each semester and periodically during each semester to ensure regular and substantive interaction occurs. Finally, students will evaluate the online course each semester and one question in the evaluation will address regular and substantive interaction (DE-29). The students rated faculty 4.24 out of 5 on the question for initiating regular contact in summer 2020.

Describe the comparable programs, services and activities which will support distance education students (tutoring, learning resources, counseling and advising, etc.).
The department of Enrollment Management & Student Services (EMSS) continues to work diligently in providing alternative ways to ensure delivery of appropriate services and programs that support student learning, and enhance accomplishment of the college's mission. These alternative ways include but are not limited to: - Virtual orientation for students (DE-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. The department of EMSS is currently working on procuring computers that will be distributed at each campus location to serve as terminals for students enabling them to virtually meet either our counselors or tutors. 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 (DE-10):   - Schoology navigation

- How to use the COM-FSM webmail
- Using 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.
- Student Information System (SIS) 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 report 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 submitting the request through the college's Helpdesk (DE-11).
- Student Services has transitioned all student 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 fall 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.

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, reference, 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, JSTOR, Pacific Affairs, and the Pacific Digital

Library(DE-12, DE-13, DE-14). The Pacific Digital Library (PDL) is an ongoing digital project that provides digitized local materials authored by citizens of the Pacific affiliated Islands(DE-15).

Additionally, the library subscribes to the following EBSCO databases:: Academic Search Premier, Education FullText, ERIC, and Patient Education Reference Center (PERC)(DE-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 inter-library loan by contacting one of the libraries (DE-17).

Students will find the following tutorials available on the Learning Resources webpage.
Assisting students with Schoology (DE-18)
Citing Sources Online (DE-19)
Virtual Orientation Fall 2020, 9. Learning Resources Center (DE-10)

Standard III: Resources

Human Resources:
Please describe the staffing plan to support the DE program.
Implementation of distance education will not require additional positions at the college, but several current positions will have revised or additional job duties.   The former position of Director of the Institute for Student Learning and Excellence in Teaching (ISLET) has been changed to include the duties of DE coordinator. The person will be responsible for training and certifying faculty for designing online courses, providing resources for both online and in-person courses, and for coordinating training on using a variety of technology and incorporating student support services in virtual settings. The Director of ISLET will lead the DE planning group and reports to the vice president for instructional affairs. The position is advertised and anticipated start date is as soon as possible.   17 faculty members from across the college (at least 2 per campus) have been identified to complete a certificate in distance learning instruction from an approved program, to be completed by August 2021. (Funded by CARES Act Institution Portion). These faculty members will become mentors for other faculty and assist the Dir. Of ISLET with training needs.   Remaining faculty will complete a distance learning training designed by the Dir. Of ISLET and previously trained faculty in order to be certified to deliver courses online.   Student Support Services offices will designate current staff for training in support of distance learning.   Information Technology staff already have staff designated to monitor usage, staff and student accesses, and will provide training and support for faculty as needed.
Financial Resources
Describe the impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.

The primary impact on institutional finances will be maintaining licenses to the LMS and add ons such as Dropout Detective, Turnitin, and Lockdown Browser.

The national government continues to provide funding to the college through U.S. Compact funding and general revenues in the amount of $4,050,000 (Public Law 21-171, Section 5.)(DE-20). In addition, technology fees are collected each semester to support computer equipment and internet access (DE-21). Student tuition makes up the remainder of the college revenue allocated to support distance learning.

Table 2. FSM Government Subsidy: FY 2016-2020

Fund Source	FY 2016	FY 2017	FY 2http://www.comfsm.fm/Policy/Board-Policy/Chapter-8/COMFSM_BP8000.pdf018	FY 2019	FY 2020
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	3,050,000	3,050,000
Total	3,800,000	3,800,000	3,800,000	4,050,000	4,050,000

In May 2020, the college applied for and received $1.8m HEERF-Institutional Portion under CARES Act funding and an additional $14,438 for Minority Serving Institutions to convert systems and provide the necessary hardware and software to implement distance education along with support services. The college has used this funding for the following:
- Implementing changes in the Student Information System (SIS) allowing for posting of online courses and other features to support distance learning;
- Purchasing Helpdesk software
- Zoom licenses
- Improving internet access at Kosrae campus
- Laptops for faculty
- Instructional tools for faculty
- Hardware such as digital writing tablets, cameras, tripods, webcams, etc.
- Software including Lockdown Browser, DropOut Detective for monitoring student progress, and Turnitin plagiarism checking software.

Future purchases include providing updated equipment for counselors and student support services staff in order to deliver equitable services to students taking courses through distance learning. The official quarterly reports for CARES Act funding are located on the college website under Public Transparency & Accountability, CARES Act Reports (DE-22).

The distance education at COM-FSM three-year cost analysis is based on offering 10% of courses online each semester with section fill rates of 10, 15 and 20 students (DE-23). Faculty salary is based on the amount paid for an overload (3 credits) with a percentage of faculty in three different salary ranges - beginning, mid-level and ceiling. Scenarios also include an estimated reduction in enrollment over three years of 6% each year based on a steady decline-in-enrollment model. The college realizes a net income in each scenario.

Table 1. Three-Year Projected Budget

3 YEAR PROJECTION FOR 20 STUDENTS PER CLASS

		FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024
Revenues							
	Tuition and Fees	US$ 899,100.00	US$ 845,154.00	US$ 794,444.76	US$ 746,778.07	US$ 701,971.39	US$ 659,853.11
Total Revenues	Total	US$ 899,100.00	US$ 845,154.00	US$ 794,444.76	US$ 746,778.07	US$ 701,971.39	US$ 659,853.11
Expenses							
	Salaries and Fringe benefits	US$ 233,220.53	US$ 217,485.93	US$ 203,999.13	US$ 192,504.71	US$ 186,246.66	US$ 177,223.74
	Supplies and Equipment	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26
	Subscriptions (one year for Help Desk, Lock Browser, Turn It In, and Schoology)	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00
Total Expenses		US$ 378,666.79	US$ 362,932.19	US$ 349,445.39	US$ 337,950.97	US$ 331,692.92	US$ 322,670.00
Net Income		US$ 520,433.21	US$ 482,221.81	US$ 444,999.37	US$ 408,827.11	US$ 370,278.47	US$ 337,183.11

3 YEAR PROJECTION FOR 15 STUDENTS PER CLASS

		FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024
Revenues							
	Tuition and Fees	US$ 674,325.00	US$ 633,865.50	US$ 595,833.57	US$ 560,083.56	US$ 526,478.54	US$ 494,889.83
Total Revenues	Total	US$ 674,325.00	US$ 633,865.50	US$ 595,833.57	US$ 560,083.56	US$ 526,478.54	US$ 494,889.83
Expenses							
	Salaries and Fringe benefits	US$ 233,220.53	US$ 217,485.93	US$ 203,999.13	US$ 192,504.71	US$ 186,246.66	US$ 177,223.74
	Supplies and Equipment	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26
	Subscriptions (one year for Help Desk, Lock Browser, Turn It In, and Schoology)	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00
Total Expenses		US$ 378,666.79	US$ 362,932.19	US$ 349,445.39	US$ 337,950.97	US$ 331,692.92	US$ 322,670.00
Net Income		US$ 295,658.21	US$ 270,933.31	US$ 246,388.18	US$ 222,132.59	US$ 194,785.62	US$ 172,219.83

3 YEAR PROJECTION FOR 12 STUDENTS PER CLASS

		FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024
Revenues							
	Tuition and Fees	US$ 539,460.00	US$ 507,092.40	US$ 476,666.86	US$ 448,066.84	US$ 421,182.83	US$ 395,911.86
Total Revenues	Total	US$ 539,460.00	US$ 507,092.40	US$ 476,666.86	US$ 448,066.84	US$ 421,182.83	US$ 395,911.86
Expenses							
	Salaries and Fringe benefits	US$ 233,220.53	US$ 217,485.93	US$ 203,999.13	US$ 192,504.71	US$ 186,246.66	US$ 177,223.74
	Supplies and Equipment	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26	US$ 20,446.26
	Subscriptions (one year for Help Desk, Lock Browser, Turn It In, and Schoology)	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00	US$ 125,000.00
Total Expenses		US$ 378,666.79	US$ 362,932.19	US$ 349,445.39	US$ 337,950.97	US$ 331,692.92	US$ 322,670.00
Net Income		US$ 160,793.21	US$ 144,160.21	US$ 127,221.47	US$ 110,115.88	US$ 89,489.92	US$ 73,241.87

Describe the technology infrastructure that supports the offerings of DE, including how the institution confirms student authentication.

FSM Telecommunications Corporation (FSMTC) serves as the college's primary ISP, providing direct fiber connections from its locations in each state to our campuses. The addition of submarine fiber optic cables to the states of Chuuk, Pohnpei, and Yap has allowed consistent speeds to the world wide web (WWW) and the equitable access to online resources provided by the college based at the National campus or through third parties.

Kacific Broadband Satellites serves as the college's secondary ISP, providing an affordable option and equitable redundancy to internet services at our campuses. In Kosrae it serves as the college's primary connection where submarine fiber optic cable is not available. Satellite service is not available in Yap as of

this writing.

Campus	FSMTC	Kacific
National	1000mbps fiber	70mbps
CTEC	100mbps fiber	70mbps
Chuuk	100mbps fiber	70mbps
Kosrae	5mbps fiber	100mbps
Yap	100mbps fiber (primary), 5mbps ADSL	Not available

Hardware

In AY2020-21 the college upgraded three computer labs at its Yap campus, and one at its CTEC campus. It is now moving to upgrade three labs at its Chuuk campus, and continuously thereafter to other campuses where aged computers for student use are either old or do not support online learning, such as lacking webcams and headset capabilities. Using IT's Asset Inventory List, ITO tracks aging computers that are deployed for both student and operational uses (DE-24). Student computers used in the computer labs are turned over by IT every five years or sooner, as needed.

Software

- G Suite
  - Gmail
  - Google Docs for online learning
  - Google Drive
- Office 365 (paid)
  - For faculty and students
  - Free for students both online and offline as long as they have @comfsm.fm
- Helpdesk
- Seeking live chat app for real time support to students
- Schoology and addons
  - DropOut Detective
  - TurnItin
  - Lockdown Browser

Students in distance education courses are held to the same academic standards as students enrolled in

onsite instructional formats and are subject to the Student Academic Honesty Policy (DE-25).

The college authenticates the identity of all distance education students by issuing each student with a COM-FSM ID number. Students register their personal usernames and passwords. Like all other students enrolled at COM-FSM, distance education students are required to use their username and password to access their distance education course materials and online resources. It is a violation of academic integrity according to the Violations of Responsibility Policy to share usernames and passwords (DE-26). The Violations of Responsibility Policy applies to all virtual and physical locations of COM-FSM, and violations that occur in distance education courses are subject to the same procedural actions as violations occurring in onsite classroom settings. This includes policies regarding cheating, plagiarism, collusion, and other acts of academic dishonesty. Faculty training for DE includes how to recognize issues of academic integrity and use associated technology, such as Turnitin, and may initiate an investigation per this policy.

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness are maintained and sustained?

It is the responsibility of the faculty to ensure academic quality and institutional effectiveness of all instructional programs of the college, and to apply those standards to distance education programs in the process of course level assessment and program level assessment each academic year. Course and program assessment plans, results and improvement plans are recorded in the assessment management system (AMS) each semester for courses and each spring for programs. Data is disaggregated to reflect student diversity and mode of delivery (to include distance education). Program reviews are completed on a regular cycle of 2 years for certificate programs, 4 years for associate programs and 7 years for baccalaureate programs (Board Policy 3202 *Instructional Program Review*)(DE-27). Program reviews are evaluated by an assessment team and recommendations & results are shared with the Curriculum Committee and vice president for instructional affairs (VPIA) for further actions such as program improvement and resource allocation (Administrative Procedures 3202 *Instructional Program Review*)(DE-28).

It is the responsibility of the college administration to ensure that distance education programs are consistent with the college's institutional role and mission; that there is a planning and evaluation process, and academic oversight (VPIA); that the technology infrastructure and services and associated faculty support are adequate to enable instructional quality and that there are appropriate processes for verification of student identity. In addition, distance learners have comparable access to campus services, including but not limited to admissions, orientation, financial aid, registration, advisement, tutoring, and library services (Dir. IT; VPEMSS; Dir. LRC). If a distance education program is a joint effort among campuses, it is the responsibility of the supporting sites to provide for the legitimate needs of the students physically on their campus, even if the degree or certificate the student is pursuing will be conferred by a different campus. Responsibility for supporting students may be shared among campuses i.e. campuses where students may participate in synchronous interactive sessions and/or receive assistance and support.(Distance Learning Proposal, p12.)(DE-7).

Evidence

DE-1	Kelly, Doug. *Evaluation of Manageable Barriers to More Effective Delivery of Distance Education at the College of Micronesia-FSM*. Dec. 12, 2006. https://www.dropbox.com/s/nncn7pdqblqsb1u/Evaluation%20Manageable%20Barriers%20Distance%20Education.pdf?dl=0
DE-2	Hogan, Robert, PhD. *2012 Distance-Learning Final Report: Hybrid Learning.* June 15, 2012. https://www.dropbox.com/s/5hmtj41x9v3z7y6/2012%20Distance%20Learning%20Final%20Report-Hybrid%20Learning.pdf?dl=0
DE-3	2012-2017 Integrated Educational Master Plan. http://www.comfsm.fm/vpia/misc/IEMPsheet.pdf
DE-4	2018-2023 Integrated Educational Master Plan, Narrative. http://www.comfsm.fm/?q=Integrated-Educational-Master-Plan
DE-5	Board of Regents Meeting. *Institutional Effectiveness and Quality Assurance Report.* May 24, 2018. http://www.comfsm.fm/bor/notebook/05-2018/Institutional-Effectiveness&Quality-Assurance.pdf
DE-6	September 24, 2020 Board of Regents Meeting. http://www.comfsm.fm/bor/directives/Actions_Directives-24Sept2020.pdf
DE-7	Distance Learning Proposal. https://www.dropbox.com/s/g0r7havzcpr6mbl/Distance%20Learning%20Proposal-1.pdf?dl=0
DE-8	Mission Fulfillment Indicators. http://www.comfsm.fm/?q=Institutional_Set_Standards_and_Mission_Fulfillment_Indicators
DE-9	September 24, 2020. VPEMSS Report to the Board of Regents. http://www.comfsm.fm/bor/notebook/09-2020/8.e.Enrollment-Management-and-Student-Services.pdf
DE-10	Virtual Orientation- http://www.comfsm.fm/?q=virtual-orientation-F2020
DE-11	Helpdesk.http://www.comfsm.fm/helpdesk/
DE-12	Academic OneFile. https://www.gale.com/c/academic-onefile
DE-13	JSTOR https://www.jstor.org/
DE-14	Pacific Affairs. https://www.ingentaconnect.com/content/paaf/paaf
DE-15	Pacific Digital Library. http://pacificdigitallibrary.org

DE-16	EBSCO Databases. https://web.b.ebscohost.com/ehost/search/selectdb?vid=0&sid=f3f4a189-c7eb-46ea-9e92-eb3f167e25d6%40pdc-v-sessmgr04
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DE-18	Tutorial-Assisting Students with Schoology. http://comfsm.fm/library/Assisting-Students-with-Schoology.pdf
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DE-23	Three Year Projected Cost Analysis. https://www.dropbox.com/s/0znh9itpfka7pg3/DISTANCE%20LEARNING%20COSTS%20AND%20REVENUES%20PROJECTIONS%20OCT%2014%20VERSION.xlsx?dl=0
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