

College of Micronesia-FSM

SUBSTANTIVE CHANGE PROPOSAL:

**Extension of the Third Year Certificate in Teacher Preparation
to the state campuses**

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



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

April 4, 2014

Karen Simion, VPIA
Mariana Ben Dereas, Former VPIA, Current Faculty

Table of Contents

College of Micronesia-FSM	1
SUBSTANTIVE CHANGE PROPOSAL:	1
Extension of the Third Year Certificate in Teacher Preparation to the state campuses	1
A. Description of the Proposed Change and the Reason for it	3
B. Description of the Third-year Certificate of Achievement in Teacher Preparation- Elementary to be extended to State campuses	4
C. A description of the planning process which led to the request for the change ...	6
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	7
Technology Resources	8
Human Resources	8
Financial Resources.....	9
E. Evidence that the institution has received all necessary internal or external approval including	10
Internal approval.....	10
External approval	10
F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change	11
G. Evidence that accreditation standards will still be fulfilled specially related to the change:	16
Appendices	23
References	23
Appendix C: Draft Cabinet Minutes April 27, 2010	25
Appendix D: Substantive Change Proposal: Change in Mission Statement, April 1, 2014.	28

A. Description of the Proposed Change and the Reason for it

The College of Micronesia-FSM (COM-FSM) proposes to make substantive changes to the existing Third-year Certificate of Achievement in Teacher Preparation-Elementary (TYC-TP) offered at the National Campus. The major component of the proposed change is:

Establishing additional locations geographically apart from the main campus at which the college offers at least 50% of an educational program. Specifically, the college proposes to offer all courses of the Third-year Certificate in Teacher Preparation on a needs basis at Chuuk, Kosrae, or Yap Campuses in coordination with the National Campus Education Division and following the established third-year admission policies and procedures.

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 TYC-TP are currently served. Besides the National Campus, Kosrae, Chuuk and Yap each has a state campus. The Associate of Arts in Pre-Teacher Preparation is currently offered at National Campus as well as the three state campuses. Completion of an associate degree in education is required to enter the third year program.

The TYC-TP program is not extended to the state campuses. State campuses in Chuuk, Kosrae, and Yap have requested and been approved to offer one or more of the TYP-TP courses on a case-by-case basis, not exceeding the 50% rule requiring the substantive change request. Students must come to the National Campus to enroll in the remaining courses to complete the TYC-TP program. Teachers currently in the workforce and their supervisors in all three states prefer the teachers complete the TYC-TP program at their home state campuses. A good example would be in Kosrae where 24 students have completed the allowed 50% of the course work but cannot continue because the entire program is not extended to the state campus. Each of these 24 Kosraen students is employed by the Kosrae State Department of Education and each has a family to consider before leaving Kosrae for one or two semesters to finish the program on Pohnpei. It is difficult to both leave family and for the state education systems to allow one year of educational leave for full time teachers. The states do not have sufficient certified teachers to fill the vacancies created by allowing a full time teacher one year of educational leave.

As of Spring 1999, a total of 547 students have graduated from the two-year teacher degree program, 324 from Chuuk, 116 from Kosrae and 107 from Yap, each graduate is a potential Third year Certificate of Achievement in Teacher Preparation student. In the last thirteen years, Pohnpei has graduated 219 teachers from the TYC-TP. These teacher graduates affirm the college's commitment to assisting in the development of the FSM by providing academic, career and technical educational opportunities for student learning ([COM-FSM Mission Statement](#)). Offering TYC-TP also delivers on the strategic direction: emphasize academic offerings in service to national needs, ([COM-FSM catalog](#), p. 23). The Federated States of Micronesia continues to prioritize education, and extension of this program is one essential step towards improvement at the elementary

school level. Fall 2014, the college anticipates extension of the third-year program pending substantive change approval and that the requesting state campuses meet all criteria for extension.

B. Description of the Third-year Certificate of Achievement in Teacher Preparation-Elementary to be extended to State campuses

Through ten courses, the Third-year Certificate in Teacher Preparation (TYC-TP) provides students with rich content, theoretical foundations and authentic experiences designed to address needs of pre-service and in-service teachers. Students completing the third year program have the option to enter the University of Guam/COM-FSM Partnership BA in Elementary Education program offered at National Campus.

Students completing the Third-year Certificate of Achievement in Teacher Preparation-Elementary will be expected to demonstrate the following competencies:

1. Demonstrate comprehension and application of the FSM elementary school curriculum standards.
2. Apply a variety of teaching approaches to meet learning needs of FSM elementary school students.
3. Assess and evaluate learning of the elementary student at both the formative and summative levels.
4. Organize and manage an elementary classroom environment for learning.
5. Demonstrate comprehension and application of learning theories and principles, human development, language development, educational foundations, socio-cultural issues, technology and strategies for teaching students with special needs.
6. Demonstrate professionalism.

Third-Year Requirements:

34 credits

Course Number	Course Title	Credits
PY 300	Educational Psychology	3 credits
ED 301a	Language Arts Methods	4 credits
ED 301b	Reading Methods	4 credits
ED 302	Social Studies Methods	3 credits
ED 303	Math Methods	4 credits
ED 304	Science Methods	4 credits
ED 305	Children's Literature	3 credits
ED 330	Classroom Management	3 credits

ED 338	Special Needs in the Classroom	3 credits
ED 392	Practicum & Seminar	3 credits

Full Admission:

A student will be admitted with full status if he/she:

- Possesses an associate degree in education
- Has earned a cumulative GPA of 2.75 or above
- Has a score of at least 20 on the entrance essay with no individual score below a three (3)

Note: The entrance essay is scored based on the College of Micronesia-FSM Entrance Test ([COMET Rubric](#)).

Probationary Status:

Students with an associate degree may be admitted on probation if he/she:

- Has a minimum cumulative GPA of 2.5 and
- Has a minimum score of 15 on the entrance essay with no individual score below a three (3)

A student is required to take EN 220 Writing for Teachers if he/she has a score of 15-19 on the entrance essay or individual score of three (3) in Syntax and/or Vocabulary.

Pre-requisite Courses:

Students who enter the program without having completed ED 210a Introduction to Professional Teaching, ED 215 Introduction to Exceptional Children and ED/PY 201 Human Growth and Development need to complete these courses with a grade of 'C' or better during the first semester in the program.

Removal from Probationary Status:

The student may be removed from probationary status after the first semester of the third-year program if the student:

- Successfully passes EN220 Writing for Teachers and
- Earns a semester GPA of at least 2.75 (with no grade lower than a C) with a minimum of 15 credit hours.

Should a student begin the program in the summer when 15 credit hours are impossible to attain, the same stipulation applies for the summer and fall semesters combined (or the first two semesters in any combination) even if course load in the respective semesters exceeds 15 credit hours.

A three-member subcommittee will represent the division to review third-year applications along with the representatives from the Admissions Board and Recruitment

Admissions and Retention Committee. ([COM-FSM catalog](#), pp. 31-32).

C. A description of the planning process which led to the request for the change

The need and request for extension of the Third-year Certificate of Achievement in Teacher Preparation-Elementary program results from a series of discussions through the Curriculum and Assessment Committee and the office of vice president for instructional affairs ([CAC minutes 1995](#) to [Memo 1999](#)). These discussions occurred through face-to-face meetings with state campus education faculty, during instructional coordinators' meetings and with the National Campus Education Division ([Memo from VPIA regarding result of meeting](#)).

On April 23rd 2010, faculty members of the Education Division at National Campus expressed their position on the extension of the TYC-TP program to the state campuses, the vice president of instructional affairs and the Curriculum and Assessment Committee. Their position is as follows:

- A full time member of the Education Division staff will coordinate the third-year program. Such coordination will include mentoring and admissions process; communicating with the instructional coordinators on the need for courses; maintaining a database of third-year students; assisting in the process for determining resource availability as each course is offered; reviewing and recommending instructors for third-year courses at the campuses; and assisting in the course and program assessment process.
- Courses will be offered at the state campuses on an as-needed basis. Evidence that a campus has the resources to support course delivery must be demonstrated with each offering. Evidence for course delivery includes a cohort of at least 15 students, certified faculty, financial resources for faculty and course materials and classroom availability. In other words, there would not be a blanket extension of the third-year program.
- The state campus instructional coordinator and the campus dean send the request for offering third-year courses to the vice president for instructional affairs (VPIA). VPIA reviews request along with supporting evidence and submits to cabinet for final approval.

On April 26th 2010, the Curriculum and Assessment Committee approved the [program modification request](#) for the TYC-TP. The request states, "The college will extend the Third-year Certificate of Achievement in Teacher Preparation courses to the Kosrae, Chuuk and Yap state campuses as needed to allow students to complete the third-year certificate. The program will be coordinated from the National Campus Education Division and offered on an as needed basis at the three state campuses. Established third-year admission criteria and procedures apply to all campuses."

On May 19th 2010, the COM-FSM Board of Regents approved a directive calling for extension of the TYC-TP program to the Kosrae, Chuuk and Yap Campuses as needed. A substantive change proposal was to be submitted to the ACCJC Substantive Change Committee for review; however, this action was delayed as the college was placed on warning in 2010, probation in 2011-2012, and was reaffirmed July 2013.

According to the Federated States of Micronesia (FSM) Department of Education, there are 1,201 teachers in the FSM with an associate degree who are potential students for the TYC-TP program ([Appendix A](#)). The number of potential third-year students by state is: Kosrae – 151, Chuuk – 455, Yap – 172. FSM requires all teachers to pass a competency examination ([FSM Teacher Certification Policy](#)) and teachers who complete the TYC-TP program tend to be successful on the competency exam.

Positive effects of extending the third-year program to state campuses include; increased enrollment, program completion rates, graduation rates and gainful employment rates. One expects an increase in certified elementary education teachers for FSM. [Assessment](#) data collected for the TYC-TP program includes administering the FSM Teacher Competency Exam.

- 80 third-year teacher preparation graduates have taken the competency exam since 2010.
- 49 (61%) have passed the competency exam. A study guide and study sessions were implemented in 2011 and 2012.
- Pass rate for December 2013 is seven out of eight or 88%.
- Long-term plan is that with properly prepared elementary teachers, elementary students will build a stronger foundation for learning and be better prepared to meet the challenges of both high school and college successfully.

Negative effects for the institution include over coming technological and communication challenges in collecting common assessment data on the program at the various states, conducting program meetings, and the need for hiring one TYC-TP program coordinator at National Campus. The college currently uses a teleconference phone, email, wiki pages and TracDat assessment software, and hired an assessment coordinator to facilitate collection of data and the use of common assessment strategies to meet the same challenges for other programs.

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

Physical Resources

One of the objectives of the Instructional Plan component of COM-FSM's Integrated Educational Master Plan ([IEMP](#)) is to assure quality and consistency of courses and programs across all sites ([IEMP matrix](#)). The college with the assistance of Beca Ltd. underwent a comprehensive space utilization and facilities master plan study which will guide the college's planning for the next fifteen to twenty years. Details of the study are found in the [March 7, 2014, Follow Up Report](#). Since the Associate of Arts in Pre-teacher Preparation is offered at the state campuses, there are available classrooms and classroom resources. Existing relationships with the local schools for practicum experiences will be used to fulfill the needs and requirements of the TYC-TP ED392 Practicum course. Library and curriculum resources are available at each site.

Campus LRC	Number of Education Volumes/ Number of Education Students
Chuuk	2954/149 = 19.8
Kosrae	254/29 = 8.75
Pohnpei	558/7 = 79.7
Yap	641/29 = 22.1
National	7830/167 = 46.9

The campus learning resource centers also have access to the ERIC database and EBSCO, which include documents and journal articles on education research. If students at the state campus need materials not available at their state campus learning resource center, the college has an [inter library loan](#) system for all materials or resources. Students may search these materials and resources through the [Online Public Access Catalog](#) (OPAC).

Technology Resources

COM-FSM uses a CentOS 5.4 (which is equivalent to RHEL5.4) Linux server setup as a gateway to the Internet. This provides email, an Apache web server, the Squid caching web proxy, and a variety of other critical network services. Each COM-FSM state campus operates a setup that works in conjunction with this central system.

Single mode fiber optic connectivity is now in use at the National Campus, and DSL type technologies are used to connect all other campuses in order to reduce reliance on T1 lines. Wi-Fi access is available, and authenticated network users are able to use mobile devices for connectivity needs for academic, research and other network purposes. Learning Resource Center (LRC) and Student Information System (SIS) services are available at all campuses in real time. In addition, bandwidth management is in effect to maximize potential per user usability of the college's network services ([IEMP Narrative](#)).

Human Resources

The college determined that qualified and experienced full and part time faculty are available to deliver the courses in the third-year teacher preparation program. The college is offering the Associate of Arts Degree in Pre-teacher Preparation at the state campuses, and thus sufficient number of full-time faculty members at each site exists to offer most of the TYC-TP courses. The campuses that do not have the faculty to teach the needed courses will have to hire additional faculty or wait until summer session when National Campus faculty from the Education Division travel to the state campus and offer the required courses.

Chuuk Campus

Faculty	Degree	Course(s)
Alton Higashi	MA, University of Hawaii Pacific Island Studies/Curriculum & Instruction	ED300, ED301a, ED302, ED304 and ED330
Cecilia Hartman	MA, Teaching and Learning with Technology	ED301a, ED301b and ED392
Danilo Mamangon	MA, University of the Philippines	ED303
Abraham Rayphand	MA, University of Hawaii at	ED392

	Manoa Education Foundations	
Lynn Sipenuk	MA, Walden University Literacy & Learning	ED301a, ED301b and ED392

National Campus

Faculty	Degree	Course(s)
Robert Andreas	MA, University of Hawaii at Manoa	ED 301a, ED 305, ED 392
Paul Gallen	MEd, University of Hawaii at Manoa	ED 302, ED 303, ED 392
Magdalena Hallers	MEd, University of Guam Special Education	ED 338
Susan Moses	MA, University of Oregon Special Education	ED 300, ED 301b, ED 330
Richard Womack	EdD, University of Nevada-Reno	ED 392, ED302, ED 304

Kosrae Campus

Faculty	Degree	Course(s)
Rosalinda Bueno-Demesa	MA, National Teachers College, Philippines Education Administration & Supervision	ED302, ED392 and ED300

Yap Campus

Faculty	Degree	Course(s)
Jovita Masiwemai	MEd, University of Hawaii at Manoa Education Administration/BA Elementary Education	ED301a and ED330
Rhoda Velasquez	MA, Pangasinan State University	ED303

The [Student Handbook](#) describes the support services available at each campus in detail. These services include but are not limited to counseling, tutoring, financial aid, admissions, health, bookstore, and peer counseling.

Financial Resources

The financial resources of all programs have been mapped for the next five years in the [IEMP narrative](#). The IEMP is a living document allowing the resources to be adjusted to meet the needs of the campuses. One objective of the IEMP is to “assure quality and consistency of credit and non-credit courses and programs across all sites” ([IEMP/AP1](#)). An action step to achieve this is to “collaborate with State DOE in developing strategies to improve instruction in these grade levels” ([IEMP/AP1/Action Step 1.7a](#)). State departments of education (DOE) have requested the third-year education program, establishing need for extending the third-year program and reallocating financial resources to meet the needs of the state campuses. A projection of how much it would cost to run the third-year program at the state campus with two full-time faculty members is illustrated in [Appendix B](#).

The projected budget does not include student services, professional development for faculty and monitoring achievement of desired outcomes and assessment because these are already in the college’s five-year Integrated Education Master Plan. These services and activities can be achieved through Objective 1 and 3 of the Instructional Plan of the IEMP, Objective 2 of the Student Services IEMP and Objective 3.1 of the Human Resources of the IEMP ([IEMP Matrix](#)).

The third-year program coordinator to be hired at the National Campus will manage assessment and evaluation of the third-year program at all state campuses. The college regularly assesses all programs at the course, program and institutional level. All assessment data, plans and results are recorded in TracDat. Program reviews are completed every two years per the procedures outlined in the [Program Assessment and Program Review Procedure Manual](#), pp. 11-19.

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

Internal approval

The [Board Directive](#) indicates, “the curriculum committee discussed this program modification request at the [April 26](#) meeting and the program modification was recommended for approval as reflected in the April 26th curriculum committee minutes.” The program modification was reviewed and endorsed by the Cabinet on April 27, 2010 ([Appendix C](#)), and approved by the Board of Regents on [May 19, 2010](#).

External approval

The college’s accreditation was [reaffirmed](#) by ACCJC on July 3, 2013. Current letters from the directors of education from [Chuuk](#) and [Kosrae](#) support the need for the extension of the third-year program for their existing in-service teachers that have either an AS or AA Degree in Education. The [college’s data for spring 2013](#) shows that there are a total of 406 students in the AA in Pre-Teacher Preparation Program.

Number of Students	State
138 (34%)	Pohnpei
196 (48%)	Chuuk
38 (9%)	Kosrae
34 (8%)	Yap

These numbers are significant because they indicate the number of students who will be moving on to the TYC-TP program when completing the AA degree. The state of [Yap](#) is in full support of this extension because they have many teachers that are not in compliance with the National government policy on qualification of teachers. They hope that by extending this program, many of their in-service teachers can complete the program to obtain pedagogical knowledge to pass the Teacher Competency Exam.

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 implementation of the TYC-TP program will not impact the authority at the college. The proposed program instead, was established through the college's free use of its authority.

2. 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 student centered institute of higher education" which serves, "the Federated States of Micronesia" ([Mission Statement](#)). This mission statement was reviewed and endorsed by the Board of Regents in 2006.

The most recent mission review cycle occurred August 2013-March 2014. During the March 21-24, 2014, Board of Regents meeting, the revised statement was endorsed ([Board of Regents](#), 2014, March).

A substantive change inquiry for the revised mission was made to Dr. Susan Clifford on March 6, 2014. On March 10, 2014, Dr. Clifford replied, "*The new mission statement seems to address Standard I.A: Target population, purpose and commitment to student success in the same way as the former statement, and therefore may not need a substantive change review. This communication could be included in the Third Year Certificate in Teacher Preparation Substantive Change Proposal*".

The TYC-TP program will further promote the college's ability to meet its mission by contributing to the *success* of the Federated States of Micronesia through the offering of another program as needed by the nation. This component of the recently revised mission statement was retained, and is thus applicable to both the existing and the revised mission statement proposed for substantive change.

3. Governing Board

COM-FSM is governed by the [Board of Regents](#) 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 this program, its expansion, and has endorsed this proposal.

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 this program expansion, approved its review within the college's committees, and submitted it to the governing board where it was approved.

5. 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.

The TYC-TP program will be administered within the administrative matrix of the college. According to the IEMP matrix and budget mapping of the next five years, program coordinators for new programs will be hired to coordinate and do assessment reports for the programs ([IEMP/AP1/Action Step 1.1](#)).

6. 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 TYC-TP program fits into the operation of the college. Our prospective learners will be able to secure employment or pursue further education after completing this program.

7. Degrees

Approximately half the programs offered by the college are degree programs as evidenced in the college catalog. A significant number of students are enrolled in degree programs.

The certificate as described in section B of this proposal, will enable our clientele another choice of programs from which to choose.

8. 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. Most degree programs are two academic years in length.

The TYC-TP program has been approved through our curriculum approval process and will be monitored and assessed at course and program level and through the college's institutional effectiveness processes.

9. 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 credits.

The proposed program complies with the college's format for offering credits. Details are available in section B of this proposal.

10. Student Learning and 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 \(PASs\)](#) 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).

11. 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.

Learners will be required to complete all general education requirements for academic programs prior to enrolling in the TYC-TP program.

12. 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 [Student Academic Freedom and Responsibility Statement](#) published in the college catalog ([General catalog](#), p. 25). Additionally, *Academic Freedom and Responsibility* are articulated in the [Faculty Handbook](#) (pp. 24-25).

The proposed program will comply with the college's academic freedom statements as articulated in the [General catalog](#), p. 25.

13. 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](#) 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 Committee Handbook](#). The [Program Assessment and Program Review Procedures Manual](#) articulates specific faculty roles in assessment of student learning at the program level.

For the TYC-TP program, there are qualified faculty at each campus. There is a proposal to hire additional full-time faculty and during the summer session, the national campus faculty may travel to other campuses to offer courses when enrollment increases, or when there is a need (Refer to section D of this report).

14. Student Services

Using enrollment indicators, program assessment reports, the Integrated Educational Master Plan (IEMP), and the Strategic Plan, the College provides appropriate and varied student 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 of the program.

15. 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 via the college catalog ([General catalog](#), pp. 31-32).

Prospective students must be officially accepted in the TYC-TP program following established and applicable entrance requirements and processes currently in place as listed in the [General catalog](#), pp. 31-32.

16. Information and Learning Resources

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. There are over 1600 print and media resources on education available. The campus libraries also have access to the ERIC database, which includes documents and journal articles on education research. A subscription to the EBSCO database also benefits users at state campuses due to its rich content in educational articles. 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.

17. 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.

Refer to the financial section under section D of this report.

18. 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.

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 institutional structures, processes, student achievement 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 evaluation of the TYC-TP program will be integrated into the overall institutional effectiveness planning processes implemented by the college (assessment cycle). This procedure is clearly laid out in the [Program Assessment and Program Review Procedure Manual](#).

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 for admission, fees, degree, certificates, graduation, transfer, and major policies affecting students.

- General catalog <http://www.comfsm.fm/publications/catalog-2013-2014/Catalog%202013-2014.pdf>
- The program is listed in the current [General catalog](#), p.50, and on the [college website](#).

21. Integrity in Relation 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:

College of Micronesia-FSM meets or exceeds the Accreditation Standards. COM-FSM submitted its [*Combined Midterm and Follow Up Report*](#) 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*](#)). A [*Follow Up Report*](#) was provided on March 7, 2014. The next comprehensive review will occur in spring 2016. The proposed change will not impact compliance with Standards.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The proposed substantive change aids mission impact by allowing the college to deliver this academic program in all four states, increasing the number of properly qualified elementary teachers in each state, and thus better delivering on the *development and success of the Federated States of Micronesia*. Additionally, this proposed change supports the college's strategic direction to, *Emphasize academic offerings in service to national needs*.

A. Mission

Existing Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

COM-FSM has a mission statement that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

- Broad educational purposes defined as: "*committed to assisting in the development*" by "*providing academic, career and technical educational opportunities for student learning*".
- Intended student population bounded and defined as those within the "*Federated States of Micronesia*" who may wish to pursue, "*academic, career and technical educational opportunities*". As the nation contains less than 103,000 total individuals, this is truly a bounded context and certainly within reason for delivery, as comparable to an average-sized US city.

- Commitment to achieving student learning is articulated through the phrases, “*student centered*” and “*opportunities for student learning*”.

The institution establishes student learning programs and services aligned with its purpose, its character, and its student population. All programs and services have articulated alignment with the existing mission statement. The extension of the TYC-TP program is proposed to ensure greater mission impact on the development and *success* of the Federated States of Micronesia as described in this proposal. Having adequately trained and more effective classroom teachers, in each of the states, improves the quality of primary education and leads to national development and success.

The mission is approved by the governing board and published on the college website, the college catalog, and on assessment documents ([Mission Statement](#)). The institution used the governance and decision-making processes to recently review and revise its mission statement (See Appendix D for a full description). The most recent mission review cycle occurred August 2013- March 2014. During the March 21-24, 2014, Board of Regents meeting, the revised mission statement was endorsed ([Board of Regents](#), 2014, March).

[Board of Regents Endorsed](#), *Mission Statement for Substantive Change (if necessary)*

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.

A substantive change inquiry for the revised mission was made to Dr. Susan Clifford on March 6, 2014. On March 10, 2014, Dr. Clifford replied, “*The new mission statement seems to address Standard I.A: Target population, purpose and commitment to student success in the same way as the former statement, and therefore may not need a substantive change review. This communication could be included in the Third Year Certificate in Teacher Preparation Substantive Change Proposal*”.

COM-FSM’s recently revised mission statement would continue to define the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

- Broad educational purposes defined as: “*committed to the success of*” by “*providing academic, career and technical educational programs*.”
- Intended student population bounded and defined as those within the “*Federated States of Micronesia*” who may wish to pursue, “*academic, career and technical educational opportunities*”.
- Commitment to achieving student learning is articulated through the phrases, “*learner-centered*,” “*committed to success*,” and “*educational programs characterized by continuous improvement and best practices*.”

If the mission change is approved by the Commission, with or without the necessity of a Substantive Change Proposal, the mission text changes do not affect the applicability of the extension of the TYC-TP program. This proposal serves to increase mission impact on the *success* of the Federated States of Micronesia by increasing the number of properly qualified elementary teachers in each of the states of this nation.

The mission is central to institutional planning and decision-making ([IEMP](#)). Additionally, refer to Eligibility Requirement 2 under section F of this report.

B. Improving Institutional Effectiveness

COM-FSM demonstrates conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. Yearly program assessments are completed for each program and published on the college website to evidence achievement of student learning, institution and program performance, and ongoing cycles of evaluation for improvement. [Program Assessment Summaries](#) (PASs) offer an overview of program assessment results, improvement plans, and provides 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).

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).

The evaluation of the TYC-TP program will be integrated into the overall institutional effectiveness planning processes implemented by the college (assessment cycle). This procedure is clearly laid out in the [Program Assessment and Program Review Procedure Manual](#). See Eligibility Requirements 10 and 19 under section F of this report.

The college sets, articulates, and measures goals to improve its effectiveness consistent with its stated purposes.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

A. Instructional Programs

The proposed TYC-TP program extension will add another program offering to the college's current programs for the state campuses. Though the college cannot directly control the quality of education offered at the primary level in the communities it serves, it can better prepare more teachers to effectively serve their elementary students. The quality of the program will be regulated as scheduled in the assessment cycle.

As an existing program, student learning outcomes exist for both the program and all associated courses. As described previously, course-level SLOs are assessed each semester, the program outcomes are assessed annually, and program review occurs bi-annually. From assessment results, improvements are implemented. Both SLOs and [assessment results](#) are made available to the public.

Faculty qualifications and the integrity and quality for extension and delivery to state campuses and was discussed, in detail, under section B of this report.

B. Student Support Services

The institution seeks to admit diverse students to the TYC-TP program by offering increased access for students from islands other than Pohnpei, where the program is currently delivered. Pohnpeians represent 56.2% of all students, compared to: Chuuk 18.2%, Kosrae 12%, and Yap 12%. Most academic programs are delivered only at the National Campus located on the island of Pohnpei. COM-FSM also seeks to increase opportunities on the pathway to success, as students who begin the program on the other islands are not necessarily able to travel to Pohnpei for residency to complete the program.

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 for admission, fees, degree, certificates, graduation, transfer, and major policies affecting students.

- General catalog <http://www.comfsm.fm/publications/catalog-2013-2014/Catalog%202013-2014.pdf>
- The program is listed in the current [General catalog](#), p.50, and on the [college website](#).
- USDE Regulation: [Gainful employment data](#).

The [Student Handbook](#) describes support services available at each campus in detail. These services include but are not limited to counseling, tutoring, financial aid, admissions, health, bookstore, and peer counseling. Equitable services are provided at all campuses and adequacy and effectiveness are regularly assessed.

C. Library and Learning Support Services

As previously discussed, library and curriculum resources are available at each site.

Campus LRC	Number of Education Volumes/ Number of Education Students
Chuuk	2954/149 = 19.8
Kosrae	254/29 = 8.75
Pohnpei	558/7 = 79.7
Yap	641/29 = 22.1
National	7830/167 = 46.9

The campus learning resource centers also have access to the ERIC database and EBSCO, which include documents and journal articles on education research. If students at the state campus need materials not available at their state campus learning resource center, the college has an [inter library loan](#) system for all materials or resources. Students may search these materials and resources through

the [Online Public Access Catalog](#) (OPAC). See Eligibility Requirements 14 and 16 under section F of this report.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

As discussed in section D of this report, the college determined that qualified and experienced full and part time faculty are available to deliver the courses in the third-year teacher preparation program. The college is offering the Associate of Arts Degree in Pre-teacher Preparation at the state campuses, and thus sufficient number of full-time faculty members at each site exists to offer most of the TYC-TP courses. The campuses that do not have the faculty to teach the needed courses will have to hire additional faculty or wait until summer session when National Campus faculty from the Education Division travel to the state campus and offer the required courses.

B. Physical Resources

As discussed in section D of this report, one of the objectives of the Instructional Plan component of COM-FSM's Integrated Educational Master Plan ([IEMP](#)) is to assure quality and consistency of courses and programs across all sites ([IEMP matrix](#)). The college with the assistance of Beca Ltd. underwent a comprehensive space utilization and facilities master plan study which will guide the college's planning for the next fifteen to twenty years. Details of the study are found in the March 7, 2014, [Follow Up Report](#). Since the Associate of Arts in Pre-teacher Preparation is offered at the state campuses, there are available classrooms and classroom resources. Existing relationships with the local schools for practicum experiences will be used to fulfill the needs and requirements of the TYC-TP ED392 Practicum course.

C. Technology Resources

As discussed in section D of this report, COM-FSM uses a CentOS 5.4 (which is equivalent to RHEL5.4) Linux server setup as a gateway to the Internet. This provides email, an Apache web server, the Squid caching web proxy, and a variety of other critical network services. Each COM-FSM state campus operates a setup that works in conjunction with this central system.

Single mode fiber optic connectivity is now in use at the National Campus, and DSL type technologies are used to connect all other campuses in order to reduce reliance on T1 lines. Wi-Fi access is available, and authenticated network users are able to use mobile devices for connectivity needs for academic, research and other network purposes. Learning Resource Center (LRC) and Student Information System (SIS) services are available at all campuses in real time. In addition, bandwidth management is in effect to maximize potential per user usability of the college's network services ([IEMP Narrative](#)).

See Technology Resources under section D of this report.

D. Financial Resources

As discussed in section D of this report, the financial resources of all programs have been mapped for the next five years in the [IEMP narrative](#). The IEMP allows for resource adjustment to meet the needs of the campuses. One objective of the IEMP is to “assure quality and consistency of credit and non-credit courses and programs across all sites” ([IEMP/API](#)). An action step to achieve this is to “collaborate with State DOE in developing strategies to improve instruction in these grade levels” ([IEMP/API/Action Step 1.7a](#)). State departments of education (DOE) have requested the third-year education program, establishing need for extending the third-year program and reallocating financial resources to meet the needs of the state campuses. A projection of how much it would cost to run the third-year program at the state campus with two full-time faculty members is illustrated in [Appendix B](#).

The projected budget does not include student services, professional development for faculty and monitoring achievement of desired outcomes and assessment because these are already in the college’s five-year Integrated Education Master Plan. These services and activities can be achieved through Objective 1 and 3 of the Instructional Plan of the IEMP, Objective 2 of the Student Services IEMP and Objective 3.1 of the Human Resources of the IEMP ([IEMP Matrix](#)).

The third-year program coordinator to be hired at the National Campus will manage assessment and evaluation of the third-year program at all state campuses. The college regularly assesses all programs at the course, program and institutional level. All assessment data, plans and results are recorded in TracDat. Program reviews are completed every two years per the procedures outlined in the [Program Assessment and Program Review Procedure Manual](#), pp. 11-19.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

A. Decision-Making Roles and Processes

The [Faculty Handbook](#) describes the organization and governance of COM-FSM (pp. 7-11). The Curriculum and Assessment Committee (CAC), composed of faculty leaders, acts as the institutional gatekeeper to academic rigor and quality. Program assessment and program reviews for the TYC-TP program are vetted through the CAC. The CAC provides constructive feedback to improve quality of assessment plans, analysis of assessment plans, and focus on impact towards continuous quality improvement of the program.

B. Board and Administrative Organization

The COM-FSM Board of Regents approved the recommendation of “Extending Third Year Certificate in Teacher Preparation to State Campuses on a needs basis” in its [May 19, 2010 meeting](#). The Board has continued strong interest in extending the TYC-TP program as soon as reaffirmation was obtained and in compliance with the ACCJC Policy on Substantive Change. The Board has revised and endorsed a mission statement with continued focus on the *success of*

the Federated States of Micronesia. The Board endorsed the college vision: College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the *enrichment of the diverse Micronesian communities we serve.* Strategic direction 2: *Emphasize academic offerings in service to national needs.* Extending the TYC-TP program allows COM-FSM to better fulfill its vision, strategic plan, and mission.

Appendices

Appendix A: Data from the FSM National Department of Education. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/datafromNationalDOE.xlsx>

Appendix B: Sample Budget for Third-year program. Retrieved from www.comfsm.fm/vpia/misc/01-14/samplebudgetEdu.xlsx

[Appendix C](#): Draft Cabinet Minutes, April 27, 2014

Appendix D: Substantive Change Proposal: Change in Mission Statement, April 1, 2014.

References

Beno, B. A. (2013, July). *ACCJC Results*. Retrieved from http://www.comfsm.fm/accreditation/2013/results/07_03_2013_College-of-Micronesia-FSM.pdf

COM-FSM Board of Regents. (2010, May). *Board of Regents Directive 10.a.iii*. Retrieved from <http://www.comfsm.fm/vpia/misc/10-18/bor-directive.pdf>

COM-FSM Board of Regents. (2014, March). *March 21-24, 2014, Board of Regents Actions and Directives*. Retrieved from <http://www.comfsm.fm/myShark/news/item=869/mod=22:27:14>

COM-FSM *College of Micronesia – FSM Online Catalog 2013-2014*. Retrieved from <http://www.comfsm.fm/publications/catalog-2013-2014/Catalog%202013-2014.pdf>

COM-FSM *COMET Essay Rubric*. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/COMET-Sub-Rubric.pdf>

COM-FSM Curriculum Committee. (2010, April). *Appendix X – Program Modification Request*. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/Program-Mod-3rd-yr.pdf>

COM-FSM Curriculum Committee. (1995, February). *Curriculum Committee Minutes*. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/CC-Minutes-2-3-95-1.pdf>

COM-FSM Curriculum Committee. (2010, April). *Curriculum Committee Minutes*. Retrieved from <http://www.comfsm.fm/vpia/misc/10-18/cirriculum-committee004-26-10.pdf>

COM-FSM Education Division. (2010, April). *Memorandum – Position of Education on the Proposal to Extend the Third-year Teacher Education Program to the State*

Campuses. Retrieved from <http://www.comfsm.fm/vpia/misc/10-18/vpia-memo-04-23-10.pdf>

COM-FSM Education Division. (2014) *Third Year Teacher Preparation Assessment Data*. Unpublished Program Review. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/TCE-Data.pdf>.

COM-FSM. (2013, March). *Integrated Educational Master Plan (IEMP)*. Retrieved from <http://www.comfsm.fm/vpia/misc/IEMP.pdf>

COM-FSM. *Integrated Educational Master Plan Matrix*. Retrieved from <http://www.comfsm.fm/vpia/misc/IEMPSheet.pdf>

COM-FSM. Office of Institutional Research and Planning. *Spring Semester 2013 Data Report*. Retrieved from http://www.comfsm.fm/irp/Data_Center/semester_summary_data_reports/Spring_2013_Data_Summary_Report_FINAL.pdf

COM-FSM President's Office. (1999, May). *Memorandum: Guidelines for Extension of Programs to State Campuses*. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/Guidelines-for-Extension.pdf>

COM-FSM. (2013, June). *Program Assessment and Program Review Procedure Manual*. Retrieved from http://wiki.comfsm.fm/@api/deki/files/2428/=Program_Review_and_Assessment_Procedures_Manual-June_7-2013.pdf

COM-FSM. *Student Handbook*. (2013-2014). Retrieved from <http://www.comfsm.fm/publications/handbook/Student-Handbook-2013-2014.pdf>

COM-FSM Vice-President for Instructional Affairs. (2008, December). *Education Meeting Results*. Retrieved from <http://www.comfsm.fm/vpia/misc/10-18/meeting-result-12-17-2008.pdf>

Cornelius, L.L. (2013, October). *Letter to Dean of Kosrae Campus*. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/Kosrae-DOE-K-12-CT.pdf>

FSM Department of Education. (2014, January). *Teacher Certification Policy*. Retrieved from <http://www.fsmed.fm/index.php/teacher-certification-policy.html>

Kephas, K. *Reporting Data Collection for Third-year Certificate from Kosrae DOE*. Retrieved from <http://www.comfsm.fm/vpia/misc/Reporting-Data-Collection-for-TYC-from-Kosrae-DOE.pdf>

Macayaon, G.A. (2013, October). *Letter to Chuuk Campus Dean*. Retrieved from <http://www.comfsm.fm/vpia/misc/01-14/Justification-letter-for-Thirdyear-program.PDF>

Parren, V.A. (2013, October). *Letter to Vice President for Instructional Affairs*. Retrieved from <http://www.comfsm.fm/vpia/misc/3rd4-yr-justification.pdf>

Simion, K. (2014). *Faculty Handbook*. Retrieved from <http://www.comfsm.fm/publications/handbook/Faculty-handbook.pdf>

Appendix C: Draft Cabinet Minutes April 27, 2010

College of Micronesia – FSM Committee (Working Group) Minutes Reporting Form

Committee or Working Group:	Cabinet Meeting
------------------------------------	-----------------

Date	Time	Location
April 27, 2010	8:00 am- 11:30am	President's Conference Room

Members	Name	Present	Absent	Remarks
President	Spensin James			
VPSS	Ringlen Ringlen	x		presiding as acting President
VPCRE	Jim Currie	x		
VPIA	Jean Thoulag	x		
VPAS	Joseph Habuchmai	x		
Director, Pohnpei Campus	Penny Weilbacher	x		
Director, Chuuk Campus	Joakim Peter		x	
Director, Kosrae Campus	Kalwin Kephass		x	
Director, Yap Campus	Lourdes Roboman		x	
Director, FMI	Matthias Ewarmai		x	
Accreditation Liaison Officer	Joseph Saimon	x		
Faculty/Staff Senate President	Faustino Yarofaisug		x	
SBA President	Fabiano Retuleilug	x		
Exec. Assistant to President	Norma Edwin	x		
Exec. Secretary to President	Hadleen Hadley	x		Recorder

Additional Attendees:	
------------------------------	--

Agenda/Major Topics of Discussion:
<ol style="list-style-type: none"> 1. Adoption of Meeting agenda items 2. Status of the "To Do List" from last Board Meeting

3. Action Items for Board Meeting
4. Others/Miscellaneous

Discussion of Agenda/Information Sharing:

1. **Adoption of the “draft” meeting agenda.** Cabinet went through the agenda and unanimously adopted the agenda.
2. **Status of the “To Do List” from last Board Meeting.** Updates on status of the list were shared by members. Acting President again reminded and urged members to complete tasks assigned to them for reporting at next Board meeting. Items that would not be completed on time can be reported as in progress work.
3. **Action Items for Board Meeting**
 - a) Paternity Leave policy. The Personnel Committee initially submitted various amendments including Paternity Leave Policy to Section IX Leave Policies to the Board at its March meeting. The Board of Regents returned the policy for re-examination in consideration of concerns and comments they raised. The Personnel Committee re-examined this section and discussed its intention and the purpose behind this amendment in detail. The committee then compiled justifications for adding paternity leave to Section IX Leave Policies. After shared discussion, ***Cabinet approved and endorsed resubmission of paternity leave policy for Board’s reconsideration and approval.***
 - b) Articulation Agreement with GCC. Member institutions of the Pacific Postsecondary Education Council have collectively agreed to develop course articulation agreements between institutions to foster east of transfer for students between our institutions and to facilitate the process of applying transfer credits. COM-FSM and GCC has developed two course matrices for approval as part of the Memorandum of Agreement. The first matrix is for academic courses used to fulfill general education requirements. The second matrix identifies career and technical program courses for articulation. ***Cabinet approved and endorsed presentation of the articulation agreement with GCC for Board of Regents’ approval.***
 - c) Extension of the Third Year Certification Certificate in Teacher Preparation (TYC-TP) to state Campuses. The TYC-TP consists of 10 courses. In addition to better prepare for local teachers, the courses in this program have been articulated with the University of Guam to be used with the Partnership BA in Elementary Education Program. Currently TYC-TP is not extended to the campuses per Board directive. State campuses in Chuuk, Kosrae and Yap by request from the local departments of education have requested and approved to offer one or more of the TYC-TP courses on a case by case basis. To complete the TYC-YP students must come to the national campus to enroll in the remaining courses. Teachers currently in the workforce and their supervisors in all three states desire to have teachers complete the program and preferably at their home states. Discussions and review of faculty and the resources needed to support course delivery at the state campus sites determined that there are qualified and experienced full time and part time faculty to deliver the courses. ***The Cabinet approved and endorsed for presentation to the Board recommendation that pending ACCJC approval, all courses of the (TYC-TP) may be offered on a needs basis at Chuuk, Kosrae and Yap campuses in coordination with the national campus education division and following the established third year admission***

policies and procedures.

- d) AS in Business Administration Program Modification Request. Based on the Business Division exhaustive program review and assessment done in 2003 and Fall 2009, the curriculum committee approved the program committee's request to reduce the number of program learning outcomes from nine (9) to (5) and seeks to include an additional two credits to the total number of credits needed for graduation (from 68 to 70) to better reflect learning outcomes addressed by the program's major courses, and to address the need to expose and actively engage students in more intensive problem-solving activities. They are also requiring students must exit the program with a "C" or better. ***Cabinet approved and endorsed the modifications for presentation to the Board for their approval.***
- e) Sexual Harassment Policy for Students. **Cabinet tabled discussion and action on the policy pending meeting with the college's legal counsel tomorrow at 2:00 p.m.**
- f) Revisit the Indirect Cost Policy (grants implemented at state campuses).
State campuses requested administration to revisit the Indirect Cost Policy, specifically on the current formula used college wide. Campuses feel the formula in use is not sufficient to address their programs need. Recommendations include changing the current formula totally or establish a different formula for grants administered at the state campuses only. ***Cabinet tabled further discussion and action on recommendation pending review by Sponsored Programs and the Finance Committee.***

4. Others/Miscellaneous

- a. Faculty Resolution. Cabinet noted and considered the submission of the faculty resolution marked "unofficial" as communication to Cabinet.
- b. Information sharing. Cabinet emailed out to members their information sharing prior to meeting.

Comments/Upcoming Meeting Date & Time/Etc.:

▪

Handouts/Documents Referenced:

▪

College Web Site Link:

▪

Prepared by:

Date Distributed:

Approval of Minutes Process & Responses:

▪

Submitted by:

Date Submitted:

Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities:

1. Draft meeting agenda was adopted.
2. Cabinet members are reminded to complete their tasks for the “To Do List” from last Board meeting.
3. Paternity Leave Policy was adopted by Cabinet for presentation to the Board.
4. Articulation Agreement with GCC was endorsed by Cabinet for presentation to the Board.
5. TYC-TP was adopted by Cabinet for presentation to the Board.
6. AS in Business Administration Program Modification Request was endorsed by Cabinet for presentation to the Board.
7. Sexual Harassment Policy for Students was tabled pending meeting and review with legal counsel.
8. Indirect Cost Policy was tabled pending review and action from Sponsored Programs and the Finance Committee

Appendix D: Substantive Change Proposal: Change in Mission Statement, April 1, 2014.

Substantive Change Proposal

Change in Mission Statement

Submitted by:
College of Micronesia-FSM
PO Box 159, Pohnpei, FM 96941



**Frankie L. Harriss, Vice President for Institutional
Effectiveness & Quality Assurance, ALO**

April 1, 2014

Table of Contents

A. Description of change and reasons for the change	3
B. Description of program to be offered if substantive change involves a new educational program, or change in delivery mode	6
C. Description of the planning process which led to the request for change:	6
D. Evidence 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:.....	9
E. Evidence that the institution has received all necessary internal and external approvals, including:.....	10
F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change	10
G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed.	14

Evidence

- Appendix 1: College of Micronesia-FSM. (2013). [*2013-2014 General Catalog*](#).
- Appendix 2: Board of Regents. (2013, May 6-7) [*Actions and Directives*](#).
- Appendix 3: Serrano, S. (2010, March 8-12). [*Evaluation Report*](#).
- Appendix 4: Beno, B.A. (2012, July 2). [*Action Letter*](#).
- Appendix 5: Board of Regents. (2014, March 21-24). [*Actions and Directives*](#).
- Appendix 6: College of Micronesia-FSM. (2013, March 15). [*Midterm and Follow-Up Report*](#).
- Appendix 7: College of Micronesia-FSM. (2013, May 15). [*Supplemental Report*](#).
- Appendix 8: Daisy, J.M. (2013, June, 7). [*Presentation to ACCJC Commission*](#).
- Appendix 9: College of Micronesia-FSM. (2013, June 7). [*Summary Table of Recent Actions & Evidence*](#).
- Appendix 10: College of Micronesia-FSM. (2013). [*Factbook Spring 2013*](#).
- Appendix 11: Richards, L. (2013, March 25-27). [*Follow-Up Evaluation Report*](#).
- Appendix 12: College of Micronesia-FSM. (2013). [*Strategic Plan 2013-2017*](#).
- Appendix 13: Executive Committee. (2013, April 17). [*Executive Committee Minutes*](#).
- Appendix 14: Board of Regents. (2013, May 6-7). [*Minutes of the May 6-7, 2013, Meeting*](#).
- Appendix 15: College of Micronesia-FSM. (2013, March 11). [*Integrated Educational Master Plan*](#).
- Appendix 16: ACCJC. (2013, May). [*ACCJC at CCCT Conference: Workshop on Board Excellence, Student Success and Accountability*](#).
- Appendix 17: Beno, B.A. (2013, July 3). [*Action Letter*](#). Retrieved from
- Appendix 18: College of Micronesia-FSM. (2012, June). [*Major Functional Responsibilities: Vice President for Institutional Effectiveness and Quality Assurance*](#).
- Appendix 19: College of Micronesia-FSM. (2014, March 7). [*Follow Up Report*](#).

A. Description of change and reasons for the change

College of Micronesia-FSM (COM-FSM) is seeking approval for a change to its mission statement.

A substantive change inquiry for the revised mission was made to Dr. Susan Clifford on March 6, 2014. On March 10, 2014, Dr. Clifford replied, “*The new mission statement seems to address Standard I.A: Target population, purpose and commitment to student success in the same way as the former statement, and therefore may not need a substantive change review. This communication could be included in the Third Year Certificate in Teacher Preparation Substantive Change Proposal*”.

In the event a substantive change review is deemed necessary, this proposal was generated.

Existing Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning ([Appendix 1](#), p. 22).

Board of Regents Endorsed, Mission Statement for Substantive Change

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 ([Appendix 2](#); [Appendix 5](#)).

In the 2010 Team [Evaluation Report](#), COM-FSM received the following recommendation to improve:

“*Recommendation A*,” (later referred to as *Recommendation 11* in a [2012 Action Letter](#), p. 3): “*Institutional Mission*: To improve the clarity of the college mission, the team recommends that the college clearly define its intended student population (I.A)” ([Appendix 3](#), p. 7; [Appendix 4](#), p. 3).

As per the recommendation and as part of its regular planning cycle (every five years), COM-FSM updated its strategic plan and reviewed its mission statement ([Appendix 15](#), p. 5). To inform the strategic plan and mission review, a large-scale, broadly inclusive, three-phase, strategic planning *Visioning Summit* was conducted fall 2012 through spring 2013 (I.A.3). The results of this work were reported to the Commission through a combined [Midterm and Follow-Up Report](#) in March 2013 (pp. 31-33), a [Supplemental Report](#) in May 2013 (p. 5), and in a [Presentation](#) and [Summary Table of Recent Actions & Evidence](#) (p. 1) to the

Commission in June 2013 ([Appendix 6](#), pp. 31-33; [Appendix 7](#), p. 5; [Appendix 8](#); [Appendix 9](#), p. 1).

Results of Mission Review

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a **continuously improving** and **student centered institute of higher education**. The college is committed to **assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning** ([Appendix 1](#), p. 22).

Critical analysis of existing mission:

- **Historically diverse, uniquely Micronesian and globally connected** are statements of fact rather than descriptive of the college's broad educational purposes. The phrases *Uniquely Micronesian* and *globally connected* lacked univocality among stakeholders. And, it was unclear how the Micronesian experience at COM-FSM might be unique in comparison to our neighbor Micronesian institutions and cultures. Consequently, these phrases were removed from the college's mission statement.
- **Continuously improving** is in the spirit of the accreditation process and the "accreditation culture" adopted by the college and described in the combined [Midterm and Follow-Up Report](#) of March 2013 (pp. 26-28), a [Supplemental Report](#) of May 2013 (p. 3-4), and in a [Presentation](#) (p. 1) and [Summary Table of Recent Actions & Evidence](#) (p. 1) to the Commission in June 2013 ([Appendix 6](#), pp. 26-28. ; [Appendix 7](#), pp. 3-4; [Appendix 8](#), p. 1; [Appendix 9](#), p. 1). Continuously improving was retained with the addition of **best practices** to emphasize college commitment for adhering to existing and evolving Standards. The addition of **best practices** aligns with the [COM-FSM Strategic Plan](#) directive to, "Evoke an image of quality," supported by strategic plan goal (SPG) 6.1: "Achieve recognition as a best practices institution by: exhibiting quality, excellence, and integrity through employees, students and graduates; meeting and or exceeding Accreditation Standards at all times; and, exploring additional models of quality assurance" ([Appendix 12](#), p. 7).
- **Student centered institute of higher education** was evaluated against Eligibility Requirement (ER) 2 and Standard I.A. Mission for, "commitment to achieving student learning." The college is committed to students but desires emphasis on accountability for generating student learning, and thus prefers the phrase **learner-centered institution of higher education**. This change reflects explicit commitment to student learning and better meets ER.2 and Standard I.A.
- Per team Recommendation A/11 to improve, the intended student population was evaluated against the phrase: **Assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student**

learning. Through its Visioning Summits the college asked stakeholders, “Who do we serve?” Examining 2010 Census data, one realizes the Federated States of Micronesia is a very small nation of under 103,000 individuals. The population is shrinking through out-migration and lower fertility rates (Office of Statistics, Budget and Economic Management, Overseas Development Assistance, and Compact Management ([SBOC](#)): Federated States of Micronesia). Though it may seem odd to a visiting team that the college posits the Federated States of Micronesia as an intended student population, this is little different than a US college listing its intended student population as those individuals residing within the boundaries of one average-sized US city or one rural county. The college is providing academic, career and technical education programs to serve primarily citizens of the FSM, a nation whose population is under 103,000. The college presently serves less than 10 total students who are not originally from the FSM ([Appendix 10](#), p. 5). The result of this evaluation is that the college has clearly defined its intended student population through the existing phrase. However, *development* did prove to be problematic with stakeholders lacking univocality and agreement on metrics. It was agreed that graduates support the success of the nation, and so *development* was changed to *success*.

Resulting Mission Statement: Initially endorsed version:

The College of Micronesia-FSM is a continuously improving best practices learner-centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs

The Board of Regents approved the revised mission statement during the May 6-7, 2013, meeting, pending reaffirmation of COM-FSM’s accreditation and in adherence to the ACCJC Policy on Substantive Change ([Appendix 2](#)). COM-FSM received notification of reaffirmation in a July 3, 2013, [Action Letter](#) ([Appendix 17](#)).

To correct issues of syntax, the Board of Regents, during the [March 21-24](#), 2014, meetings endorsed the corrections of syntax.

Final Version for Substantive Change Approval

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* ([Appendix 2](#); [Appendix 5](#)).

The team [Follow-Up Evaluation Report](#) of March 25-27, 2013, conclusions note the college fully addressed Recommendation A/11 ([Appendix 11](#), pp. 19-21).

B. Description of program to be offered if substantive change involves a new educational program, or change in delivery mode

This substantive change proposal involves neither a new educational program nor a change in delivery mode.

C. Description of the planning process which led to the request for change:

The preparation and planning process for this proposed change were described in detail in the combined [Midterm and Follow-Up Report](#) of March 2013 (pp. 26-28, 52-53, & 93-94), a [Supplemental Report](#) of May 2013 (p. 3-4), and in a [Presentation](#) (p. 1) and [Summary Table of Recent Actions & Evidence](#) (p. 1) to the Commission in June 2013 ([Appendix 6](#), pp. 26-28, 52-53, & 93-94; [Appendix 7](#), pp. 3-4; [Appendix 8](#), p. 1; [Appendix 9](#), p. 1).

In summary, a broadly inclusive, three-phase strategic Visioning Summit and Visioning Process were completed as part of the COM-FSM five year planning cycle, which includes mission statement review.

- *Phase One:* A Visioning Summit was held on August 8-9, 2012, at the COM-FSM National Campus and included 148 participants who represented personnel from all six COM-FSM campuses and external stakeholders present on Pohnpei state. The summit focused on the Strategic Plan, *Integrated Educational Master Plan*, the *Communication Plan* and the college mission statement.
- *Phase Two:* November 2012, mini-summits were conducted in Chuuk, Kosrae and Yap (the other three states of the FSM). These mini-summits were replicas of the phase one summit and included college personnel and external stakeholders in each state. This action ensured more broadly inclusive dialogue.
- *Phase Three:* This phase of the visioning process ran parallel to phases one and two and involved the Board of Regents, a Mission Statement Working Group, and a Strategic Planning Working Group (a subcommittee of the Executive Committee). The Board of Regents completed training, visioning exercises, and mission review through two sessions during August 8-9, 2012, and January 9-11, 2013. In December 2012, the Mission Statement Working Group submitted a brief report to the Strategic Planning Working Group (SPWG). May 2013, the SPWG presented a survey to the college community to aid in the selection of a visioning statement, mission statement and college values. The Executive Committee presented the top three mission statement choices to the Board of Regents in May 2013. The Board of Regents selected the new mission statement during their May 6-7, 2013, meeting. The mission statement was modified to remove errors of syntax, endorsed by the Board of Regents during their March 21-24, 2014, meeting, and is now presented to the Commission for substantive change review.

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 new mission statement, as with the existing mission statement, will remain central to institutional planning and decision-making (I.A.4; [Appendix 15](#)). Programs and services are aligned with the existing mission, and proposed changes do not further broaden educational purposes or intended student population (I.A.1). Items removed from the mission statement were merely statements of fact. New components to mission statement character better emphasize an existing commitment to student learning (*learner-centered*), a focus on national *success* rather than the broad concept of national development, and a commitment to *best practices* (I.A.1).

The [Strategic Plan 2013-2017](#) and [Integrated Educational Master Plan \(IEMP\)](#) are already aligned with and support the new mission, as these plans were developed and reviewed through the same inclusive Visioning Summit process ([Appendix 12](#); [Appendix 15](#)). The plans specifically address student learning and success, academic offerings in service to national needs, and best practices.

As the new mission was considered in conjunction with the most recent planning cycle for alignment, resources are already allocated to mission delivery, making further resource adjustment to the new statement negligible ([Appendix 12](#); [Appendix 15](#)).

The anticipated effect of the proposed change is mission implementation and all the ongoing and subsequent efforts necessary to ensure mission accomplishment.

COM-FSM made significant progress advancing to the *proficiency level* of the ACCJC [Rubric for Evaluating Institutional Effectiveness-Part III: Student Learning Outcomes](#) and is now focused on sustainable continuous quality improvement and beyond. The team [Follow-Up Evaluation Report](#) of March 25-27, 2013, concluded the college, “now meets the Standards and is at or exceeds the proficiency level for student learning outcomes assessment (p. 10)” ([Appendix 11](#), p. 10). An excerpt from the [Follow-Up Evaluation Report](#) was used on the ACCJC website as a, [Case study: What Might Proficiency in Student Learning Outcomes Assessment and Improvement Look like?](#) ([Appendix 16](#)).

Focus on *learner-centered, success, continuous improvement* and *best practices* will ensure efforts, plans and resource allocations support these priorities. For example, to stay current with best practices and evolving Standards ([First Reading January 2014](#), I.C.3), the college has recently added a Public Transparency & Accountability section to the homepage: www.comfsm.fm with [Assessment of Student Learning](#) highlighted for the public. These Program Assessment Summaries (PASs) are designed to convey assessment highlights in

brief, simplistic terms. Additionally, with each PAS, Program Data Sheets are also provided for each program for ready public access.

Institutional Effectiveness and Quality Assurance (IEQA) noted the first round of PASs evidenced much room for faculty improvement, and program assessment plans need improved design, analyses and conclusions. There was also concern these PASs did not include other program data that are collected and provided by IEQA each semester. Faculty indicated they were only reviewing general program data during the bi-yearly program review process. There was a misconception program assessment results, conclusions and improvement plans were to be based only upon faculty-generated data. To facilitate the frequency of faculty review and utilization of institution-generated program data, new Program Data Sheets (PDSs) were created to offer a quick glance (1-2 pages) of key data for each program.

To continuously improve, college-wide faculty training was conducted using an impartial cosmetology case study program (not offered by COM-FSM) for which a Program Assessment Summary (PAS) and Program Data Sheet (PDS) were used. Faculty identified flaws in the cosmetology PAS through a critical analysis, and formed actionable improvement plans for the program by examining both the assessment work and the program data. Faculty then reviewed their own PAS and PDS to identify gaps for improvement and to form actionable improvement plans. As a result, the second round of PAS will be completed in May 2014 evidencing improvement in quality. Faculty recognize the importance and necessity of regularly reviewing program data to mitigate concerning trends as they appear, rather than merely every two years.

In preparation for the 2016 Self Evaluation, the college has already completed a college-wide analysis of all ERs and Accreditation Standards, including an analysis of the First Reading January 2014 ERs and Accreditation Standards, to ensure actionable improvement plans are already under way. The college is fully committed to continuous improvement and best practices.

To support additional quality initiatives, COM-FSM has this year put forward two proposals for funding of Accreditation-related outcomes to College of Micronesia-Land Grand (COM-LG). A proposal of \$75K and a proposal of \$85K were each approved.

http://www.comfsm.fm/president/files/2_4_14-Update-on-COM-LG-75K-Award_final.pdf
http://www.comfsm.fm/president/files/2_6_14-NEW-COM-LG-Proposal_06FEB14_FH.pdf

COM-FSM will be able to formally implement the mission statement, ensure completion of team Recommendation A/11 and full compliance with all components of Standard I.A. Though college plans are aligned to the new mission, departments and offices will also be able to formally align their mission and goals to support the changes, ensuring the mission is accomplished.

D. Evidence 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:

Human Resources

Changes in the mission statement are not significant enough to merit any additional human resources, specifically. May 2012, the position of [vice president for institutional effectiveness and quality assurance](#) (VPIEQA), ALO was created and an individual appointed June 2012 ([Appendix 18](#)). Responsibility includes, “Ensures that the college integrates and links planning, evaluation and resource allocation in line with its vision, mission, values and goals” and a focus on continuous quality improvement ([Appendix 18](#), p. 2). The VPIEQA was placed in charge of a new department, [Institutional Effectiveness and Quality Assurance](#). In May 2013 a combined assessment coordinator and assistant ALO position was filled, adding further support on matters of quality assurance and towards continuous quality improvement.

The department mission: [Institutional Effectiveness & Quality Assurance](#) assesses and supports the capacity and extent to which the college fulfills and maintains its mission; while fostering and embedding a college culture of sustainable continuous quality improvement and collaboration at all institutional levels. Leadership and guidance are provided to the college community to ensure accountability as accreditation and regulatory standards are understood and met, and/or exceeded at all times. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success.

Physical Resources

In February 2013, the College of Micronesia-FSM completed a *Space Utilization and Facilities Master Plan Study* with the assistance of Beca International Consultants, Ltd. of New Zealand. The study evaluates and prioritizes capital resources that respond to the College’s forward strategic directions and links to the Integrated Educational Master Plan. To study results are discussed and presented in the [Follow Up Report](#) of March 7, 2014 ([Appendix 19](#)). The purpose of the study was to increase rigor in decision-making, ensure adequate maintenance of college facilities, and to provide grounds and campus environments conducive to learning. The study provides a summary of current facilities condition, utilization, long-term vision for campuses, and proposed staging for vision.

Technology Resources

COM-FSM uses a CentOS 5.4 (which is equivalent to RHEL5.4) Linux server setup as a gateway to the Internet. This provides email, an Apache web server, the Squid caching web proxy, and a variety of other critical network services. Each COM-FSM state campus operates a setup that works in conjunction with this central system.

Single mode fiber optic connectivity is now in use at the National Campus, and DSL type technologies are used to connect all other campuses in order to reduce reliance on T1 lines. Wi-Fi access is available, and authenticated network users are able to use mobile devices for connectivity needs for academic, research and other network purposes. Learning Resource Center (LRC) and Student Information System (SIS) services are available at all campuses in real time. In addition, bandwidth management is in effect to maximize potential per user usability of the college's network services ([IEMP Narrative](#)).

Financial Resources

The financial resources of all programs have been mapped for the next five years in the [IEMP narrative](#). The IEMP allows for resource adjustment to deliver on the mission. This proposed mission statement change has not resulted in changes to the intended student population, purpose, and commitment to student success. Focus on quality and continuous improvement is supported by allocating resources for the VPIEQA and the assessment coordinator and assistant ALO positions.

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

The mission statement was reviewed and endorsed by the [Executive Committee](#) on April 17, 2013, as one of three possible new mission statements to be presented to the Board of Regents for their consideration. ([Appendix 13](#), p. 2).

The Board of Regents reviewed the three possible mission statements and endorsed the statement presented in this substantive change report during the May 6-7, 2013, meeting and published the results in the Board of Regents [Actions and Directives](#) and [Minutes of the May 6-7, 2013, Meeting](#) (p. 8) ([Appendix 2](#); [Appendix 14](#), p. 8; I.A.2). Errors of syntax were corrected, and the mission statement was again presented to the Board of Regents for endorsement during their March 21-24, 2014 meeting and published in the [Actions and Directives](#) ([Appendix 5](#)).

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

22. 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.

23. 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 student centered institute of higher education" which serves, "the Federated States of Micronesia" ([Mission Statement](#)). This mission statement was reviewed and endorsed by the Board of Regents in 2006. However, the Commission will note the most recent mission review occurred in 2013-2014. The Board of Regents has revised and endorsed a new mission statement and a substantive change is being submitted by COM-FSM for permission to implement the latest, revised mission statement.

24. Governing Board

COM-FSM is governed by the [Board of Regents](#) 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.

25. 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.

26. 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.

27. 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.

28. Degrees

Approximately half the programs offered by the college are degree programs as evidenced in the college catalog. A significant number of students are enrolled in degree programs.

29. 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. Most degree programs are two academic years in length.

30. 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 credits.

31. Student Learning and 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) 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).

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).

32. 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.

33. 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 [Student Academic Freedom and Responsibility Statement](#) published in the college catalog ([General catalog](#), p. 25).

34. 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](#) 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 Committee Handbook](#). The [Program Assessment and Program Review Procedures Manual](#) articulates specific faculty roles in assessment of student learning at the program level.

35. Student Services

Using enrollment indicators, program assessment reports, the Integrated Educational Master Plan (IEMP), and the Strategic Plan, the College provides appropriate and varied student 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 of the program.

36. 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 via the college catalog ([General catalog](#), pp. 31-32).

37. Information and Learning Resources

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. There are over 1600 print and media resources on education available at the state campus libraries. The campus libraries also have access to the ERIC database, which includes documents and journal articles on education research. A subscription to the EBSCO database also benefits users at state campuses due to its rich content in educational articles. 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.

38. 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.

39. 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.

40. 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 our home page and under the [Institutional Research and Planning Office](#). COM-FSM plans for improvement of institutional structures, processes, student achievement 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.

41. 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 for admission, fees, degree, certificates, graduation, transfer, and major policies affecting students.

General catalog <http://www.comfsm.fm/publications/catalog-2013-2014/Catalog%202013-2014.pdf>

42. Integrity in Relation 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 request, 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 each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed.

College of Micronesia-FSM meets or exceeds the Accreditation Standards. COM-FSM submitted its [*Combined Midterm and Follow Up Report*](#) 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*](#)). A [*Follow Up Report*](#) was provided on March 7, 2014. The next comprehensive review will occur in spring 2016. The proposed change will not impact compliance with Standards.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

Existing Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

COM-FSM has a mission statement that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

- Broad educational purposes defined as: "*committed to assisting in the development*" by "*providing academic, career and technical educational opportunities for student learning*".
- Intended student population bounded and defined as those within the "*Federated States of Micronesia*" who may wish to pursue, "*academic, career and technical educational opportunities*". As the nation contains less than 103,000 total individuals, this is truly a bounded context and certainly within reason for delivery, as comparable to an average-sized US city.
- Commitment to achieving student learning is articulated through the phrases, "*student centered*" and "*opportunities for student learning*".

The institution establishes student learning programs and services aligned with its purpose, its character, and its student population. All programs and services have articulated alignment with the existing mission statement.

The mission is approved by the governing board and published on the college website, the college catalog, and on assessment documents ([Mission Statement](#)). The institution used the governance and decision-making processes to recently review and revise its mission statement. The most recent mission review cycle occurred August 2013- March 2014. During

the March 21-24, 2014, Board of Regents meeting, the revised mission statement was endorsed ([Board of Regents](#), 2014, March).

[Board of Regents Endorsed](#), Mission Statement for Substantive Change (if necessary)

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.

A substantive change inquiry for the revised mission was made to Dr. Susan Clifford on March 6, 2014. On March 10, 2014, Dr. Clifford replied, *“The new mission statement seems to address Standard I.A: Target population, purpose and commitment to student success in the same way as the former statement, and therefore may not need a substantive change review. This communication could be included in the Third Year Certificate in Teacher Preparation Substantive Change Proposal”*.

COM-FSM’s recently revised mission statement would continue to define the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

- Broad educational purposes defined as: *“committed to the success of”* by *“providing academic, career and technical educational programs.”*
- Intended student population bounded and defined as those within the *“Federated States of Micronesia”* who may wish to pursue, *“academic, career and technical educational opportunities”*.
- Commitment to achieving student learning is articulated through the phrases, *“learner-centered,” “committed to success,”* and *“educational programs characterized by continuous improvement and best practices.”*

The mission is central to institutional planning and decision-making ([IEMP](#)). Additionally, refer to Eligibility Requirement 2 under section F of this report.

B. Improving Institutional Effectiveness

COM-FSM demonstrates conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. Yearly program assessments are completed for each program and published on the college website to evidence achievement of student learning, institution and program performance, and ongoing cycles of evaluation for improvement. [Program Assessment Summaries](#) (PASs) offer an overview of program assessment results, improvement plans, and provides 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).

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

The institutional effectiveness planning processes implemented by the college (assessment cycle) is clearly laid out in the [Program Assessment and Program Review Procedure Manual](#). The college sets, articulates, and measures goals to improve its effectiveness consistent with its stated purposes.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

A. Instructional Programs

Because the intended student population, purpose, and commitment to student success with the proposed mission change do not deviate from the existing mission statement, alignment with both academic and non-academic programs to the new mission will not require considerable adjustments.

For existing programs, student learning outcomes exist for both the program and all associated courses. Course-level SLOs are assessed each semester, the program outcomes are assessed annually, and program review occurs bi-annually. From assessment results, improvements are implemented. Both SLOs and [assessment results](#) are made available to the public.

The Curriculum and Assessment Committee (CAC) has primary responsibility for student learning outcomes. Faculty serving on the CAC play a central role for establishing quality and improving instructional courses and programs. Processes and procedures are articulated in the [Faculty Handbook](#), the [Curriculum and Assessment Committee \(CAC\) Handbook](#), and the [Program Assessment and Program Review Procedure Manual](#).

B. Student Support Services

The [Student Handbook](#) describes support services available at each campus in detail. These services include but are not limited to counseling, tutoring, financial aid, admissions, health, bookstore, and peer counseling. Equitable services are provided at all campuses and adequacy and effectiveness are regularly assessed.

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 for admission, fees, degree, certificates, graduation, transfer, and major policies affecting students.

- General catalog <http://www.comfsm.fm/publications/catalog-2013-2014/Catalog%202013-2014.pdf>

C. Library and Learning Support Services

As previously discussed, library and curriculum resources are available at each campus. Campus learning resource centers also have access to the ERIC database and EBSCO, which include documents and journal articles on education research. If students at the state campus need materials not available at their state campus learning resource center, the college has an [inter library loan](#) system for all materials or resources. Students may search these materials and resources through the [Online Public Access Catalog](#) (OPAC). See Eligibility Requirements 14 and 16 under section F of this report.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

As discussed in section D of this report, changes in the mission statement are not significant enough to merit any additional human resources. May 2012, the position of [vice president for institutional effectiveness and quality assurance](#) (VPIEQA), ALO was created and an individual appointed June 2012 ([Appendix 18](#)). Responsibility includes, “Ensures that the college integrates and links planning, evaluation and resource allocation in line with its vision, mission, values and goals” and a focus on continuous quality improvement ([Appendix 18](#), p. 2). The VPIEQA was placed in charge of a new department, [Institutional Effectiveness and Quality Assurance](#). In May 2013 a combined assessment coordinator and assistant ALO position was filled, adding further support on matters of quality assurance and towards continuous quality improvement.

The department mission: [Institutional Effectiveness & Quality Assurance](#) assesses and supports the capacity and extent to which the college fulfills and maintains its mission; while fostering and embedding a college culture of sustainable continuous quality improvement and collaboration at all institutional levels. Leadership and guidance are provided to the college

community to ensure accountability as accreditation and regulatory standards are understood and met, and/or exceeded at all times. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success.

Across the institution, COM-FSM continues to maintain sufficient personnel in support of student learning programs and services. Human resource planning is integrated with institutional planning ([Integrated Educational Master Plan](#)).

B. Physical Resources

In February 2013, the College of Micronesia-FSM completed a *Space Utilization and Facilities Master Plan Study* with the assistance of [Beca International Consultants](#), Ltd. of New Zealand. The study evaluates and prioritizes capital resources that respond to the College's forward strategic directions and links to the Integrated Educational Master Plan. To study results are discussed and presented in the [Follow Up Report](#) of March 7, 2014 ([Appendix 19](#)). The purpose of the study was to increase rigor in decision-making, ensure adequate maintenance of college facilities, and to provide grounds and campus environments conducive to learning. The study provides a summary of current facilities condition, utilization, long-term vision for campuses, and proposed staging for vision.

C. Technology Resources

As discussed in section D of this report, COM-FSM uses a CentOS 5.4 (which is equivalent to RHEL5.4) Linux server setup as a gateway to the Internet. This provides email, an Apache web server, the Squid caching web proxy, and a variety of other critical network services. Each COM-FSM state campus operates a setup that works in conjunction with this central system.

Single mode fiber optic connectivity is now in use at the National Campus, and DSL type technologies are used to connect all other campuses in order to reduce reliance on T1 lines. Wi-Fi access is available, and authenticated network users are able to use mobile devices for connectivity needs for academic, research and other network purposes. Learning Resource Center (LRC) and Student Information System (SIS) services are available at all campuses in real time. In addition, bandwidth management is in effect to maximize potential per user usability of the college's network services ([IEMP Narrative](#)).

The revised mission has no specific effect on technology resources.

D. Financial Resources

As discussed in section D of this report, the financial resources of all programs have been mapped for the next five years, and the mission and goals form the foundation for financial planning in the [IEMP narrative](#). The revised mission statement does not have an effect on the financial

resources because there have been no fundamental changes to the intended student population, broad educational purposes, and focus on student success.

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The college will continue to assure financial integrity through appropriate controls. The budget process is articulated in the [Budget Procedures Handbook](#).

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

A. Decision-Making Roles and Processes

The mission statement revision process was described previously in this report and is articulated in detail in the 2013 reporting cycle to ACCJC. Additionally, the evolution of COM-FSM’s participatory governance structure was discussed in detail during the same reporting cycle.

- [Combined Midterm and Follow-Up Report](#) March 2013
- [Supplemental Report](#) May 2013
- [Presentation to the Commission](#) June 2013

COM-FSM defined purposeful dialogue and developed nine guiding principles for strengthening purpose dialogue, along with protocols and strategies for adhering to those principles in [Strengthening Purposeful Dialogue: A Handbook of Guiding Principles, Protocols, and Strategies](#).

B. Board and Administrative Organization

No changes will result from revision of the mission.

Appendix	
1	College of Micronesia-FSM 2013-2014 General Catalog http://www.comfsm.fm/publications/catalog-2013-2014/Catalog%202013-2014.pdf
2	Board of Regents. (2013, May 6-7). <i>Actions and Directives</i> . http://www.comfsm.fm/accreditation/2013/supplemental-report/actions_directives_7MAY2013.pdf
3	Serrano, S. (2010, March 8-12). <i>Evaluation Report</i> . http://www.comfsm.fm/accreditation/COMFSM/TeamReport_16Apr10.pdf
4	Beno, B.A. (2012, July, 2). <i>Action Letter</i> . http://www.comfsm.fm/accreditation/files/7-4/College-of-Micronesia-FSM-July-2-2012.pdf
5	Board of Regents. (2014, March 21-24). <i>Actions and Directives</i> . Retrieved from http://www.comfsm.fm/myShark/news/item=869/mod=22:27:14
6	College of Micronesia-FSM. (2013, March 15). <i>Midterm and Follow-Up Report</i> . http://www.comfsm.fm/accreditation/2013/midterm-report/MidTerm_and_Follow_Up_Report_2013_Final.pdf
7	College of Micronesia-FSM. (2013, May 15). Supplemental Report .

8	Daisy, J.M. (2013, June 7). <i>Presentation to ACCJC Commission</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/results/FINAL-Presentation-to-ACCJC-Commission-5-29-13.pdf
9	College of Micronesia-FSM. (2013, June 7). <i>Summary Table of Recent Actions & Evidence</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/results/Summary-Table-for-June-2013-Meeting-28MAY13_FH.pdf
10	College of Micronesia-FSM. (2013). <i>Factbook Spring 2013</i> . Retrieved from http://www.comfsm.fm/?q=irpo-grads
11	Richards, L. (2013, March 25-27). <i>Follow-Up Evaluation Report</i> . http://www.comfsm.fm/accreditation/2013/results/COM-FSM-Follow-Up-Team-Report-04-20-2013.pdf
12	College of Micronesia-FSM. (2013). <i>Strategic Plan 2013-2017</i> . Retrieved from http://www.comfsm.fm/irp/Planning/Strategic_Plan_2013_17.pdf
13	Executive Committee. (2013, April 17). <i>Executive Committee Minutes</i> . Retrieved from http://www.comfsm.fm/executive/minutes/EC-13-04-17.pdf
14	Board of Regents (2014, May 6-7). <i>Minutes of the May 6-7, 2013, Meeting</i> . Retrieved from http://www.comfsm.fm/bor/minutes/2013/13-05-6-7.pdf
15	College of Micronesia-FSM. (2013, March 11). <i>Integrated Educational Master Plan (IEMP)</i> . Retrieved from http://www.comfsm.fm/vpia/misc/IEMP.pdf
16	ACCJC. (2013, May). <i>ACCJC at CCCT Conference: Workshop on Board Excellence, Student Success and Accountability</i> . Retrieved from http://www.accjc.org/wp-content/uploads/2013/05/Case-Study-Proficiency-in-SLOs.pdf
17	Beno, B.A. (2013, July 3). <i>Action Letter</i> . Retrieved from http://www.comfsm.fm/accreditation/2013/results/07_03_2013_College-of-Micronesia-FSM.pdf
18	College of Micronesia-FSM. (2012, June). <i>Major Functional Responsibilities: Vice President for Institutional Effectiveness and Quality Assurance</i> . Retrieved from http://www.comfsm.fm/accreditation/files/5-31/VPIEQA-Job-description.pdf
19	College of Micronesia-FSM. (2014, March 7). <i>Follow Up Report</i> . Retrieved from http://www.comfsm.fm/accreditation/2014/Follow-Up-Report-MARCH2014-FINAL.pdf