

College of Micronesia-FSM

SUBSTANTIVE CHANGE PROPOSAL: Deletion of Certificate and Degree Programs

Submitted by:
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Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
December 15, 2015
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A. Description of the Proposed Change and the Reason for it:

The College of Micronesia-FSM, located in the Federated States of Micronesia, covers almost 2 million square miles of the Western Pacific Ocean. COM-FSM is one college located at six campuses in the four island states of the Federated States of Micronesia. The administrative center is located at the National Campus in Palikir, Pohnpei, and is where students from the four FSM states who are interested in the degree programs are served. Most degrees and third year certificates of achievement are offered at National Campus, while the one year certificates are offered at the four state campuses. The 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, career and technical educational programs characterized by continuous improvement and best practices.”

The College of Micronesia-FSM is proposing to make substantive changes by deleting four degree and eight certificate programs. Deletion of these programs is part of the continuous improvement at the college. These programs had low or no enrollment for several years. The programs to be deleted are:

Table 1. Programs to be Deleted and Last Semester Offered

Program	Enrollment	Last Semester Offered
AS Teacher Education-Special Education*	0	Fall 2009 (SEPIIE Grant from NDOE) 66 students graduated 2005-2009.
AA Liberal Arts-Media Studies	1	Spring 2011
AS Teacher Ed. – Elementary	4	Spring 2015 (3 graduated sp 2015; 1 graduated su 2015)
AS Early Childhood Education	1	Spring 2012
Certificates of Achievement (COA)		
Third Year Cert. – Teacher Prep. -Sp. Ed.	0	Before fall 2005
Third Year Cert. – Related Service Asst.	0	Fall 2006 (Grant with The Research Corporation of the University of Hawaii and NDOE[2000-2003])
Cert. of Achievement – Law Enforcement	2	Fall 2012
COA Preschool Teacher Education	2	Fall 2009
COA Building Maintenance and Repair	1	Fall 2015 (Student will graduate May 2016; needs to complete one welding course also offered for other programs)
COA Masonry	0	
COA Plumbing	0	
COA Small Engine, Equip., and Outboard	1	Fall 2011

Motor Repair		
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*See [Fall Enrollment Trends 2010-2014](#) and [Spring Enrollment Trends 2011-2015](#) for details (Appendix 1, Appendix 2).

The college also plans to delete one advanced certificate in public health and three advanced certificates in the career and technical education programs. The advanced certificates will be eliminated as entry and exit points. All advanced certificate courses will remain in the two-year program.

Table 2. Advanced Certificates to be Deleted as a Result of Assessment and Program Review

Program	Enrollment
Adv. COA Public Health	0
Adv. COA Building Technology – Construction Electricity	0
Adv. COA Electronic Technology	0
Adv. COA Telecommunication	0

B. Description of the program to be offered

No new programs are being proposed.

C. Description of the Planning Process Which Led to the Request for the Change

The college mission emphasizes learner-centeredness, continuous improvement and best practices. Program assessment, program review and program prioritization provide processes to guide continuous improvement. Enrollment in the certificate and degree programs proposed for deletion indicates a steady decline for more than seven years.

The anticipated effect of deleting programs will allow the college to allocate resources for improvement of remaining programs with quality based on assessment of student learning outcomes and program reviews. Faculty and student support services will concentrate on improving remaining programs rather than spending time on programs that were categorized as unsustainable.

Certificates of Achievement and Associate Degree Programs

[Program prioritization](#), 2012, pp. 5-6(Appendix 3), indicated the career and technical education certificate programs were not improving and did not reflect best practices. Law Enforcement had an enrollment of 13 students in 2010, 8 in 2011 and 2 in 2012. The

enrollment was so low that the program was unsustainable. Plumbing and masonry were developed but students never selected these certificates. Plumbing and masonry courses remain in the catalog and are used in the AAS for Building Technology.

Low enrollment/interest was the primary factor for discontinuing the Liberal Arts/Media Studies program. Seven students enrolled fall 2008. Only four enrolled in fall 2009 and by fall 2010, there was only one student in the program. That student graduated in 2011 ([Fall Enrollment Trends by Major updated 8/27/13](#)[Appendix 4]).

The [2009-2011 Education Program Review, p.4](#) (Appendix 5, p.4) recommended discontinuation of special education programs, related services and the early childhood degrees. Students in the AS in Teacher Education-Elementary were provided courses to graduate or changed to the AA in Pre-Teacher Preparation. Students with one or two courses remaining completed the AS in Teacher Education-Elementary. Students with more than two courses left to complete the program were advised to move to the AA in Pre-Teacher Preparation. The AA in Pre-Teacher Preparation provides a direct pathway to the Third Year Certificate of Achievement in Teacher Preparation-Elementary and the Partnership BA in Elementary Education with the University of Guam. The Third Year Certificate of Achievement in Teacher Preparation-Elementary received approval from [ACCJC](#) for extension to the states May 19, 2014 (Appendix 6).

Advanced Certificates

Public Health

Currently, the College of Micronesia FSM (COM-FSM) offers four levels of credentials in public health to graduates from the Division of Health Sciences. This includes the Certificate of Achievement in Basic Public Health; the Advanced Certificate in Public Health; the Associates of Science in Public Health; and the Third Year Certificate in Public Health. The primary function of the Advanced Certificate in Public Health was to provide an alternative entry pathway for the current public health workforce, as well as an alternative entry point for those who do not meet the basic testing requirements of COM-FSM to enter the full Associates of Science in Public Health program. However, despite its availability, there have been no applicants who have utilized the Advanced Certificate in Public Health as an entry or exit pathway from COM-FSM.

Given that the advanced certificate is not currently being utilized as either an entry/exit point within the Division of Health Sciences, and that almost all students universally exit the program at the Associates of Science in Public Health level; it is proposed that the Advanced Certificate in Public Health be eliminated as an exit point (i.e. credential) from the curriculum of the public health training program, thus resulting in the next exit point beyond the Certificate of Achievement in Basic Public Health be the full associates degree.

The core courses and competencies previously included in the Advanced Certificate in Public Health are fully included in the full associate's degree; as such, removing this exit point from the public health training program will not require deleting courses or material. Thus, members of the current public health workforce who wish to return for further training, will be able to better take advantage of the full associate's degree, including the

additional coursework required which will benefit them in the performance of their key job functions; as well as better prepare them for either advanced study in the third year certificate, or through advanced study at the bachelor of public health level through the future articulation agreement with Fiji National University. For those who do not meet the entry requirements (i.e. math and English testing), as part of the overall associate's degree general education requirements, these individuals will be required to take the necessary math and English courses as part of the degree program.

Advanced Certificates in Telecommunications Technology, Electronic Technology and Building Technology

The college offers three levels of credentials in telecommunications, electronics and building technology from the Career and Technical Education Division. The three levels are certificate of achievement, advanced certificate of achievement and associate of applied science degree.

The advanced certificates in achievement were developed as exit points for students taking one of the three identified AAS programs. Kosrae Campus is the only campus to graduate students with the advanced certificate. Pohnpei Campus encourages students to finish the associate degree. The advanced certificate courses in each program consist of six to twelve credits. The courses do not prepare students for employment at a higher level from the students graduating from the certificate program. The advanced certificates focus on a specialized area within the field. For example, the certificate in electronics engineering technology introduces students to electronic fundamentals. The advanced certificate focuses on computer hardware, while the final year of the associate program focuses on the other types of electronic equipment like business machines. The students need to complete the entire two years. [Employers](#) (Appendix 7) place graduates of the AAS in entry-level positions. The Career and Technical Education division conducted an [employer survey](#) (Appendix 8) and the [results](#) (Appendix 9) indicate all employers rated the graduates of the AAS as excellent, above average or average in technical skill needed for the job. The final courses offered in the AAS prepare students for employment in FSM. (Recommendations and observations from course level assessment reports [Appendix 10](#), [Appendix 11](#), [Appendix 12](#)).

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

The college has reallocated all resources to support remaining programs. Student support services, faculty, management and support staff will work to continuously improve

remaining programs through regular assessment of student learning and program review processes. Allocation of fiscal resources is outlined in the [budget process](#), p.13 (Appendix, p. 13). Equipment from the media studies program was transferred to the electronics program to enhance the practical sessions of the electronics courses.

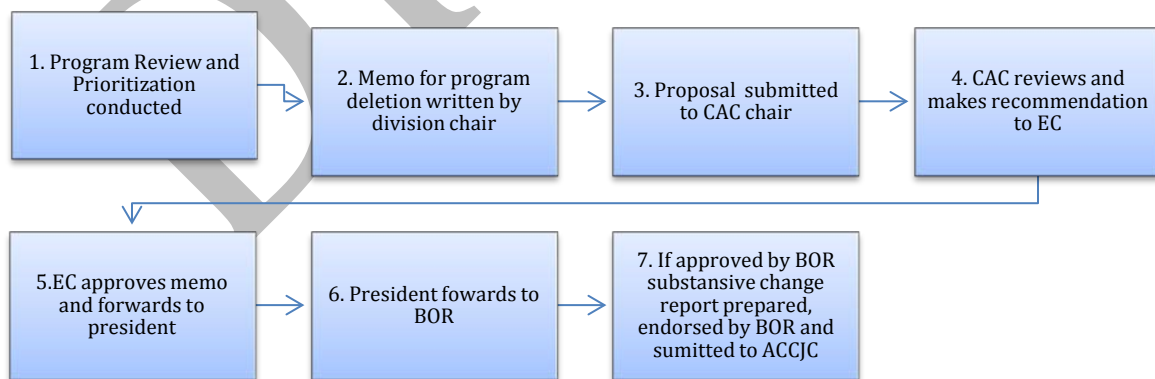
The overall decline in enrollment at the college over the past five years is not a result of deleting these programs. Some factors contributing to the decline in enrollment are out migration of FSM citizens, fewer students entering high school and fewer students taking the entrance test for the college. The college has designated a vice president to oversee enrollment management and several initiatives have taken place to maintain or increase enrollment. The college hosted a college fair for potential new freshmen where students learned about college programs and were given the opportunity to submit applications for free. Other initiatives include peer coaches to assist new students, advising students to set goals and plans for reaching the goals, and training students to use the college student portal to keep on track. The college is also a member of the John N. Gardner Institute, Foundations of Excellence which will assist the college in developing a strong first year experience for students and retention initiatives for second year students.

E. Evidence that the institution has received all necessary internal or external approvals including:

Internal Approval

The college has [BP 3204](#) (Appendix 14) and [AP 3204](#) (Appendix 15) to provide guidance on deleting programs at the college. The procedure for deleting programs is also described on page 67 of the [Curriculum and Assessment Handbook](#) (Appendix 16, p.67).

Figure 1. Process for Deleting a Program



[BP 3001](#) (Appendix 17) and [AP 3001](#) (Appendix 18) on catalog limitations provide direction for moving students to a different major. Students have eight years to fulfill degree requirements of a selected major. However, a student who is out of school for two consecutive semesters will be required to complete the requirements, if any, of the new program when they return.

A memo for program deletion was written by the vice president for instructional affairs to delete programs with no or very low enrollment for the past five years or more. The memo along with justification was submitted to the Curriculum and Assessment Committee (CAC) for review at the November 2, 2015 meeting. CAC recommended endorsement to delete the degrees and certificates on [November 16, 2015](#) (Appendix 19). The recommendation was forwarded to Cabinet and Executive Committee for review on [November 23](#) and [27](#), 2015 respectively (Appendix 20, Appendix 21).

External Approval

The recommendation then went to the Board of Regents at the December 15-16, 2015 meeting for action. The Board of Regents approved deletion of the programs as stated in the December 15, 2015 [Board Actions and Directives](#), number 9 (Appendix 22).

F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change

College of Micronesia-FSM meets or exceeds the Eligibility Requirements. Compliance with Eligibility Requirements will not be impacted by the proposed change.

1. Authority

College of Micronesia-FSM (COM-FSM) is authorized to operate as an institution of higher education and awards degrees and certificates by authority of the Government of the Federated States of Micronesia (FSM) as evidenced by FSM enabling law Title 40, Chapter 7 Section 4 of the FSM Code. COM-FSM is the national institution of higher education for the FSM. The deletion of the certificates and degrees will not impact the authority at the college. The proposed deletions were approved through the college's free use of its authority.

2. Operational Status

COM-FSM is operational, and congruent with its mission, its students are enrolled in and actively pursuing certificates and degrees at all campuses every semester.

The college will remain congruent with its mission statement even with the deletion of these programs. There have been no formal requests for these programs from the nation or other external stakeholders.

3. Degrees

The college continues to offer fourteen degrees and seventeen certificates in a variety of areas. The main reason for deletion of the programs was insufficient enrollment and lack of student interest.

4. Chief Executive Officer

COM-FSM has a chief executive officer, President Joseph M. Daisy, EdD, who was appointed by the Board of Regents. The president has full-time responsibility to the institution and possesses the requisite authority to administer board policies. The president serves as an ex-officio and nonvoting member of the board.

The chief executive officer endorsed these degree and certificate deletions, approved their review within the college's committees, and submitted it to the governing board where it was approved.

5. Financial Accountability

COM-FSM undergoes annual, independent, external audits and ensures matters and documents relating to both internal and external audits are managed with proper oversight. COM-FSM evidences ongoing compliance through the annual fiscal report to the ACCJC and provides the most recent audit to ACCJC annually as required.

6. Mission

The college's mission statement is clearly defined, adopted, and published by the Board of Regents. The mission is listed in planning documents, on the college website, and in the college catalog. The mission statement reflects the college's mandate as stated in the FSM enabling law, which created the institution. Through the mission statement, the college sees itself as a, "continuously improving and learner-centered institute of higher education" committed, "to the success of the Federated States of Micronesia" ([Mission Statement](#)) (Appendix 23). This mission statement was reviewed and endorsed by the Board of Regents in 2014.

The program deletions will not affect the college's ability to contribute to the success of the nation. The college continues to educate the citizens of FSM in the priority areas identified by the national government such as agriculture, fisheries, environment, health, and education.

7. Governing Board

COM-FSM is governed by the [Board of Regents](#) (Appendix 24) who regularly monitor and maintain quality, integrity, and financial stability. The board ensures the college's mission is carried out through regular dialogue with the college president and college community. The board approves the college budget and ensures financial resources are used to deliver sound educational programs. Board membership is sufficient in size and composition to fulfill board responsibilities.

The Board of Regents has approved the deletion of these programs and has endorsed this proposal.

8. Administrative Capacity

COM-FSM has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. To ensure sufficient staff, the college developed enrollment management indicators and regularly reviews these indicators.

Deletion of these programs will allow current staff to focus on remaining programs with greater quality.

9. Educational Programs

All degree programs at the college are directly linked to the college's mission. The assessment plans for each program link to the college's mission. Degree programs are based on recognized higher education fields of study. Through evaluation by the Curriculum and Assessment Committee, all programs are sufficient in content and length, conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student learning outcomes, transfer or employment. Most degree programs are two academic years in length.

The deletion of these programs has been approved through our curriculum approval process.

10. Academic Credit

The college awards academic credit in a manner consistent with generally accepted higher education practices. Academic credit is based on the Carnegie unit standard. COM-FSM operates under the authority of the Government of the Federated States of Micronesia and the government does not interfere with the college's freedom to award academic credit.

11. Student Learning and Student Achievement

The college catalog lists student learning outcomes for the institution and for all programs. Course student learning outcomes can be viewed on the course outlines provided on the college's website and are provided to all students on their course syllabus. Yearly program assessments are completed for each program and published on the college website. [Program Assessment Summaries \(PASs\)](#) (Appendix 25) offer the general public an overview of assessment results, improvement plans, and offer recommendations for students. Additionally, each PAS page offers the public a link to recent student achievement data for the program by means of a Program Data Sheet (PDS). And, where applicable, Gainful Employment Data are also provided.

Student achievement is monitored at course, program, and institutional levels while student learning outcome evaluation will be conducted using data generated from both internal and external sources (using TracDat).

12. General Education

The college incorporates into all its degree programs general education requirements. The general education component is designed to ensure students demonstrate competence in writing and computational skills and some other areas of knowledge. Degree credit for general education is consistent with levels of quality and rigor appropriate to higher education.

13. Academic Freedom

The faculty and students of COM-FSM are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic and

educational community. COM-FSM maintains an atmosphere in which intellectual freedom and independence exist as supported by the [*Faculty Academic Freedom Statement*](#) and the [*Student Academic Freedom and Responsibility Statement*](#) published in the college catalog (*General Catalog 2015-2016*, p.21).

The college remains in compliance with the academic freedom statements as articulated in the [*General Catalog 2015-2016*](#), p.21(Appendix 26, p.21).

14. Faculty

COM-FSM has a substantial core of qualified faculty with full-time responsibility to the college. The core is sufficient in size and experience to support all of the college's programs as guided by the college's enrollment management indicators. The [*Faculty Handbook 2015*](#), p.13 (Appendix 27, p.13) articulates responsibility of faculty to develop and review curriculum and to assess student learning at the course level and program level. The detailed role faculty plays in curriculum development and review is articulated in the [*Curriculum and Assessment Handbook*](#) (Appendix 28, pp.5-7). The [*Program Assessment and Program Review Procedures Manual*](#) (Appendix 29, p.17) articulates specific faculty roles in assessment of student learning at the program level.

Current faculty have been reassigned to other courses or faculty who left the college have not been replaced if the program courses are no longer being offered due to the program deletions.

15. Student Support Services

Using enrollment indicators, program assessment reports, the Integrated Educational Master Plan (IEMP), and the Strategic Plan, the College provides appropriate and varied student support services that support student learning and development and support the institutional mission.

Student service support exists at all campuses. Each campus has a full-time counselor, nurse, and tutorial services available for students in all programs.

16. Admissions

The college has adopted and adheres to admission policies consistent with the mission and that specify qualifications of students appropriate for its programs. The policies are clear, accessible and consistent, and are publicized online and in the [*General Catalog*](#) (Appendix 30, pp. 28-30).

17. Information and Learning Support Services

COM-FSM provides students and staff access to sufficient learning resources, information, and services to support its mission and instructional programs in whatever format and wherever they are offered.

The Learning Resource Center is [online](#) and available for all students enrolled at the college. The LRC includes collections in general, reference, audio-video, Pacific archives, and government depository. Informational resources include the print and non-print materials in the library collections and electronic resources. There are over 99,000 total volumes for all the campus libraries. The campus libraries have

subscriptions to electronic resources such as Pacific Affairs, Patient Education Reference Center, E-books Community College Collections, Academic OneFile, EBSCO, and Pacific Digital Library. If students at the state campuses need materials not available at their state campus library, the college has an [inter library loan](#) system for all materials or resources.

18. Financial Resources

COM-FSM has a sufficient and documented funding base, sufficient financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

19. Institutional Planning and Evaluation

COM-FSM systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. Data and assessment results are published on the college website under the [Public Transparency & Accountability](#) section of the home page and under the [Institutional Research and Planning Office](#). COM-FSM plans for improvement of educational goals, and student learning. COM-FSM assesses progress toward achieving stated goals and makes decisions to improve through ongoing systematic cycles of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The deletion of the programs is a direct result of assessment and program review.

20. Integrity in Communication with the Public

COM-FSM provides an electronic catalog for its constituents, updated annually, with precise, accurate, and current information concerning its identification and contact information, mission, course, program and degree offerings, academic calendar, academic freedom statement, financial aid, learning resources, names and degrees of administrators, and faculty members, names of Board members, and requirements of admission, fees, degree, certificates, graduation, transfer, and major policies affecting students.

- *General Catalog* <http://www.comfsm.fm/catalog/2015-2016/Catalog-2015-2016.pdf>.
- The program listing is in the current *General Catalog*, p.20 (Appendix 31, p.20).

21. Integrity in Relations with the Accrediting Commission

COM-FSM adheres to Eligibility Requirements and Accreditation Standards and policies of the Commission. COM-FSM describes itself in identical terms to its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. COM-FSM complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure. COM-FSM publishes information regarding its accreditation status, action letters, reports, proposals, contact information, and the complaint process on its homepage under

the section titled *Accreditation*. The accreditation status is listed as a footer on every COM-FSM webpage. <http://www.comfsm.fm/>

G. Evidence that accreditation standards will still be fulfilled specially related to the change:

The College of Micronesia-FSM meets or exceeds the Accreditation Standards. COM-FSM submitted its *Combined Midterm and Follow Up Report* (Appendix 32) on March 15, 2013. Subsequent to a team visit the Commission acted to reaffirm the college's accreditation with a Follow Up Report due March 15, 2014 (July 3, 2013, [Commission Action Letter](#)) (Appendix 33). A *Follow Up Report* (Appendix 34) was provided on March 7, 2014. The next comprehensive review will occur in March 2016. The proposed change will not impact compliance with Standards.

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

The proposed substantive change does not impact the ability of the college to deliver on its mission. There has not been a proposal or justification submitted to indicate the need for revision or continuation of the deleted programs from within or outside the college. Academic quality and institutional effectiveness are not compromised. Institutional integrity is improved through the reporting of the deletion of the programs identified in this substantive change report. All concerned will be better informed of available programs. Established planning processes (presidential summits; integrated master planning and governance structure) provide an avenue for the college to re-establish the programs if needed.

A. Mission

The current 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, career, and technical educational programs characterized by continuous improvement and best practices."

B. Assuring Academic Quality and Institutional Effectiveness

C. Institutional Integrity

The college has just completed its Self-Evaluation Report for 2016. For purposes of brevity in this report, details of the college meeting ACCJC Standard I are addressed in the 2016 *Self-Evaluation Report* found at

http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15_DEC2015.pdf.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

Assessment of student learning outcomes at the course and program level, program review, and program prioritization led to the decision to delete the certificates and degrees in this substantive change proposal. The Curriculum and Assessment Committee led by faculty support the deletion of the certificates and programs as indicated in section C of this proposal.

B. Library and Learning Support Services

C. Student Support Services

The college has just completed its *Self-Evaluation Report* for 2016. Details of the college meeting ACCJC Standard II are addressed in this report found at http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15_DEC2015.pdf.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

All resources are now allocated based on assessment and continuous improvement to programs and services that serve the current student population.

A. Human Resources

B. Physical Resources

C. Technology Resources

D. Financial Resources

The college has just completed its *Self-Evaluation Report* for 2016. Details of the college meeting ACCJC Standard III are addressed in this report found at http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15_DEC2015.pdf.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

The college has just completed its *Self-Evaluation Report* for 2016. Details of the college meeting ACCJC Standard IV are addressed in this report found at http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15_DEC2015.pdf.

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems

Appendix	
1	Fall Enrollment Trends 2010-2014. http://www.comfsm.fm/irp/Data_Center/Accreditation/Accrediation_Data_Reformat_Fall.xlsx
2	Spring Enrollment Trends 2011-2015. http://www.comfsm.fm/irp/Data_Center/Accreditation/Accrediation_data_Reformat_Spring.xlsx
3	Program Prioritization Report 2012, pp.5-6. http://wiki.comfsm.fm/@api/deki/files/3033/=Program_Prioritization_Process_Report.pdf
4	Fall Enrollment Trends by Major. http://www.comfsm.fm/irp/Data_Center/Accreditation/Accrediation_data_Reformat_Spring.xlsx
5	2009-2011 Education Program Review, p. 4. http://wiki.comfsm.fm/@api/deki/files/4339/=Education_Program_Review_2009-2011.pdf
6	Substantive Change Approval Letter, May 19, 2014. http://www.comfsm.fm/accreditation/archive/COM-FSM-SubChgAL-5-2014.pdf
7	Employment Tracking. http://wiki.comfsm.fm/@api/deki/files/3939/=Employment_Tracking.xls
8	Employer Survey. http://wiki.comfsm.fm/@api/deki/files/4029/=Employer_Survey.docx
9	Survey Results 2015. http://wiki.comfsm.fm/@api/deki/files/4040/=Survey_Result_2015.docx
10	Course level Assessment Report VEE 223, spring 2012. http://wiki.comfsm.fm/@api/deki/files/927/=Course_level_assessment_report_VEE223_sp12.doc
11	Course level Assessment Report VEE 224, spring 2013. http://wiki.comfsm.fm/@api/deki/files/2351/=VEE224_S13_Course_Level_Assessment.pdf

12	Course level Assessment Report VEE 240, fall 2013. http://wiki.comfsm.fm/@api/deki/files/3039/=Course_level_assessment(VEE_240_signal_processing_F13)_report.pdf
13	<i>Budget Procedures Handbook</i> , p. 3. http://www.comfsm.fm/vpa/budget/1Budget_Handbook_MAY14_2013.pdf
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