

Draft Progress Report

Presented to the  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

Submitted By  
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## Table of Contents

Nature of Institutional Context	3
History of COM-FSM	3
COM-FSM Mission	4
Statement on Report Preparation	4
Discussion of Recommendation Two	5
COM-FSM Organizational Chart	6
Action Taken	7
Clarification of the lines of authority	7
Vice President for Instructional Affairs Lines of Authority	8
Vice President for Support and Student Affairs Lines of Authority	9
Vice President for Administration Lines of Authority	11
Operational Oversight	14
Results	15
Additional Plans the Community College Has Developed	18
Other Changes or Issues Currently Confronting the Institution	21
Concluding Statement	21

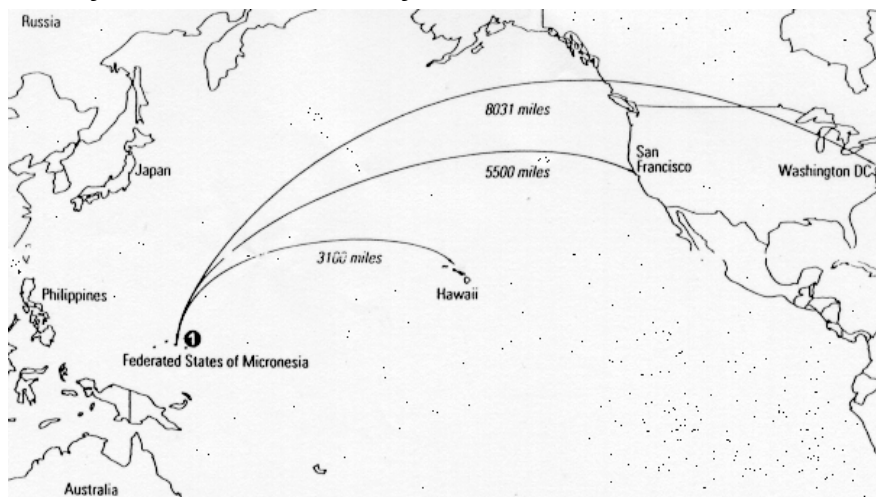
## **Institution Background**

The College of Micronesia-FSM (COM-FSM) serves as the only higher education facility in the Federated States of Micronesia (FSM), comprising 607 islands in the Western Pacific Ocean. Although the area encompassed by the FSM is large (almost 2 million square miles), most of the area is ocean. The total land area for all islands is 271 square miles, populated by the approximately 110,000 residents. The distance between islands creates a geographic barrier, as does the fifteen different languages and cultures that comprise this developing nation.

The Federated States of Micronesia includes four states. The states are uneven in land area and population. The largest population is found on the island with one of the smallest land areas; based on the 2000 census, Chuuk has approximately 54,000 people making their homes on 49 square miles. The largest state, Pohnpei, has approximately 35,000 people on 132 square miles. Pohnpei is the home of the national government, the primary funding agency of the College of Micronesia-FSM.

The COM-FSM is a network of six college sites located in the four island states of the Federated States of Micronesia. The main campus (referred to as the national campus) is located on the island of Pohnpei, as is one of the state campuses. The other college sites are the state campuses on Kosrae, and the main islands in the states of Yap, and Chuuk. The newest site, the FSM Fisheries and Maritime Institute, is also located on the island of Yap.

**Figure 1. Location of the Federated States of Micronesia**



## **History of the COM-FSM**

Higher education was first established for this developing nation in 1963 when the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. When the focus of MTEC changed from in-service to pre-service teacher education, the center was renamed Community College of Micronesia (CCM). With being called a community college, CCM expanded into other areas, such as business management, liberal

arts, and continuing education. CCM was first accredited by the Western Association of Schools and Colleges in 1978.

Continuing Education (CE) Centers were established in each district of the TTPI by assuming the operation of the district-run teacher education centers to provide in-service teacher education closer to home. When CCM was united with other postsecondary institutions in the TTPI under the College of Micronesia (COM) system, administration of the CE Centers was placed under the COM main office. After the TTPI split into three independent nations—the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia—the three institutions in the COM system also separated. In April 1993, the College of Micronesia-FSM (COM-FSM) separated from the larger system and became an autonomous college with the mission of exclusively serving students in the Federated States of Micronesia. This move included placing the CE Centers located in the FSM under COM-FSM

Once autonomous from the larger College of Micronesia, the COM-FSM Board of Regents created an ambitious vision for higher education as a strategy to develop the employment capacity of Micronesian citizens. In the 1994 - 1998 strategic plan it was envisioned that the four continuing education centers on Pohnpei, Chuuk, Yap, and Kosrae would each become comprehensive community colleges and the former Community College of Micronesia located in Pohnpei would become a baccalaureate-degree granting institution for the FSM. The Board renamed the CE Centers to COM-FSM Campus (state) to reflect this new mission. As a result, each state campus practically operated independently. Due to fiscal limitations, this plan has been adjusted to the current status of one college – the College of Micronesia-FSM – with six sites on four islands: a comprehensive community college (referred to as the National campus) in Pohnpei, four state campuses, and the specialized FSM Fisheries and Maritime Institute. In addition to physical fragmentation, the large distances between the islands and the increase in student population, this new mandate has created administrative challenges for the College. The recommendation of the commission to strengthen the line of authority for instructional and student services policies and implementation has caused the college to reconsider the roles of the senior administration and support personnel

Figure 2. Details of the Federated States of Micronesia



## **COM-FSM Mission**

The college's mission is directly tied to the nation's challenge of uniting disparate cultures and languages. The college's mission statement begins by acknowledging that fact and mentions national unity, a vital concept for a young nation. Having reached this mission statement by consensus in 1999, this statement is a remarkably strong guiding principle for the college and is frequently cited in conversations and is read before meetings of the Board of Regents.

Historically diverse, uniquely Micronesian, and globally connected, the college of Micronesia-FSM is the national institution of higher education of the Federated States of Micronesia. Originally established to develop teacher education, its current mission is to provide educational opportunity - - academic, vocational and technical -- for all people. Aimed at nourishing individual growth and national unity, scholarship and service, COM-FSM is dedicated to developing integrity, critical thinking skills, a breadth of vision, and the habit of reflection in an educational environment enriched by cultural traditions.

## **Statement on Report Preparation**

On March 5, 2004, the accreditation visiting team held an exit meeting at the College of Micronesia-FSM. The accreditation team mentioned four primary areas that the college needed to address. These included:

- improving communication
- integrating planning
- creating continuity
- identifying and assessing student learning outcomes

Immediately following the visiting team meeting, the senior members of the administration began to formulate plans that would improve communication, continuity and planning, and create a unified campus across the Federated States of Micronesia. The faculty reaffirmed the commitment to completing student learning outcomes for all courses and including program learning outcomes in the new catalog. The biweekly Presidential Updates were returned to their original function of reflecting the monthly activities of the college. The state campus directors were included in regular cabinet meetings by telephone links; members of the administration made regular visits to state campuses and faculty members rotated to a different campus to teach during summer session. Planning was addressed in numerous forums including a week-long campus directors meeting in May.

When the official letter from WASC was received in June, several groups were already addressing a number of the recommendations mentioned in the letter that delivered the warning. Interim President Spensin James immediately informed the college and the general community of the accreditation status. Within days he had formed an accreditation working group of faculty and senior administrators to guide the activities necessary to address the concerns. The accreditation working group will coordinate the responses to all the recommendations and prepare the reports. This report is part of that process and is supported by the work of the entire

community. The College has appreciated the opportunity to address the concerns raised by the accreditation commission and has enthusiastically addressed the issues.

The members of the accreditation working group and creators of this report are: Spensin James, Interim President; Linda Maradol, Director, Human Resources; Jean Thoulag, Acting Vice President for Instructional Affairs; Ringlen Ringlen, Vice President for Support and Student Affairs; Jessica Stam, Director, Institutional Research and Planning; Norma Edwin, Executive Assistant to the President; Felicia Hunt, Institutional Effectiveness Coordinator; Dana Lee Ling, Chair, Math/Science Division and Accreditation Liaison Officer; and Charles Musana, Chair, Business Administration Division.

## **Recommendation #2 from the Commission Action Letter**

On June 25, 2004, the college received a letter from the Executive Director of the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges. The letter included a summary of the Evaluation Report and identified four recommendations. We were directed to respond by October 15, 2004 to recommendation #2: Improve Communication, which states:

2. The college must develop, document and implement an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority, such as
  - For all instructional programs across the sites to the Vice President for Instructional Affairs (Standards IIA.1, IIA.2, IVA, IVB.2, and IVB.2a),
  - For all student service programs across the sites to the Vice President for Support and Student Affairs (Standards IIB.1, IIB.3, IVA, IVB.2, IVB.2a) and
  - For all learning resources programs across the sites to the Director of Learning Resources Center (Standards IIC.1, IVA, IVB.2, IVB.2a).

Therefore, the key issue the college is addressing in this report is the institution's reporting structure and the communication improvements achieved during the process. In response to recommendation #2, COM-FSM developed an organizational model that clarifies reporting relationships. This model identifies the roles and scope of authority of the faculty, staff, students, and administrators in the decision-making processes and creates formal pathways for effective linking between departments and campuses. The new organizational chart and accompanying description of duties and responsibilities that are described in detail below, meet this recommendation in two ways:

1. It produces a direct line of authority for curriculum and program content, and for services and operations.
2. It ensures immediate control and oversight of operational issues at each campus.

The accreditation working group reviewed current literature on organizational change, especially implementing rapid change in response to immediate need. Information on change process was shared with the community, which was felt to be essential to making profound changes. Community colleges that had been recommended by members of the accreditation visiting team

were contacted. These institutions included Riverside City College, Chaffey College, Mount San Jacinto College, Fresno City College and Southwestern College. Summaries of the information gathered were circulated to the COM-FSM community. Schools with distance challenges were also researched, as were corporate models of organizational management, especially communication issues and institutional standard compliance in organizations with distant or remote sites.

Based on this research, the accreditation working group created several examples in an effort to stimulate discussion and creative problem solving which were circulated to the college community who were challenged to examine the charts and work together to create new solutions to the challenges facing the college. To facilitate this discussion, members of the accreditation working group met with faculty and staff from National, Pohnpei, Kosrae, Yap and Chuuk campuses. The process intentionally involved the community and the inclusiveness of this process helped re-establish and formalize important communication links.

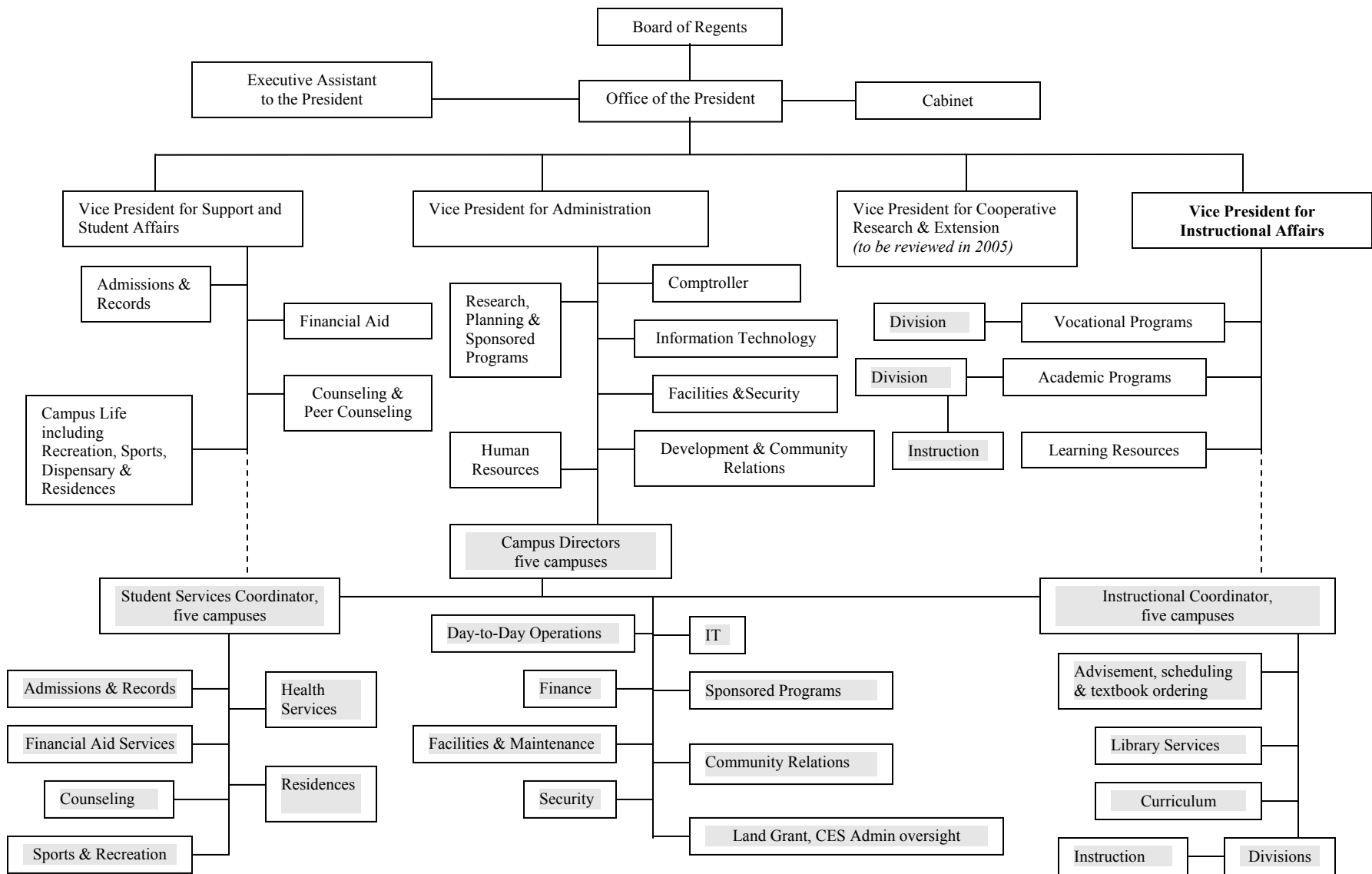
An all campus meeting was held at national campus between August 30 and September 3, 2004. This meeting was lead by a facilitator from outside the COM-FSM system, Dr. Jamie Mason, Dean, School of Technology and Student Services, Guam Community College. The meeting included the presidential cabinet, campus directors, and members of the instructional faculty from each campus, division chairs, and staff leaders. This lively meeting took place during an entire week and allowed participants ample time to discuss the range of models presented and the specific issues of authority and communication. As in any community, some were initially resistant to change and preferred stronger enforcement of existing policies and procedures. However, consensus was eventually reached that new, clear lines of authority must be implemented and then enforced. It was agreed that all the members of college community wanted to have a structure that would help the college be successful. It was decided that a new organizational chart was necessary to ensure that goal would be met.

The COM-FSM land grant activities, which include research and community outreach, and include a position of vice president for cooperative research and extension, are governed by numerous memorandums' of understanding and treaties. As this involves several external institutions and governments, this area of the college will be reviewed and possibly reorganized in 2005 and therefore was exempted from the current process.

### **Action Taken**

At the close of the all campus meeting, the participants reached agreement an organizational chart that the president presented to the Board of Regents at their September 7 - 9, 2004 meeting. During this meeting the regents raised concerns about accountability, oversight of operations and the difficulties caused by the distances between the campuses. The board members and the administration engaged in active discussions regarding these issues and concluded with an organizational chart slightly modified from the one presented to the board. The Board of Regents then adopted the modified chart based on responsibilities. Once approved, this new chart was distributed to the community through updates to committees and the Presidential Update (number 240). The organizational chart approved by the Board of Regents for COM-FSM is displayed on page six.

# College of Micronesia – FSM Organizational Chart





Upon return from the board meeting, the members of the accreditation working group and other members of cabinet began working on the duties and responsibilities of the positions noted in the new organizational chart. These are a work in process as all current job descriptions will have to be reviewed; some will be revised, some created and others may be eliminated or expanded. However, in an effort to address recommendation #2, the delineations of authority, pathways of accountability, and delegation of authority flow within the new organizational model are provided in this report.

### **Clarification of the line of authority: instruction, student services, and administration**

The new organizational chart changes two very important aspects of the institution's organization. The major changes are in the reporting relations between vice presidents and instructional and student services personnel and in the responsibilities of the campus directors.

- Vice Presidents address governance and content issues specific to each area.
- Campus directors address the management and operational issues specific to each site.

The new COM-FSM organizational model provides a clear line of authority and responsibility between instructional and student service coordinators, who are charged with implementing the instructional and student services policies, and those charged with the development of instructional and student services policy. Day to day operations of each campus is under the authority of the campus directors, who are charged with accountability for the campus operations. Campus directors will report to a newly created position, vice president for administration. The change takes into account the geographical locations of the campuses within the system and accommodates the need for accountability at the campuses.

The number of direct reports to the president has been reduced, and a new position in charge of administration will coordinate the infrastructure needs of our dispersed campuses. This position will help to reduce redundancy in our system and should achieve some economies of scale by coordinating activities. The position of vice president for instructional affairs has been strengthened and the academic affairs directorship has been filled. The vice president for support and student affairs has also been strengthened and a residential life director position has been filled.

The new organizational chart facilitates a clear line of authority, which is detailed in the following tables. These tables identify the (a) lines of authority between administrators and the faculty and staff, and (b) different levels of responsibility. The highest level of authority in each table is the vice president. The vice president has final responsibility for all aspects of that area and therefore is labeled (I). This position delegates responsibilities to faculty and staff at the second level, which is labeled (II). Level two responsibilities include developing policies and procedures. In most instances, the implementation of these policies and procedures is the responsibility of the next levels of authority (III and IV). All levels of authority in all areas support and contribute to the achievement of student learning outcomes. Each level of authority is separated by a bolded line.

### Vice President Instructional Affairs Lines of Authority

These tables demonstrate how these responsibilities are delegated to faculty and staff across all sites. As outlined here, all instructional programs across all sites report to the vice president of instructional affairs. This will help COM-FSM maintain clear lines of authority and create consistent programming across all sites. The responsibilities of the vice president for instructional affairs include instruction and learning resources and libraries throughout the COM-FSM system and are delegated in the following manner:

Position	Has responsibility for	Delegates to
(I) Vice President, Instructional Affairs	All Instruction at all campuses	Director, Academic Affairs (II) Director, Vocational Education (II)
(II) Director, Academic Affairs	Development and oversight of policies and procedures of designated academic programs at all campuses	Instructional Coordinators, state campuses & FMI (III) Academic Division Chairs, national campus (III)
(II) Director, Vocational Education	Development and oversight of policies and procedures of designated vocational programs at all campuses	Instructional Coordinators, state campuses & FMI (III) Vocational Division Chair, national campus (III)
(III) Instructional Coordinators, state campuses & FMI	Implementation of policies and procedures of academic and vocational programs; oversight of state campus division chairs and state campus instruction and student learning outcomes	Instructors (IV)
(III) Academic & Vocational Division Chairs at national campus	Implementation of policies and procedures of academic and vocational programs and student learning outcomes	Instructors (IV)
(IV) Instructors	Student learning outcomes	

The above table demonstrates the vice president of instructional affairs responsibilities for instruction across all campuses.

*Following the tables:*

*These number and level distinctions can be clarified with this example. Following the table from left to right, the first level of authority shows the vice president of instructional affairs (I) who has responsibility for all instruction. The vice president delegates this responsibility to the directors of academic affairs (II) and vocational education (II). In the next level of authority, the director of academic affairs has oversight over all academic programs on all campuses and the director of vocational education has oversight over all vocational programs on all campuses.*

*They delegate these responsibilities to instructional coordinators (III) on state campuses and FSM-FMI and to academic and vocational division chairs at the national campus (III). In the next level of authority, instructional coordinators (III) have oversight of division chairs and instruction at their campuses. Academic and vocational division chairs at the national campus (III) have oversight of national campus instruction. All academic and vocational instruction is delegated to campus instructors (IV) who are responsible for student learning outcomes.*

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Instructional Affairs	All learning resources at all campuses	Director, Learning Resources (II)
(II) Director, Learning Resources	Development and oversight of policies and procedures for learning resource services for all campus libraries	All learning resource employees at national campus and instructional coordinators at state campuses and FMI (III)
(III) Learning resource employees at national campus	Implements policies and procedures for learning resource development for national campus library and student learning outcomes	
(III) Instructional Coordinators at state campuses and FMI	Implements policies and procedures for learning resource services for campus libraries and student learning outcomes	Library staff (IV)
(IV) Library staff	Implements policies and procedures for learning resource services for campus libraries and student learning outcomes	

The center's resources include book collections, print media, electronic information access, digital collections, and media technology and computing equipment. The learning resources center uses the standards developed by the Association of College and Research to guide its planning and policies with respect to collections, services, and staffing.

In 1998, a grant to enhance library services across all campuses fostered collaborative developments to establish an interlibrary loan and document delivery service across all campuses. A staff development program was initiated which included all library staff in three training institutes. The program continues with on going yearly visits to campus libraries for technical assistance and training. In late September, key librarians from each campus met and established plans to streamline efforts to select and purchase core collection resources and commit to establish and follow consistent policies and procedures across all sites. The new line of authority between the state campus library to the vice president for instructional affairs through the director of the learning resources at the national campus while linking with the state campus instructional coordinators, serves to formalize and give strength to the collaborative network already created informally by the library group and gives greater opportunities to enhance library services across all campuses.

### **Vice President for Support and Student Affairs Lines of Authority**

Within this model all student support services programs report to the vice president for support and student affairs. This report structure also assigns all responsibility to the position at the top of the table, on level I. The vice president delegates responsibility to second level managers for policy and procedure development. These managers delegate responsibility to others, usually on the third and fourth level, for implementation of the policies and procedures. Student learning outcomes are the responsibility of personnel at all levels of these tables. Clearly delegated responsibility in this area will maintain consistency in support services across all campuses. The responsibilities of the vice president for support and student Affairs include admissions and student records, financial aid programs, student counseling programs, and campus life throughout the COM-FSM system and are delegated in the following manner:

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Support and Student Affairs	All admissions and student record management at all campuses	Coordinator, Admissions and Records (II)
(II) Coordinator, Admissions and Records	Development and oversight of policies and procedures regarding admissions and student record management for all campuses	Admissions staff, national campus (III) Student Service Coordinators, state campuses and FMI (III)
(III) Admissions staff, national campus	Implementation of admissions and student record management policies and procedures, and student learning outcomes	
(III) Student services Coordinators, state campuses & FMI	Implementation of admissions and student record management policies and procedures and student learning outcomes.	Admissions staff
(IV) Admissions staff	Implementation of admissions and student record management policies and procedures, and student learning outcomes.	

The coordinator of admissions and records is in the process of creating new procedure manuals for the operations of all admissions and records activities. The student records database is centrally located in Palikir and data is electronically transmitted overnight from the state campuses. The manager of the database has been relocated to the institutional research and planning office to facilitate the flow of information.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Support and Student Affairs	All financial aid programs at all campuses	Coordinator, Financial Aid (II)
(II) Coordinator, Financial Aid	Development and oversight of financial aid policies and procedures for all campuses	Financial aid staff, national campuses (III) Student Services Coordinators, state campuses & FMI (III)
(III) Financial aid staff, national campus	Implementation of financial aid policy and procedures and student learning outcomes	
(III) Student Services Coordinators, state campuses & FMI	Implementation of financial aid policy and procedures and student learning outcomes	(IV) Financial aid staff
(IV) Financial aid staff	Implementation of financial aid policy and procedures and student learning outcomes	

All financial aid programs, both US federal and FSM government, are administered by the central financial aid office at the national campus. Information is gathered at all campus sites, and transmitted electronically and by fax to the national financial aid office. An electronic tracking system will be fully implemented by December 2004. Student financial aid fund distribution continues to be in accordance with the US federal regulations.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to:</b>
(I) Vice President, Support and Student Affairs	All student counseling services at all campus	Lead Counselors at all campuses (II)
(II) Lead Counselors at all campuses	Development and oversight of counseling policies and procedures for all campuses	Counseling staff at the national campus (III) and Student Services Coordinator, state campuses and FMI (III)
(III) Counseling staff at national campus	Implementation of counseling policy and procedures and student learning outcomes	

National, Pohnpei, and Chuuk campuses have full time counselors, while Yap and Kosrae campuses counselors are student services specialists, who have other responsibilities as well.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to:</b>
(I) Vice President, Support and Student Affairs	Campus life at all campuses	Director, Residential/Campus Life (II)
(II) Director of Residential/Campus Life	Development and oversight of policies and procedures regarding sports & recreation, health services and residence hall for all campuses	Student Activities Coordinator, national campus (III) Student Services Coordinators, state campuses & FMI (III) Nurse, national campus (III) Residence hall managers, national campus (III)
(III) Student Activities Coordinator, national campus	Implements policies and procedures for sports and recreation and student learning outcomes	Sports and recreation staff, national campus (IV)
(III) Student Services Coordinators, state campuses & FMI	Implements policies and procedures for sports & recreation activities, health promotion activities, and residence hall and student learning outcomes	Designated staff, state campuses & FMI (IV)
(III) Nurse, national campuses	Implements policies and procedures for the outpatient dispensary, health promotion activities and student learning outcomes	
(III) Residence hall managers, national campuses	Implements policies and procedures for residence hall living and activities and student learning outcomes	Residential advisors (IV)
(IV) Sports and recreation staff, national campus	Implements policies and procedures for sports and recreation activities and student learning outcomes	
(IV) Residential advisors	Implements policies and procedures for residence hall activities and student learning outcomes	
(IV) Designated staff, state & national campuses	Implements policies and procedures for Sports and recreation; health promotion; and residence hall policies and procedures and student learning outcomes	

The vice president for support and student affairs is responsible for campus life at all campuses. The new position, director of residential/campus life brings together a number of student service providers at COM-FSM who are using student development theory to inform campus programs and co-curricular activities. These services facilitate the interpersonal, moral and social

development of students. This director oversees health, sports, recreation and residential life on all campuses. Leaders then work with their staffs to implement student learning outcomes.

### **Vice President for Administration Lines of Authority**

One of the major changes in the organization of the college is the creation of a new vice president for administration. The infrastructure of the college will be consolidated under this vice president and coordinated across the campuses. Funding for this position will be included in the current 2006 budget process. However, in the interim, the college president intends to begin meeting with the direct reports to this position and organizing the division. The position description is under development and will be advertised as soon as funds are available. The responsibilities of the vice president for administration include all fiscal operations, human resource management, institutional research and planning, information technology, maintenance and capital improvement, development and community relations, campus safety and operations throughout the COM-FSM system and are delegated in the following manner:

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Administration	All fiscal operations of the institution	Comptroller (II)
(II) Comptroller	Oversight and development of policies and procedures for budget development and control, management of cash, payroll activities, financial statements, coordinating the conduct of the external audit, and management of auxiliary enterprises	Business office staff, national campus(III) Campus Directors (III) Bookstore Manager (III) Food Services Manager (III)
(III) Business office staff, national campus	Implementation of finance policies and procedures	
(III) Campus directors	Implementation of finance policies and procedures and business office functions at state campuses and FMI	Fiscal Officers, state campus and FMI (IV)
(III) Bookstore Manager, national campus	Implementation of bookstore policies & procedures at all campuses	Campus Directors, state campuses and FMI (IV)
(III) Food Services Manager, National campus	Implementation of cafeteria policies and procedures at national campus	(IV) Cafeteria staff
(IV) Fiscal Officers, state campus and FMI	Implementation of finance policies and procedures and business office functions at state campuses and FMI	
(IV) Campus Directors, state campuses and FMI	Implementation of bookstore policies & procedures and student learning outcomes	staff
(IV) Cafeteria staff, national campus and FMI	Implements and ensures smooth operations of cafeteria functions at National & FMI campuses and student learning outcomes	

The fiscal operations of the institution will be the responsibility of the newly created vice president of administration. Fiscal and auxiliary enterprises management is delegated to the comptroller who oversees policy and procedure development and implementation at all campuses. This includes the budget development and control, management of cash, payroll activities, financial statements, coordinating the conduct of external audit, and management of auxiliary enterprises.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Administration	All human resources functions at all campuses	Director, Human Resources, (II)
(II) Director, Human Resources	Oversight and development of human resource policies and procedures	Campus Directors (III) Human resources staff (III)
(III) Campus Directors	Implementation of human resource policies and procedures and student learning outcomes	Staff
(III) Human Resource staff	Implementation of human resource policies and procedures and student learning outcomes	

Human resources are managed centrally, under the direction of the human resources director at national campus. The director, with the advice of a committee, is responsible for the development of human resource policies and procedures. The committee, made up of faculty and staff members, provides representation and support. The director uses hiring committees at each site to assist with hiring and works closely with department and division heads in implementing policies. The director has oversight of all human resources functions at all campuses.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Administration	Institutional research and planning	Director, Research and Planning
(II) Director, Research and Planning	Oversight and development of institutional research and planning policies and procedures, accreditation activities, and oversight of sponsored programs	Sponsored Programs Facilitator (III) Institutional Effectiveness & Assessment Coordinator (III) Data Management Coordinator (III)
(III) Sponsored Programs Facilitator	Development of policies and procedures that ensure compliance with US federal regulations and providing assistance to sponsored programs	Campus Directors (IV)
(III) Institutional Effectiveness & Assessment Coordinator	Development of institutional assessment and planning policies and procedures for the entire college	Research and planning staff & all organizational units and faculty and staff of the entire college
(III) Data Management Coordinator	Implementation of institutional research policies and procedures and distribution of information to assist in decision-making for all campuses and student learning outcomes	Student records office staff (IV)
(IV) Research and planning staff	Implementation of institutional research policies and procedures and distribution of information to assist in decision-making for all campuses and student learning outcomes	
(IV) Campus directors	Implementation of policies and procedures that ensure compliance with US federal regulations and providing assistance to sponsored programs	Sponsored Program Managers at all campuses

The Institutional Research and Planning Office has recently been refocused and expanded. Efforts are underway to integrate all aspects of planning, evaluation and resource allocation and incorporate research and data in a strategic plan that contains measurable outcomes, is well documented and widely disseminated. Campus wide data management has been added to the office responsibilities and is expected to improve information dissemination.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Administration	All information technology systems at all campuses	Director, Information Technology (II)
(II) Director of Information Technology	Develops and oversees information technology policy and procedures for all campuses	IT technicians, national campus (IV) Campus directors, state campuses and FMI (III)
(III) Campus Directors	Implements information technology policies and procedures; ensures smooth operation of information technology at all campuses; student learning outcomes	IT technicians (IV)
(IV) IT technicians, all campuses	Assists with operation of computer systems and student learning outcomes	

Institutional technology systems offer support to the college by integrating technology into classrooms; addressing the ongoing needs of student, faculty and staff who require technical assistance; and maintaining an infrastructure that supports usage across all campuses. Technological systems bridge the gaps between a remote, developing community with the modern facilities that are required to achieve student learning outcomes.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice-President, Administration	All maintenance and security functions at all campuses	Director, Maintenance (II)
(II) Director, Maintenance	Oversight and development of policies and procedures for all maintenance activities, capital projects and security at all campuses.	Maintenance workers, national campus Project coordinator for CIP and ID Projects (III) State & FMI campus directors (III) Head of security, national campus (III)  Security contracts, campuses (III)
(III) Capital Projects Coordinator	Implements capital projects	Contractors
(III) State & FMI campus directors	Implementation of maintenance & security procedures and student learning outcomes	Lead maintenance & security personnel at each campus (IV)
(III) Head of security National campus	Implementation of security procedures and student learning outcomes	Security guards
(IV) Lead Maintenance & security personnel at each campus	Implementation of maintenance procedures and student learning outcomes	Maintenance workers

The vice president for administration has responsibility for maintenance. Maintenance in this organizational structure has oversight of facility and grounds upkeep as well as institutional security at the national campus. At the state campuses, security is contracted to outside providers and therefore is not linked to security staff at the other campuses. While each campus manages its own security staff – whether through contracts or full time personnel – the functions of security including record keeping and reporting – is under the authority of the director of maintenance and is part of the overall responsibility of the vice president of administration.



<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Administration	All fundraising/development and community relations functions at all campuses	Director, Development and Community Relations (II) (Planned for 2006)
(II) Director, Development and Community Relations	Oversight of all development activities at all campuses and policies on community relations for all campuses	Fundraising committee and senior administrative staff (III)
(III) Fundraising committee members & senior administrative staff	Implementation of development and community outreach activities and student learning outcomes	

This position is designed to support the long term financial health of the college by helping the institution increase the endowment fund. The position is part of the implementation phase of reorganization process and is budgeted for FY2006.

<b>Position</b>	<b>Has responsibility for</b>	<b>Delegates to</b>
(I) Vice President, Administration	Administration of all state campuses & FMI	State & FMI campus directors (II)
(II) Campus Directors, state & FMI	Development of campus administrative policies and procedures; oversight and coordination of operations	Instructional Coordinators (III) Student Service Coordinators (III) Administrative staff (III)
(III) Instructional Coordinators	Implementation of instructional policies and procedures and student learning outcomes	Department chairs and Instructors (IV)
(III) Student Service Coordinators	Implementation of student support services policies and procedures and student learning outcomes	Student support services staff (IV)
(III) Administrative staff	Implementation and coordination of day to day activities including community activities, budget, oversight of sponsored programs, facilities and maintenance, capital projects, security, information technology, Land Grant operations and personnel and student learning outcomes	Staff

### **Campuses and FMI Organization**

The most significant changes in the new organizational chart occur at the state campus level. There were major changes to the roles of the campus directors, the instructional coordinators and the student services coordinators. These changes were the focus of much discussion and consideration was given for the operations of the relatively remote campuses; corporate models of operation that demonstrate central controls and remote operations were reviewed and discussed; local community and political needs were also given consideration; and issues of communication and accountability were weighed. The college is currently in phase one of the implementation process and training for these new roles is being developed. In this report, the college will outline proposed changes, although modifications will surely occur during the process of developing the positions and duties over the coming months.

The Board of Regents approved an organizational model in which campus directors' report directly to the vice president for administration. In this way, campus directors will manage the day-to-day operations of their campuses and maintain local oversight. Campus Directors duties now include:

- management of campus operations including finance, security, and community relations and government relations,
- supervision of campus instructional and student service coordinators,
- Address the needs of faculty, staff, students and other stakeholders to appropriate levels within the organization.

The campus directors supervise and support the instructional and student service coordinators. In this way, operations will be coordinated at the local level. The campus director oversees all administrative support which will ensure smooth operations and together, these three key positions are responsible for implementing programs and services in order to achieve the student learning outcomes. These coordinators are the direct link from the instructional and student service programs to the state and FMI campuses.

The instructional coordinators are immediately supervised by the campus directors, but work with the Vice President of Instructional Affairs to ensure that the students on their campuses are receiving consistent instruction. This includes working directly with faculty to develop and monitor campus instructional programs and ensure student learning outcomes are met. The duties of the instructional coordinators also include:

- Coordinating professional development for instructors,
- Supporting the evaluation of student learning outcomes,
- Conducting evaluations of programs annually.

Student service coordinators play a similar role to instructional coordinators, but receive direction from the vice president of support and student services. This will ensure that students on all campuses are benefiting from a positive living and learning environment and that there continues to be focus on student learning outcomes. Other duties of student services coordinators include:

- Coordinates student activities and counseling services,
- Oversees admissions, financial aid, residential and recreation programs,
- Manages registration and monitors enrollment data with instructional coordinator.

### **Results Achieved to Date**

The staff, faculty and Board of Regents of the College of Micronesia-FSM have performed a major amount of organizational work in a very short period of time. As the new school year begins, students, new administrative staff, new faculty members, returning faculty members and the community are becoming aware of the changes already implemented and those under development. The new organizational chart is being implemented and clear, frequent communication is obvious to the community. A newsletter has been initiated, the Presidential Updates are regularly posted on the web, and wireless communication networks now allow internet communication for all of the campuses. New procedures for regular reporting practices are being implemented under the Vice Presidents and their staff. State campuses and the FMI are organizing the duties under the three branches of the organizational chart. While these changes are in their infancy, some changes have been implemented and are discussed here. Senior staff visited campuses in July, August and October. The Board of Regents held the quarterly meeting in Chuuk in September. Campus directors attended meetings at national campus in May and July and will be arriving again on October 18, 2004.

### Recent Activities in Response to Recommendation #2 for COM-FSM

Activity	Timeline	Primary Responsibility
Spensin James assumes Presidential duties	March 10, 2004; Presidential search expected completion December 2004	Presidential search committee & Board of Regents
Administrative procedures and activities restructured and strengthened (regular committee meetings, procedures reinstated, communication regularized)	Begun in March, process will be ongoing	President, cabinet, faculty & staff
Initiation of regular dialogue with FSM President & state and national leaders to discuss the future of the college	March 2004 and ongoing	Board of Regents, President & Cabinet
Key personnel vacant positions advertised and filled	Spring and summer 2004	Human resources dept & hiring committees
Campus Director's meeting on administrative policies and procedures	May 13 & 14, 2004	President & cabinet
Accreditation working group to coordinate response to ACCJC/WASC recommendations	July 7, 2004 – Spring 2005 (Twice weekly meetings July & August, 2004)	President, ALO, cabinet & faculty members
Dissemination of information and gathering of feedback on organizational structure and governance	July 20, 2004 – August 30, 2004	President, accreditation working group, faculty/staff senate, division chairs, campus directors, faculty & staff
Faculty and staff visit Guam Community College Office of Assessment of Institutional Effectiveness	August 24 – 29, 2004	VPSSA, IRPO personnel & key faculty
All campus meeting to achieve consensus on reorganization to achieve clear, consistent lines of authority	August 30 – September 2, 2004	President, accreditation working group, and division chairs, campus directors, faculty and staff
Report findings of the all campus meeting to the BOR, Board approved organization chart completed	September 6, 2004	Board of Regents, President & admin staff
Publication of the annual report for 2001- 2003	March – September 2004	President & Board
Pacific Post Secondary Education Council meeting with DOI & WASC	September 13 – 15, 2004	President
Description of the duties and responsibilities of the positions delineated in the lines of authority	October 15, 2004	Accreditation working group
Submission to ACCJC	October 15, 2004	President, ALO & accreditation working group



The college is strengthening oversight to ensure that programs and services are consistent across all campuses. More and frequent visits between campuses are being planned. The vice presidents and senior staff members will make campus visits and observe instruction and support, meet with faculty, observe classes, and review syllabi and student work.

This observation will create a dialogue regarding the delivery of instruction and student services. This dialogue will include change implementation; the delivery of quality programming, and staffing. These visits will be supplemented with regular email, fax, phone and web-based communication which should strengthen institutional leadership and the connections between the campuses.

There are a number of staff positions that will be created and adjusted as a result of this new structure. The addition of the instructional and student services coordinators at the state campuses will not require additional funding because on some campuses current staff are already addressing the responsibilities that are assigned to these coordinators.

The plans include creating a new division, under the guidance of a new vice president for administration that will include finance, human resources, research and planning, information technology, facilities, maintenance and security, and development and community relations. These will now be coordinated activities.

One important aspect of our planning is to help these separate areas become a functioning division. To start this process, President James will facilitate division meetings, write the VPA job description, and address the needs of the group. In the next phase, while the hiring process is being implemented, the group will assume some of its own leadership.

## **Phase II      INTEGRATION**

**January 2005 – April 2005**

By January, the college expects to have implemented many changes, including having completed the presidential search. This phase will be informed by the training that will take place in the implantation phase. Members of the Board of Regents will also undergo WASC training in January 2005.

During the second phase of this plan COM-FSM will implement many institutional assessment and evaluation activities. One example is COM-FSM's evaluation of its strategic plan which will help the college community determine the direction of the institution. Outcomes of ongoing assessment and evaluation at COM-FSM will include identifying institutional priorities, clarifying student learning outcomes, coordinating benchmarks for evaluation and incorporating strategic thinking and planning into decision-making.

Monitoring and improved communication will continue with regular visits among the campuses. Evaluation planning should have resulted in identifiable outcome measures. The strategic plan evaluation will be underway and findings from this evaluation will be addressed to the planning council, the committee formally charged with considering the future of the college, and to the community.

Faculty, staff and community members will be meeting regularly to coordinate how the college will integrate planning and assessment into institutional activities. Therefore in one year, COM-FSM has scheduled an evaluation to determine if the changes are supporting (a) consistency across campuses and (b) student learning outcomes. During the integration phase, the faculty will create benchmarks for evaluation. They will also help the community integrate these outcomes into the curriculum.

In addition, the curriculum committee and additional members of the faculty will develop a model for assessing whether student learning outcomes are being consistently implemented, addressed and achieved on all campuses.

In recent developments, the FSM and US governments have ratified an agreement known as Compact II. While this Compact ensures at least a degree of funding, for the next 20 years, COM-FSM and government leaders are engaged in a discussion about long terms plans for the institution. This dialogue includes issues specific to the college's mission, enrollment, and the increased costs of educating and supporting students. The Executive Director of WASC, Ms. Barbara Beno, is planning a visit to our campus during this phase. Planning council will assist her in furthering the dialogue with the nation's leaders.

### **Phase III**

### **EVALUATION**

**May 2005 –October 2005**

The third phase of this plan is expected to primarily involve evaluating the changes made to the organization. This evaluation will help COM-FSM determine where adjustments need to be made to improve lines of authority and consistency across all campuses. The criteria for this evaluation will be established by faculty and staff committees and will focus on evaluation of student learning outcomes.

This phase will be informed by the two previous phases and by other changes in the community. The strategic plan evaluation will be complete and the findings and recommendation from the evaluation will be presented to the college community. The findings of this report will inform future institutional planning and evaluation.

COM-FSM is scheduled to review, and possibly reorganize, all land grant activities in 2005. Because this position was not a part of this reorganization process it will undergo evaluation separately. The vice president of administration and other staff changes will be implemented and evaluation will begin based on the outcomes of the division during the year. Finally we will be using some of our findings from these evaluations to inform how we develop our budget for FY2007.

## Upcoming COM-FSM Activities in Response to WASC Recommendations

Activity	Timeline	Primary Responsibility
Develop new VP Admin position (to be included in the 2006 budget)	October – December 2004	President, cabinet & finance committee
Coordination of performance-based budget and evaluation of strategic plan goals	September 2004 – March 2005	Institutional research and planning
Increase internal and external awareness of organizational changes and content of reports to ACCJC/WASC	ongoing	Presidential updates, newsletter
ACCJC/WASC Student learning outcomes training in Glendale	October 22 – 24, 2004	seven faculty and staff members
College-wide Implementation, Phase I	October - December 2004	Accreditation working group
Begin trainings of key personnel for instructional affairs at the National campus, monitoring visits to campuses	early November 2004	President, VPIA and instructional coordinator's
Training and monitoring visits for student support personnel and trainings at National campus	Fall 2004	President, VPSSA & student support coordinators
Administrative management training at National campus	Fall 2004	President, cabinet and key personnel
College-wide Implementation, Phase II	January 2005	Cabinet & accreditation working group
Review & assessment of all position descriptions affected by the re-organization	Fall 2004 - spring 2005	Human resources, personnel committee and cabinet
Phase II monitoring visits to all campuses	Minimum one team visit per term and as needed	Senior staff and faculty
College-wide Implementation, Phase III	May 2005	Cabinet and accreditation working group
Review of the land grant program and VP positions	During 2005	President, HR, VPCRE & cabinet
Review and evaluation	September 2005	IRPO/planning council

## **Issues The Institution Is Addressing**

The College of Micronesia-FSM is actively involved in a number of major undertakings since the visit by the accreditation team in March. The exit report made by the team brought some of the issues to light, the draft report by the visiting team clarified additional issues and the report accompanying the warning letter in June completed the list of items the College is addressing. In addition to addressing the changes, improvements and restructuring, other events have influenced the work at the College of Micronesia.

### Changes in Key Personnel:

- Former President Tatum left the College immediately following the accreditation team visit, Vice President for Instructional Affairs Spensin James has assumed the duties until Presidential search is completed; expected completion date December 2004
- In April, the Director of the Learning Resources Center assumed the duties of Vice President for Instructional Affairs and the senior librarian assumed the role of Learning Resources Center Director.
- Key positions recently filled include: Director of Academic Programs, and the Director of Residential Life at National campus. The new incumbents strengthen the central administration in their efforts to support consistent policies for the entire college.

### Major New Programs

- The FSM-Fisheries and Marine Institute has been working toward offering credit for the courses that were previously taught as modules by converting the curriculum into approved course work. This process is very near completion and the Board of Regents has approved submission of the required substantive change. The College is prepared to submit that document as soon as it is permitted to do so.

### Modifications in the Governance Structure

- The reorganization of the reporting relationships of the College is the primary focus of this report.

### Significant Financial Information

- The United States and the Federated States of Micronesia have ratified the agreement commonly known as Compact II. The emphasis on education in the new agreement will guarantee a small but consistent funding source for the College for the next twenty years. In very recent developments, negotiations are underway between the US and FSM representatives that will determine whether funds governed by this agreement can be spent on land purchase or lease agreements.

## **Concluding Statement.**

The key issue addressed in this report is the institution's reporting structure. Recommendation #2 charged the College of Micronesia-FSM with developing, documenting, and implementing a system of administrative responsibilities that ensures consistent instruction and support on all campuses. In response to this recommendation, COM-FSM has rapidly developed an organizational model that clarifies issues specific to oversight. This is the highest priority amongst numerous issues identified by the accreditation report but the issues are inter-related.



COM-FSM faculty and staff have also begun to address issues of consistency, clarity and communication. Policies and procedures are being examined and brought up to date at every level and in every area of the college.

The staff, faculty and Board of Regents of the College of Micronesia-FSM have performed a major amount of organizational work in a very short period of time. As a result, COM-FSM is in a state of real transition. We are implementing a new organizational model, creating and restructuring positions, creating and offering new and innovative trainings, experimenting with new and innovative ways to communicate, strengthening previous communication channels and implementing new systems for monitoring programs and services. Furthermore, we have considered a new model of institutional assessment and expect to implement a system of ongoing evaluation this spring. All of this transition has been taxing on the community but it is also clear that these changes have and will continue to improve the way we operate. This activity has facilitated the kind of ongoing dialogue that is important to strengthening institutional planning and decision-making. It is also improving understanding and trust within the COM-FSM community.

Finally, this process raised the community's consciousness and improved our process in tangible and intangible ways. As a result of the recommendation, the college community has been strongly reminded that the college must operate as one college with six campuses. The importance of continuity, consistency had not been topics of discussion but has struck a responsive chord among the faculty and staff.

As we hope is well documented in this report, COM-FSM is attempting to make every effort to address the concerns outlined by the accreditation team. This progress is the result of a concerned effort on the part of all members of the community to work together to make change. It is also from the administration's commitment to making WASC accreditation a high priority. We have completed an inclusive process that gives us a framework to implement real change. The College of Micronesia-FSM is creating a collaborative model of organization and communication. This model identifies the roles and scope of authority of the faculty, staff, students, and administrators. In this process, we have changed how we understand and work together as staff, faculty, campuses and divisions.

The next phases of this process will help us clarify the transitions we have begun. We look forward to sharing this progress in the next report and with the next visiting team.