College of Micronesia-FSM

**Institutional Self Study
for
Reaffirmation of Accreditation
and
Application for Candidacy
2004**

College of Micronesia-FSM

Institutional Self Study for Reaffirmation of Accreditation and Application for Candidacy March 2004

Submitted to

the Accrediting Commission for Community and Junior Colleges

and to

the Accrediting Commission for Senior College and Universities

Western Association of Schools and Colleges

by

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01 November 2003

This self study addresses Western Association of Schools and Colleges (WASC) standards of both the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Accrediting Commission for Senior College and Universities (the senior commission).

The self study has been organized according to the ACCJC standards. *The senior standard elements are included in the final section.*

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Introduction

Institutional History

Precursors

In 1963 the United States Strategic Trust Territory of the Pacific Islands and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training. This enabled teachers to remain in Micronesia for in-service training rather than having to travel to places such as Hawaii. This beginning is especially important as over the forty years since there has been an ongoing dialog over centralization of resources in better equipped, centrally located institutions of higher learning versus delivering education where the student lives, even though this might mean having fewer resources. The issue of where education should occur, and what programs should be delivered where, continues to this day.

In 1969 MTEC began offering a pre-service associate of science degree in teacher education. The first degree program of the future college was in education and education remains a core program at the heart of the college and its mission.

In 1970 MTEC became the Community College of Micronesia (CCM). In 1974 an associate degree in business management was added, beginning the role of the college in manpower development. In 1975 an associate of arts degree program began in liberal arts to enable students to transfer to four-year institutions abroad. This remains a major program of the college and a personal goal for many students.

In 1978 the college gained accreditation by the Western Association of Schools and Colleges.

In 1982 the college expanded its role in teacher education with the addition of a third year certificate in teacher education. In 1983 and 1986 the college added associate of science degrees in agriculture and marine science respectively. This marked the beginning of the diversification of the offerings of the college.

In 1993 the Community College of Micronesia became independent from a three nation College of Micronesia system. The college gained autonomy under a five member Board of Regents and the name College of Micronesia-FSM.

In 1996 the National campus moved from Kolonia to a new campus in Palikir on Pohnpei. Although the Pohnpei state campus existed prior to the move, the Pohnpei state campus had been relegated to offering classes in the evenings only. The departure of the National campus freed the Pohnpei campus to expand their services and programs.

In 1997 the college continued to respond to national mandates and needs with the addition of an associate of art degree in Micronesian Studies and an associate of science degree in hotel and restaurant management. In 1998 the college added a degree in computer information systems that has proved very popular with students.

The college also began expansion in vocational programs in 1998. Originally Micronesians had to travel to Palau and the Micronesian Occupational College for vocational education. In this year the college also signed an agreement to work with the University of Guam (UOG) on offering fourth-year courses in elementary education to enable students to earn their bachelor's degree from UOG without having to travel to Guam. The history of the college system has been one of finding ways, wherever possible, to deploy programs where the students live.

A Memorandum of Understanding with the FSM National Government was signed in 1999 to re-open the Micronesian Maritime and Fisheries Academy as the FSM Fisheries and Maritime Institute on Yap.

Third-year certificates of achievement in accounting and business were approved for implementation in 2001.

Demographic Information

Area Served

The Federated States of Micronesia consists of 607 islands spread through approximately a million square miles in the western Pacific Ocean lying between 1 degree south and 14 degrees north latitude, and between 135 and 166 degrees east longitude. Although the area encompassing the FSM, including its Economic Exclusive Zone (EEZ) is very large, the total land area is only 271 square miles with an additional 2,776 square miles of lagoon area. The 607 islands vary from large, high mountainous islands of volcanic origin to small atolls.

The FSM consists of four states: Yap, Chuuk, Pohnpei, and Kosrae. Yap is the westernmost state and has a total land area of 46 square miles including 12 inhabited island units. In addition to Yap's land area, the lagoon makes up 405 square miles. Chuuk consists of 7 major island groups. The largest is Chuuk Lagoon, which is a complex group of islands. It includes 98 islands, of which 14 are mountainous islands of volcanic origin, surrounded by a coral ring forming a lagoon of over 800 square miles. The total land area in Chuuk is 49 square miles with a lagoon area of 823 square miles. Pohnpei consists of 6 major island groups, and the largest is Pohnpei island. The land area of Pohnpei is 132.2 square miles and lagoon areas make up 297 square miles. Kosrae has 43 square miles of land and no lagoon. The average temperature in the FSM is about 80 degrees Fahrenheit with little yearly variation. The FSM has some of the wettest places in the Pacific.

Federated States of Micronesia
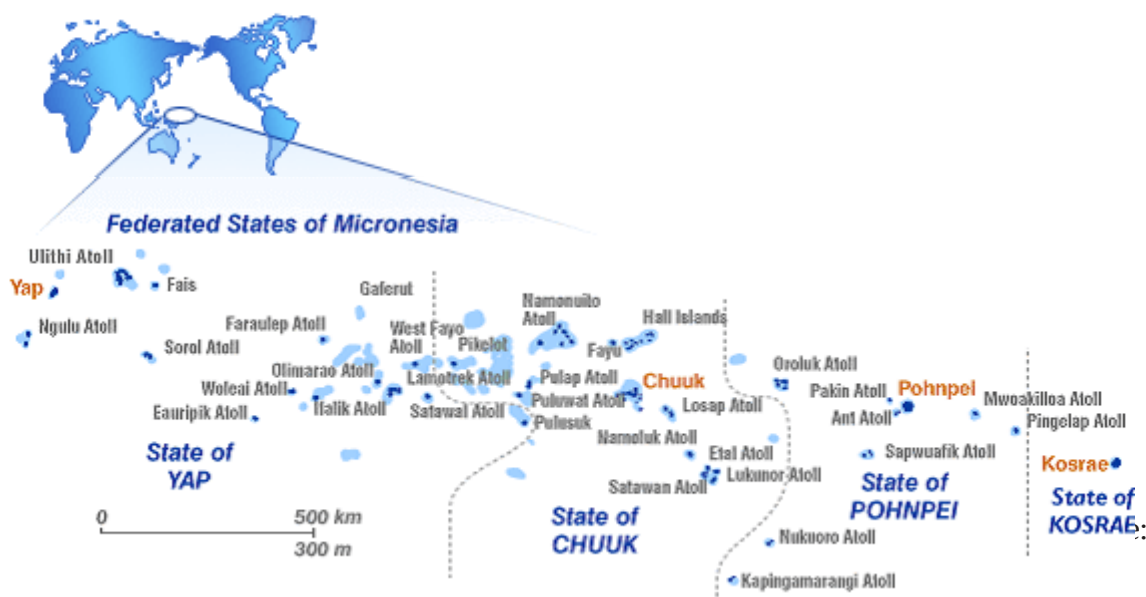
The distribution of FSM population by state in 2000 is given in the following table:

FSM population and Land Area by State in 2000			
State	**Population**	**Land Area (sq. miles)**	**Density**
Chuuk	53595	49	1094
Kosrae	7686	43	179
Pohnpei	34486	132	261
Yap	11241	46	244
Sum:	107008	270	

The four states of the FSM are unequal in both land area and population. The largest population is not found on the island with the most land area. The extreme population density of Chuuk coupled with its lack of land and other resources presents a unique challenge for the nation and the College of Micronesia-FSM.

FSM Population Distribution
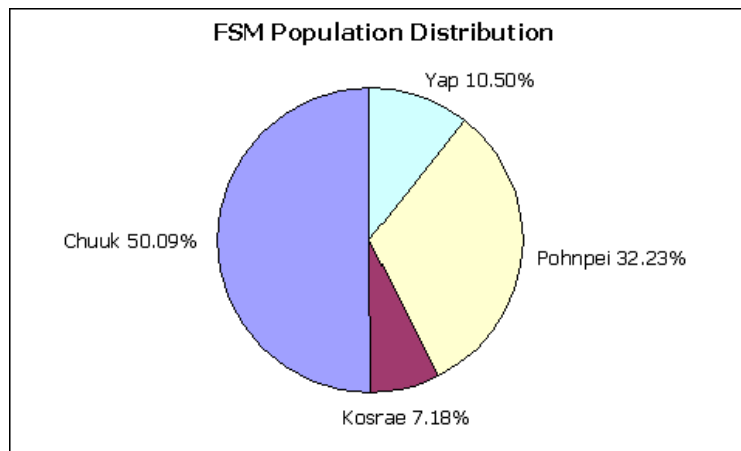
The following table provides a glance at the basic statistics primarily from the 2000 Census for the Federated States of Micronesia.

Summary Statistics FSM Census 2000		
Summary Statistics	**Year**	**Value**
Population	2000	107,008
Median Age	2000	18.9
Average Household Size	2000	6.7
Median household income	2000	$4,618
Per Capita Income	2000	$3,943
Nominal GDP (millions)	2000	$230.60
Gross business receipts (millions)	1998	$300.40
Imports (millions)	1997	$82.50
Exports (millions)	1997	$8.00
Inflation rate (annual average)	N/A	N/A
Civilian labor force	2000	37,414
Employed	2000	29,175
Unemployed	2000	8,239
Unemployment rate	2000	22
Visitor Arrivals (thousands, all categories)	2000	15.7

Of note is the high unemployment rate and extreme trade imbalance. The later is an indicator of the nation's financial dependence on the Compact of Free Association. The nation is also young, with half the nation under 18.9 years old and family sizes are still large compared to developed nations. Per capita income is very low compared to developed nations.

Enrollment

**Systemwide Enrollment**
The National campus has the highest enrollment of any site in the College of Micronesia-FSM system. Chuuk state campus has the next highest enrollment, a reflection in part of their share of the national population. Yap state campus has the lowest enrollment. The Yap state campus faces competition from Palau Community College, a single hop by air to the west, and from the schools on Guam, a single hop by air to the east. Students in Yap who choose to enroll at the National campus have to fly through Guam to reach Pohnpei. There are no direct flights from Yap to the national capital on Pohnpei. Enrollment at the National campus and the four state campuses for fall 2002 is shown in the chart below.

Fall 2002 Enrollment by Campus
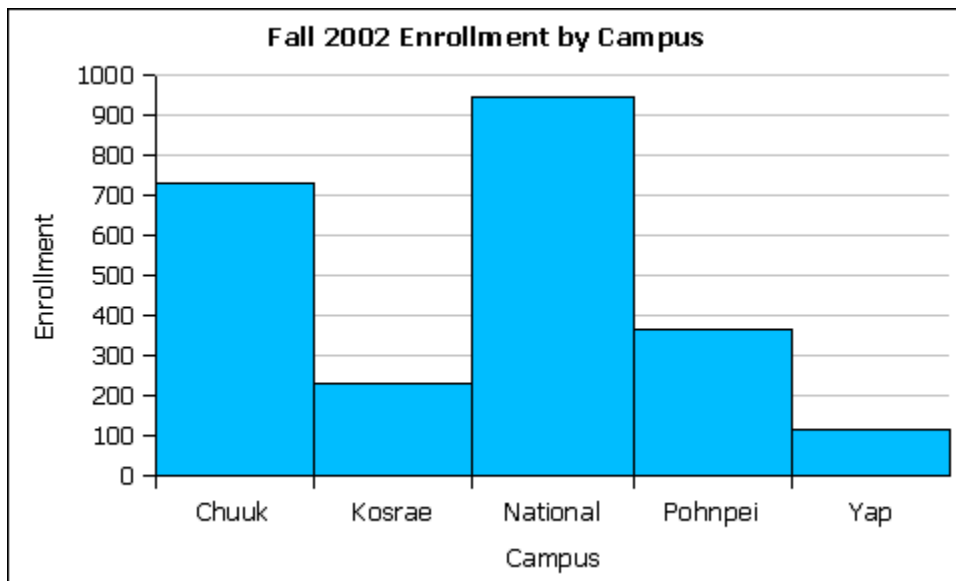
National Campus
The National campus experiences its largest enrollment during the fall term, with a drop in enrollment each spring term. During the summer term some students choose not to attend classes, while others choose to attend classes in their home state campus. Despite the shift of some students from the National campus to their home campus in the summer, all campuses see drops in enrollment during the summer term. The following chart depicts National campus enrollment only.
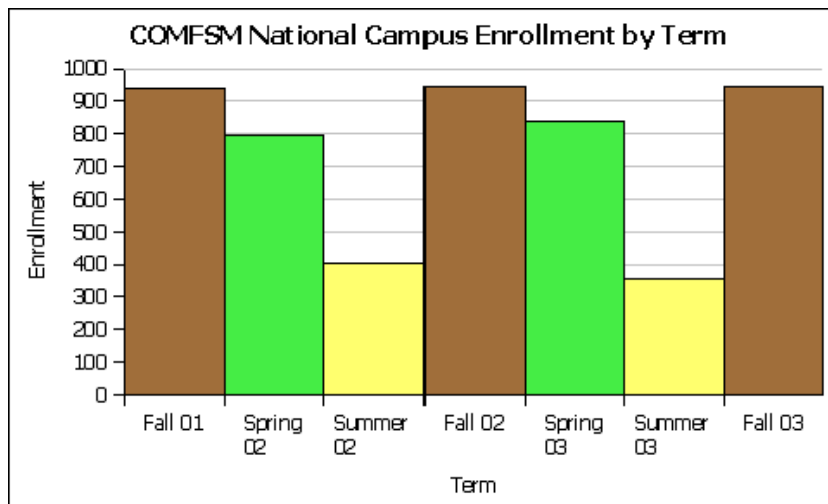
Student and Staff Diversity

Student Diversity

The Chuuk, Kosrae, and Yap state campuses are, for all intents and purposes, attended only by students from the state in which the campus is located. Although Pohnpei state campus has students from other states enrolled, the campus enrollment was 95% Pohnpei state students in the fall of 2002. The state campuses primarily serve the citizens of their own states.

The College of Micronesia-FSM National campus offers unique programs not found on other campuses and most directly serves the national unity mission statement for the college. The diversity of the National campus is critical to maintaining its identity as a national college.

State	Fall 01	Spring 02	Fall 02	Spring 03
Chuuk	17%	16%	17%	17%
Kosrae	9%	11%	10%	10%
Pohnpei	66%	64%	63%	63%
Yap	8%	9%	10%	11%

The data for fall 2002 depicted as a chart more clearly shows the difference from the FSM state population distribution above:
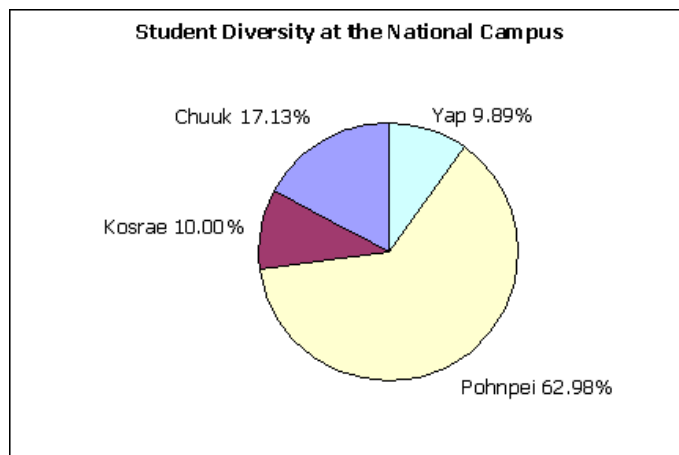
Dividing the share of enrollment by the FSM state population share generates a ratio that reflects equity of access to the National campus by state. If the ratio is one, then students from that state are present on the National campus at the same proportion as their state's share of the national population based on the 2000 Census. If the ratio is more than one, then the students from that state are over represented on the National campus in relation to their state's share of the national population. If the ratio is less than one, then the students are under represented on the National campus. The following chart graphs the value of the ratio over time, depicting time trends in National campus diversity and equity.
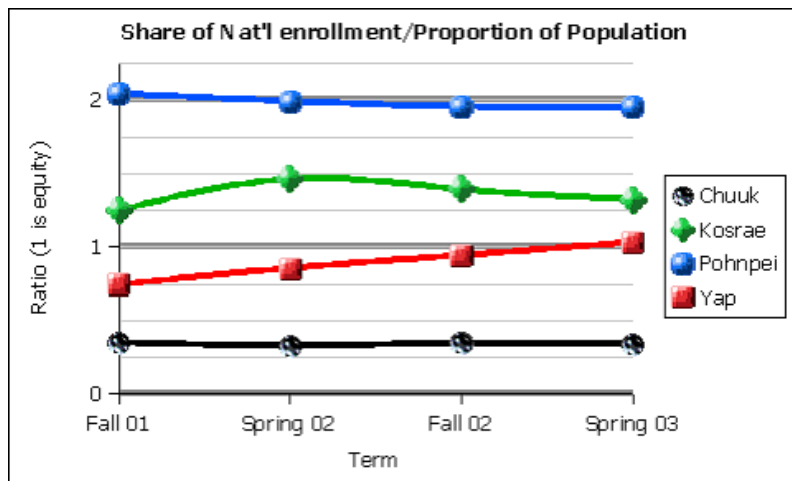
While students from Yap state have reached parity in their share of the National campus with respect to their state population in spring 2003, Kosrae state students are slightly above parity at the National campus. Pohnpei state students are present on the National campus at twice their share of the national population. The National campus is on Pohnpei and offers the option for students from Pohnpei of staying home while earning a degree. Chuuk state campus students are present at one third of their share of the national population. A significant contributing factor to the low numbers of Chuukese students on the National campus are the low entrance test scores for Chuukese students. While strict parity may not be an attainable goal, the differentials could have serious consequences for the nation.

The college is the only regionally accredited institution of higher education in the FSM. The college plays a key role in the development of future leaders, entrepreneurs, professionals, and managers for the FSM. Wherein the college, even unintentionally, statistically differs from equity, the college may inadvertently affect the future composition of the work force and provide an advantage to the citizens of some states. Determining the actual impact of differences from parity is more difficult. Students in Chuuk state also have the option of attending schools in Guam, virtually equidistant from Pohnpei.

Staff Diversity

System wide the college is a strong force for the employment of local talent. Sixty-five percent of the college's workforce is FSM Micronesian.

Full Time Employees System Wide

US 11.27%

Other 23.41%

FSM 65.32%
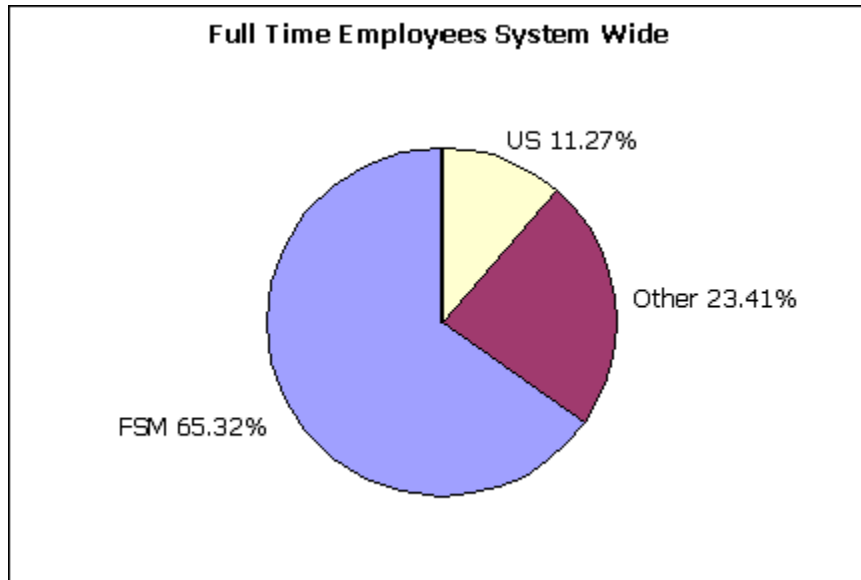
At the interface between students and the college, in the classrooms, the diversity of the faculty is important. The state campuses have small faculties. Measurements of diversity are plagued by the effect of the small sample size. In a state campus where the change in the ethnicity of a single faculty member can shift the diversity by 25%, measurements of diversity that are stable over time do not necessarily exist. The National campus, however, with the largest faculty, widest range of programs, and most diverse student body does generate meaningful diversity numbers. The National campus reflects a diversity of backgrounds. Although the number of FSM citizens with higher degrees is small, the college has been aggressive in its recruiting efforts and the National campus faculty is nearly one-third FSM Micronesian citizens.

National Campus Faculty

FSM 31.82%

United States 45.45%

Other 22.73%
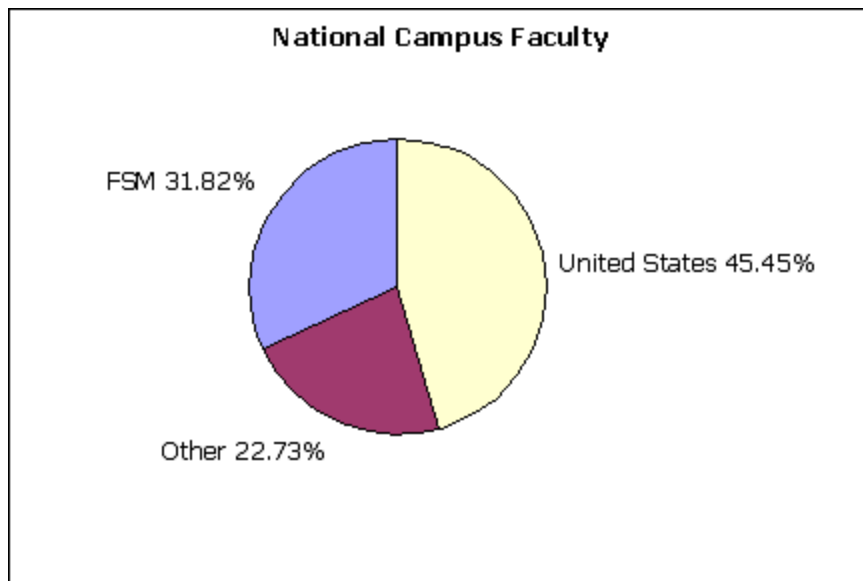
Student to Faculty Ratios

The following data examines student to faculty (S:F) ratios based on faculty with full-time responsibility to the institution. Three different numbers were generated to better capture the diversity in the types of students the different campuses serve. A head count student to faculty ratio, a full-time equivalent student to faculty ratio based on a 12 credit

full load, and a full-time student to faculty ratio. The average credit load is also reported.

									Average
State	Full-time Faculty	Headcount Enrollment	Headcount S:F	Credits	FTE Enrollment	FTE S:F	Full-time enrollment	Full-time S:F	Credit Load*
Chuuk	14	823	59	10209	851	61	689	49	12.4
Kosrae	4	329	82	2572	214	54	89	22	7.82
National	46	947	21	12734	1061	23	808	18	13.45
Pohnpei	12	431	36	5149	429	36	305	25	11.95
Yap	4	139	35	1822	152	38	109	27	13.11
Sums & Avgs:	80	2669	46	32486	2707	42	2000	28	12.17

(table title: Student to Faculty Ratios)

* Credits/Headcount enrollment

The higher student loads faced by faculty in the state campuses is the subject of an ongoing internal dialog at the college.

Projections and trends

Enrollment at the campuses has been fairly stable over the past few years. The state campuses have expanded some of their offerings and this has led to some growth at some campuses. Both Yap state campus and Kosrae state campus have seen small increases in enrollment. On a fall to fall basis, Pohnpei state campus is also growing. Pohnpei state campus, like the National campus, has decreased enrollment in the spring term. Chuuk state campus has experienced a small decline in enrollment. This may be random or due to facility issues, it is not likely a reflection of underlying population dynamics.

Enrollment Trends By Campus
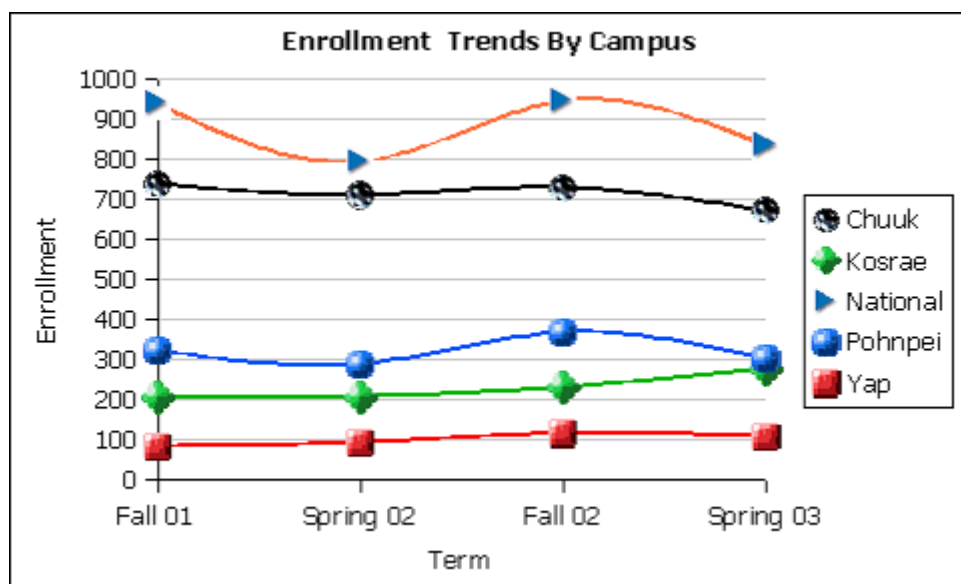
Response to Prior Recommendations

1. Policies

> The visiting team recommends that COM-FSM immediately identify, collect, and disseminate all policies and procedures which includes all general campus operations. Existing Board of Regents and administrative policies are to be put in writing and disseminated to all members of the campus community, including the state campuses.

a) Response:

In 2000 the college reported that policies were being collected and organized in the following areas: instruction, student services, business/finance, community, and facilities and maintenance.

The personnel manual was completed by the personnel officer. The personnel officer continues to review and update the manual. Workshops were held at all state campuses and the Fisheries and Maritime Institute in the fall of 2001. In the spring of 2002 three workshops concerning the personnel policies and procedures were held at the National campus. During fall 2003 an update to the manual was distributed.

The instructional policies manual was completed as of August, 2002. Two copies were produced, one with supporting documentation. The following recommendations were made at that time:

· The manual should be reviewed for accuracy, consistency, and completeness.

· Copies of the version without the supporting documentation should be made and distributed.

· A process should be put in place for continually updating this manual.

The student services policy manual was completed in November, 2002. The same set of recommendations as were made for the instructional policies were made upon submission of this manual to the president. Neither the instructional policies manual nor the student services manual have been widely distributed or updated since their creation.

Work was completed on the business and finance policy manual and the manual was distributed. The technology policy manual has been approved and is available online.

In addition, the Board of Regents approved a policy development policy at its September 1998 meeting. The policy development policy sets the guidelines for new policy development.

A manual of preventive maintenance has been developed by the maintenance unit.

b) Assessment of progress made:

While systematic progress has been made in the development, recording, and dissemination of all college policies and procedures, there remain outstanding recommendations.

c) Planned activities:

The president will delegate to the appropriate personnel the remaining tasks of review, distribution, and ongoing updating of the manuals. All members of the president's cabinet will continue to update policies relevant to their areas each year as part of the college policy

development plan. Over the next three years all policy manuals will be made accessible from the college web site.

2. Communication and Distributed Authority

> The visiting team recommends that the staff at the National campus make every effort to improve communications, regularly seek advice and opinion from the state campus staff relating to decisions directly affecting them; i.e., fiscal reports, the granting of more local authority on fiscal decision, improvement of the purchasing process.

a) Response.
Attempts in 1998 and 1999 to improve communication between the campuses through the use of the PEACESAT satellite radio communication system effectively collapsed by the end of 2000. Although the equipment is still in place, the system is rarely used and is not a part of the normal communication channels at the college. Use of instant messenger services (ICQ chat) in 1999 to try to include state campus personnel in meetings at the National campus failed. Use of Microsoft Netmeeting conferencing software also never proceeded beyond experiments.

All of the state campuses and the National campus were included in the college's wide area network (WAN) by 2001. Kosrae, Pohnpei, and Yap campuses remain connected to the WAN via fractional T1 lines. This connectivity has caused email to become the dominant mode of communication between the campuses. The college spans a thousand miles and two time zones. Telephone calls and facsimiles cost a dollar a minute during the business day. Conference calls are considerably more expensive and must be arranged by FSM Telecom. Thus communication is becoming defined as "being in email contact." During the fall of 2003 the college upgraded the bandwidth of the connections to the state campuses.

At the Chuuk campus on Weno, the wide area network is connected to a single building that the college leases. The site the college is presently occupying is seen as a temporary site and has not been completely connected to the wide area network. Although the computer laboratory and learning resource center are connected to the wide area network, the faculty offices remain disconnected. Only those members of the faculty who have dial-up accounts and a computer with a modem can receive email. The director is also using a dial-up account to access the internet. Although the power situation has improved recently on Weno, loss of power can still impact the campus. Island power grids do not have the redundancy of their mainland counterparts.

Pohnpei is likely to gain ocean floor fiber optic internet and international telephone connectivity sometime in the next decade. Surveying of the ocean floor has already begun, funded in part by the need the United States military has for ocean floor fiber optic communication with Kwajalein missile range. Kwajalein will be linked back to existing ocean floor fiber optic cables that land on Guam. The cable from Guam to Kwajalein will also land on Pohnpei.

Meetings of the state campus directors continue to be scheduled in synchronization with meetings of the Board of Regents, facilitating administrative communications.

The college finance committee continues to consider the development of fiscal au-

tonomy for the state campuses as indicated in minutes of the meetings of August 30 and September 14, 2000, where increases in imprest fund accounts for state campuses were considered. Minutes of meetings with the campus directors also reflect discussion of ways to improve the purchasing process through the college business office.

b) Assessment of progress made:

The existence of the wide area network and the availability of email have greatly improved communications from what they once were. During the summer of 2003 a spontaneous intercampus dialog occurred that involved faculty, staff, and administrators on multiple campuses. The dialog was centered on proposed changes to the extended benefits policy. The intercampus nature of the discussions, and that the discussions involved rank and file employees and not just administrators, was a superb example of intercampus communication of a type that was not possible at the college prior to the existence of the network and email.

As a result the greatest barrier to communication is now perceived to be the lack of a system wide directory of email addresses. Although the college maintains an online directory, in many of the state campuses faculty prefer to use non-college online email services such as Yahoo! or Hotmail accounts. The online directory does not catalog those addresses. A further complication is the dependence on part-time faculty in some state campuses. Part-time faculty are often completely outside of the communication loop.

From the perspective of the users in the state campus, bandwidth is seen as the most critical component of the college's communication infrastructure. Saturated communication pipelines during the school day cause slow response times, especially for faculty choosing to use online email services. The ability to quickly access and read email is important to productivity. The demand for bandwidth outstrips supply. Each bandwidth upgrade is followed by an immediate rise to bandwidth saturation at the new level. The college will have to continue to fund and support bandwidth upgrades.

c) Planned activities:

During fall 2003, the college is increasing the bandwidth on both the links to the state campuses and from the college to the internet. Experiments with wireless connectivity are underway on the National campus.

3. Strategic plan and Audit Compliance

The visiting team recommends that COM-FSM make a concerted effort to finish the strategic plan and the current long range planning and evaluation document We Make a Difference as soon as possible. As a part of this process, the COM-FSM should take the necessary steps to eliminate audit compliance issues necessary to protect the resources of the institution and to meet the requirements of the granting agencies.

a) Response:

The *We Make a Difference* report evolved to become the report entitled *The College of Micronesia-FSM/Community College of Micronesia: Progress and Programs During the*

Compact Years. This report was submitted to the FSM leadership and the joint negotiating committee representing the FSM in negotiations concerning the new Compact of Free Association in July 1998. The *College of Micronesia-FSM Strategic Plan 2001-2006* was approved in 2001. In May 2003, a modified version of the strategic plan formed the foundation for the *College of Micronesia-FSM Performance-Based Budget Institution-Level and Program Outcomes and Outcomes Measures Fiscal Year 2004* document. The ongoing evolution of the strategic plan is covered under standard IB.

Regarding the audit, the college achieved an "unqualified" opinion for the fiscal year 1999 audit for the first time in its history. There was only one immaterial audit finding recently. This finding was addressed prior to the time the report was finalized. The college has since had a single issue related to indirect costs. This issue was resolved.

b) Assessment of progress made:

The institutional planning process has produced an evolving and dynamic strategic plan. Between the strategic plan 2001-2006 and the performance based budget for fiscal year 2004, the plan has been modified to reflect program level outcomes. These outcomes are often indicator measured outcomes. The college hopes to eventually use student learning outcomes as program and institutional outcomes.

c) Planned activities:

The research and planning office will be tasked with continuing to track the evolution of the strategic plan. Further evolution toward the use of student learning outcomes to achieve strategic goals is foreseen as being driven by the division chairs and heads of units. Given the differences between the strategic plan 2001-2006 and the performance based budget for fiscal year 2004, the approval of the latter by the Board of Regents constitutes a de facto rewrite of the strategic plan. As noted in standard IB, the performance based budget was not reviewed as carefully as it should have been. Further modification of the plans that guide the college will have to occur as a result.

The college will continue to strive for clean audits. The college has also been asked to produce a document for the national government detailing the college's expected financial needs over the next twenty years. This is the duration of the second Compact of Free Association between the Federated States of Micronesia and the United States of America.

4. Formalize Research and Finalize Technology Plan

> The visiting team recommends that COM-FSM formalize its institutional research process utilizing surveys and other research methods to measure student outcomes, assess institutional effectiveness, and deliver quality instruction and student support services. In addition, institutional research should be used to finalize a technology plan and assist in the acquisition of equipment to support instructional and student services programs.

a) Response:

Although turn-over has continued to impact the research and planning office, even in the absence of a director of research and planning the administrative assistant to the office

continues to oversee the implementation of the planning office's *Schedules of Surveys and Reports*. The administrative assistant, in coordination with other units, implements surveys and gathers results. Details of the types of data collected are available from the schedule.

Meanwhile, academic assessment is undergoing a transition from student achievement data gathered by an institutional research office to measurement of student learning by the academic divisions. This shift moves research away from a central office and out into the academic divisions. Each unit is expected to eventually produce their own annual assessment of their program. These assessments will be reported into the committee which oversees the area in which the unit works. This transition is discussed in Standard IB.

The technology plan was included in the *Strategic Plan 2001 - 2006*. The Information Technology department assists in the acquisition of equipment to support both instructional and student service programs. All purchases are to be made by or vetted by the Information Technology department. The department also provides post-purchase technical and maintenance support. The department has not expanded into the training role called for by the technology plan.

b) Assessment of progress made:

The 2000 midterm focused self study noted, "While data has been collected more frequently and comprehensively through manual methods, the collection, sharing, and dissemination of this data has been hampered by lack of a uniform institutional database within the COM-FSM system." This statement remains true in 2003, although the strategic plan 2001-2006 called for the implementation of such an integrated system by December 15, 2001.

Information critical to research remains in isolated systems. Entrance test information remains in spreadsheets with the administrative assistant to the vice president for support and student affairs (VPSSA). Enrollment status, grades, and other course related data is in a database in the Office of Admissions and Records (OAR). Some data, such as the number of graduates, are still tallied manually. Financials are isolated in a proprietary system used by the business office. Financial aid information is contained in two different systems in the Financial Aid Office (FAO). Longitudinal data is maintained in word processing documents held with the vice president for instructional affairs (VPIA). Other data is kept in other separate systems and software. Data at the state campuses is as fragmented and all the more inaccessible.

There is essentially no way to run studies that require matching data across systems. Studies such as whether there is any linkage between student performance and financial aid status are difficult to impossible to perform. Determining whether the entrance test is predictive of student success requires custom building spreadsheets that pull together data from the VPSSA and OAR. Performing ad hoc research in OAR requires the ability to write Microsoft Access queries. The staff specializes only in data entry and retrieval.

The complications presented by disconnected systems are compounded by the lack of data. For example, whether older students perform differently from younger students would require that date of birth data be consistently entered. Students, however, are generally entered from class lists. Demographic data is not always entered. Former directors of research and planning have been frustrated by the disconnected systems, absence of desired data categories, and the need to perform much of the work personally.

The college, however, is small and located on an isolated island. Attracting staff with a talent for systems integration and database query writing is generally problematic. Faculty who have worked with the various offices have always found them to be cooperative and willing to share what data they do have.

Systems for collecting and making available program student learning outcomes evaluation data have yet to be determined.

A study was done of the technology plan and estimated that 35% of the implementable outcomes had not been implemented. The study noted that the plan was not widely read or known and that parts of it had become irrelevant.

c) Planned activities:

Although the college could obviously benefit from integrated systems to assist with research, the costs of obtaining the software and hardware, along with steep training curves, have completely stymied any move toward integrated systems. Systems that would handle the complexity of the six campus college system have been estimated to cost in the hundreds of thousands of dollars. Extensive customization would likely be needed due to the special needs of the business office. The business office has to report under two different accounting systems, one to fit United States categories, one to fit Federated States of Micronesia categories.

The college can make modest gains in integration and productivity by connecting the administrative assistants for the vice presidents into the OAR database. With training, the entrance test data could be entered into the OAR database directly. A double entry of the National campus schedules by the assistant to the VPIA and OAR could be also be eliminated by this connection. Experimental work done in 1995 showed that the college could potentially develop and deploy a module to handle financial aid historical data that would provide partial integration with OAR and FAO.

The Technology Advisory Committee in conjunction with the Information Technology department will review the technology plan. The plan will be revised into an actionable format and new time lines will be developed.

5. Learning Resources

The visiting team recommends that COM-FSM act as a system to share library resources among the National and state campuses. This would include placing a high priority on addressing the facility needs at the state campuses and exploring the feasibility of using telecommunications technologies more effectively among all campus library resources.

a) Response:

The new library plan, included within the overall strategic plan, stresses the accessibility of library resources for the system. The Ariel document delivery system that was funded by a grant from the Australian embassy has been implemented. All of the campuses with learning resources have access to the internet in their learning resource centers. The college obtained an EBSCO subscription for all campuses. EBSCO is being promoted at all campuses and is being used with varying frequencies due to course assignments.

All of the campuses were connected to the college's wide area network as of fall 2003. The college leases fractional T1 lines to connect together the campuses of the college.

The IMLS/NLG Model Digitization project acquired additional software and hardware in addition to Adobe Capture software for the conversion and indexing of materials from the archives and Pacific collection into portable document format files. Finereader pro has been used to scan a number of documents. Not all materials that have been scanned are available at this point on the college web site. Decisions have yet to be made on how to index the materials and on the structure of the digital library web site.

The online catalog is being retro-converted and cleaned up for access via the Internet. Work on the retro-conversion is anticipated to be complete in January 2004. This will provide access to the OPAC system via the internet.

Regarding facilities needs, the new multi-purpose building at the Pohnpei campus was dedicated on September 30, 1998, and includes a modest learning resource center. Kosrae campus has entered into an agreement to share library facilities with the adjacent high school. Yap campus's administrative building was completed in 2000 and also includes a modest learning resource center.

Although plans called for the construction of a new campus for Chuuk, this plan was put on indefinite hold when a site survey contra-indicated construction. The campus lost its original small and inadequate learning resource center when the lease for rooms in the building containing the learning resource center was not renewed. The collection had been moved into containers until fall 2003 when a new learning resource center was set up in another leased building. After weeding and sorting, the collection is estimated at 3000 volumes. The director of the learning resource center and the director of Chuuk campus were working on expanding the collection at the time this document was written. The resource center has eight computers with internet and EBSCO access. The college intends for this learning resource center to be a temporary location until an alternate permanent site for the Chuuk campus can be secured.

Staff development has been assisted over the past four years with three IMLS grant sponsored training institutes. The recent PIALA conference held on Pohnpei also provided a unique training and professional development opportunity for the staff of the National and Pohnpei state campuses.

b) Assessment of progress made:

Progress is being made, especially under the leadership of the National campus. While the untimely loss in November, 2002 of the college's long serving director of the learning resources center was a loss for the institution and its members, the new director is overseeing a strong plan for the development of the learning resources on all campuses of the college. The plans include expansion in both the quantity and diversity of holdings as well as an investment in staff development and training. While much progress has been made, the plans the library is putting into place will strengthen the institution in the years to come.

c) Planned activities:

During the next two years the National campus will build an online web based catalog. The catalog will contain the records of the National campus holdings and at least 500

holdings from each of the state campus learning resource centers. The college will subscribe to an online major references provider. This will expand the reference resources for all learning resource centers. The National campus will continue to expand the holdings of the online digital library. Material in the Pacific collection that can legally be made available online will be scanned and placed on the college web site.

The Chuuk campus resource center will expand the number of computers available to students in the next six months. Within six months the Chuuk resource center should have up to twenty computers. The director of the National campus learning resource center will assist in selecting books to expand the Chuuk campus collection. The director will also determine the training and staff development needs of the personnel at the Chuuk campus learning resource center.

6. State Campus Faculty

a) Response:

The visiting team recommends that COM-FSM place a high priority on filling full-time faculty positions at all state campuses. Positions in English and Computer Sciences are especially sensitive and critical as building blocks for the state campus educational programs.

Advertisements for all positions are placed semi-annually in the Chronicle of Higher Education. In addition, all positions are posted on the college website and updated on a regular basis. Supervisors utilize websites of professional organizations to advertise positions. An internal distribution list within the FSM of all major educational and government institutions receives all college job vacancy notices and position descriptions.

b) Assessment of progress made:
The factors of location, time, distance, and level of compensation continue to challenge the college recruitment and employment process. Turn-over essentially guarantees that at any one time, one or more campuses is engaged in a search for faculty.

c) Planned activities:
The college will continue to proactively advertise all positions through the Chronicle of Higher Education, our institutional web site, professional organization web sites, and through an internal FSM distribution process. A salary survey will be conducted, although any adjustment in salaries appears problematic at this point. The budget has been effectively frozen for the past two years and there is no indication that the budget situation will improve in the next twenty years.

7. Personnel Manual

> The visiting team recommends that COM-FSM immediately update the existing personnel manual and include it in the institution-wide policy and procedures manual. The manual should ensure that the new employee improvement plan is complete and that the evaluation instrument used have as its primary focus the improvement of job performance based on work-related criteria.
>
> Action letter 3. The institution needs to review and update personnel policies, procedures, and manuals to insure institution-wide understanding and implementation. (Standards 7D.I, 7D.3)

a) Response:

In February 1999 a revised and updated *Personnel Policies and Procedures Manual* was developed and distributed to all components of the college. Further revisions and inclusions were approved by the Board of Regents on May 30, 2000.

The *Personnel Policies and Procedures Manual* was subsequently updated and distributed to all full-time employees. Meetings were held at all state campuses and Fisheries and Maritime Institute in the fall of 2001. The purpose of the workshops was to familiarize all employees with all the personnel policies and procedures of the college. These workshops were reported to the board during the December 2001 board meeting.

In the spring of 2002 three workshops were held at the National campus to educate them on personnel policies and procedures of the college. These workshops were reported to the board in May 2002.

In fall 2003 new updates were prepared for the personnel manual.

At the October, 2003 meeting of the Board of Regents the extended benefits policy was approved. As of late fall 2003, the policy is posted on the college web site but has yet to be published in print.

Work on a new evaluation instrument for faculty began in spring 2001. An initial proposal based on the evaluation system used at Northern Marianas College was prepared, discussed, modified, but never approved. With the process stagnating by the fall of 2002, a new evaluation system was proposed. The new system, consisting primarily of a two page form, was approved by the Curriculum Committee with modifications in December 2002. Although the Curriculum Committee thought the form had been passed to Personnel Committee, the Personnel Committee had apparently held off consideration of the form pending a determination that all faculty had seen the modified document Curriculum Committee approved. The Curriculum Committee was unaware that the onus had returned to curriculum and no further progress was made in adopting the proposed evaluation form during spring and summer 2003.

During the fall of 2003 the effort to consider adoption of the new faculty evaluation system and associated form was restarted. This effort is ongoing.

A new evaluation system for professional staff at the college was adopted in 2001 and was implemented November 1, 2003. Workshops were held for supervisors of professional staff on the new evaluation system.

An intellectual property policy was developed by an ad hoc committee. The policy was referred to the personnel committee. The personnel committee apparently asked for clarifi-

cation of the policy, but the chair of ad hoc committee did not respond prior to his departure from the college. Turn-over at the college frequently takes away key personnel who are, in effect, the "champion" for a particular policy or procedure change. With the departure of the ad hoc chair, the committee never reconvened.

b) Assessment of progress made:

The personnel manual is the single most actively maintained and widely distributed of the policy manuals. The manual is being kept up to date, and recurring workshops have provided opportunities for employees to become familiar with the manual. When appropriate, the personnel committee seeks input on proposed changes to the manual from all segments of the college system. Implementation of the new classified and professional evaluation form for classified and professional employees is occurring. Implementation of the proposed faculty evaluation system is pending approval by personnel committee and final approvals by the cabinet and president. This process may be delayed if the decision is made to take the modified form back to all faculty for comment.

c) Planned activities:

Negotiating and approving a new faculty evaluation system has had unexpected twists, turns, and delays. There are indications that the process might finally reach a successful conclusion during the current academic year. If approved, then the new system could be implemented for academic year 2004-2005. The Personnel Committee will also be working during this academic year on a professional code of ethics, salary surveys with regional institutions, and issues pertaining notice of resignation or non-renewal. The personnel office hopes to acquire human resources management software during fiscal year 2004.

8. Dormitory and Recreation

The visiting team recommends that the National campus give immediate attention to the management of the dormitory facilities. A program which increases students' sensitivity to a more appropriate study, as well as social, environment, should be put into place as soon as possible. It is further recommended that an immediate priority be given to making available existing facilities for student recreation use, until such time as recreational facilities can be constructed.

Action letter 2. The college should address concerns about the quality of student life and the serious concerns raised by the team regarding management of the college dormitories and appropriate supervision of students (Standard 5.6, 5.8)

a) Response:

Although in June 1998 the college secured the services of a dormitory manager with a professional background in managing dormitories at the University of Hawaii at Hilo, this manager subsequently departed the college. Maintenance and repair of the dormitories is ongoing, with the residents currently most concerned about repairs to bathroom fixtures. Difficulties with securing a twenty-four hour a day water supply were alleviated in 2003

with the addition of a well on the campus property. The dormitories now have a twenty-four hour a day potable water. Both the residents assistants program and the janitorial services for the dormitory are ongoing. The women's and men's dormitory each have a dormitory manager. A new dormitory manager was selected for the men's dormitory in the fall of 2003.

Beginning in fall 2003, as part of reorganization of the dormitory management structure, eight dormitory advisors were selected, with four assigned to each dormitory. The advisors are under special contract and the college envisions a work schedule wherein the dormitories have supervision in place day and night in addition to the existing student resident assistants. The advisors must have an associate's degree and experience with youth.

The student union was established in 1999. The television and table games were subsequently removed to the FSM-China Friendship Sports Center. The center has more space for the table games, and freed up the student union for quiet study and relaxation.

Local cultural huts adjacent to the main parking lot continue to be used for relaxation and as a place to "hang out" by the students. The cultural huts are the only location on campus at which betel nut chewing is permitted. Unfortunately the betel nut and the associated spitting have degraded the cleanliness of the area around the huts. Betel nut is a part of the traditions and culture of Yap, although the habit of chewing is now practiced by Micronesians from all four states.

Efforts have been made to improve the recreational options for all students, but most directly the dormitory students. The single most significant improvement has been the construction of the friendship center replete with two basketball courts. These twin gyms are also used for volleyball, and the locker rooms provide a place to shower and change after exercise or sport activities. The most recent addition to the center has been outdoor basketball hoops for pick-up games of one-on-one and three-on-three. The center has become a sports showpiece for not just the college but the nation.

b) Assessment of progress made:

The biennial dormitory survey was conducted from September 4, 2003 to September 17, 2003. There were seven core questions followed by space for comments. The seven core questions were numbered four to ten (the first three questions were demographic: name, gender, and class).

4. I think that my residence hall has a good physical appearance.

5. I think that my residence hall is well maintained (painted, cleaned, repaired, with adequate facilities).

6. I think that my resident hall has adequate living space in the rooms.

7. I think that my residence hall has good supervision of students (by staff) in it.

8. I think that my residence hall has students who do a good job as Residence Hall Assistants.

9. I think that there are good student social activities happening in my residence hall.

10. I think that there is good security in my residence hall.

The mean response for each question was in the negative - for six of the seven questions dormitory students, on average, responded in disagreement with the statement. The only question that yielded agreement on average was question eight on the effectiveness of students as residence hall assistants.

The following chart depicts the mean for each question and the boundaries of the 95% confidence interval for that question.
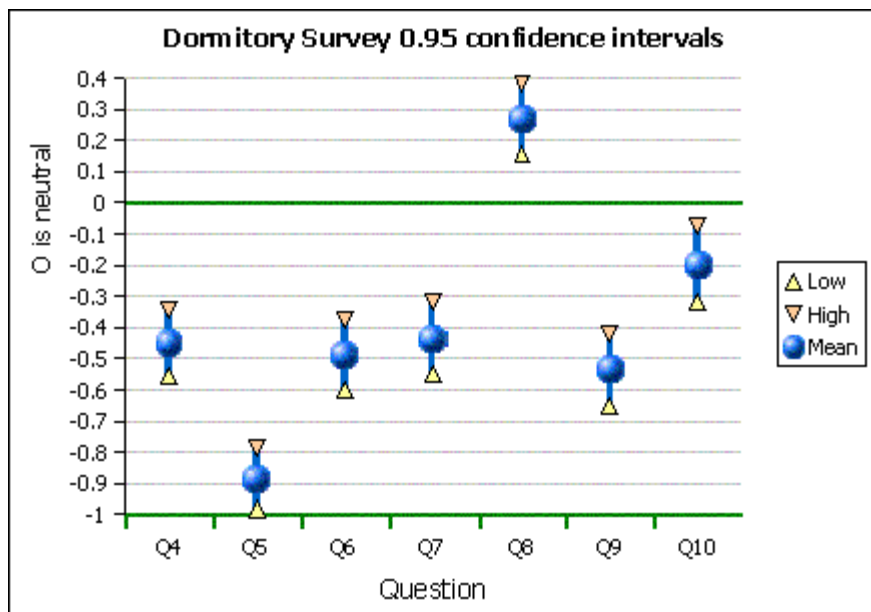
Dormitory students most strongly disagreed with question five. Question five stated that the dormitory is well maintained, painted, cleaned, repaired, and has adequate facilities. Comments written by the students echoed this concern, with a focus on the condition of the bathrooms.

After question five, questions six, seven and nine had the highest frequency of strong disagreement. The dormitory students have strong concerns about maintenance of the dormitories, provision of adequate living space, supervision by staff, and sufficiency of social activities.

The focused self study in 2000 noted that residence hall maintenance was evaluated negatively by 63.5% of the students surveyed. This negative rating has increased to 78% of the students surveyed. Sixty percent of students thought that there were not enough good social activities happening in the residence halls, this has climbed to 63%. Fifty-five percent of the students indicated that residence hall supervision was not good, this has risen to a 59% negative rating. On key metrics the college is doing worse than three years ago.

The student comments could be categorized by a limited number of themes, with the need to repair and maintain the bathrooms leading the list.

Dormitory Survey Comments	
Category	Frequency
Bathroom: clean, repair, fix faucets, etc.	20
TV VCR movies: Buy new VCR, allow TV every night.	19
More bus trips especially to the river, weekend overnights.	11
General ongoing clean up.	9
Control noise, enforce quiet hours, keep halls quiet.	8
Bring in new management, change dormitory supervision.	7
Repaint facilities.	5
Fix and improve the laundry, make the machines free.	5
Prevent drunk students and outsiders from coming in dormitories.	4
Install air conditioning.	3
Provide a store in the dormitory.	2
Abolish quiet hours.	2

The frequency refers to the number of times the item was mentioned by different students. Statistically indistinguishable from the concern over the state of repair of the bathrooms was the desire for a new VCR and television along with extended viewing hours. The third most frequent comment category focused on increasing the number of bus trips, both to town in the evenings and to rivers on the island. This category also included comments favoring more overnight trips to lagoon islands.

Of concern, but on a lower tier than the earlier items, is the need for general clean up, repainting, noise control, and a change in the supervision of the dormitories. Among these comments three specifically critiqued management of the women's dormitory.

The survey suggests the college needs to reinvigorate its efforts to improve the dormitories. The survey itself could also use improvement. Students have expressed concerns to faculty that the selection of resident hall assistants is not without bias. Understanding subtler issues in the dormitory would require a better instrument.

While the survey queried security in the residence hall, the survey did not also query perception of safety on campus nor security on campus. The survey also did not seek to gather information on health related problems the students might have had, whether these were resolved, and by whom the problem was resolved. The survey also did not specifically seek information that might reveal unreported incidents of violence against women and men.

The survey also did not seek to determine what recreational and social activities the students would like to see implemented. No questions sought to determine the order in which the college might pursue construction of further sports recreational facilities. Informal, unpublished surveys have suggested that the students would prefer a track and ball field be pursued next by the college. Improving the equipment in the weight room was also mentioned by some students.

In this day and age understanding the sexual habits of young people is critical to predicting the potential impact of HIV/AIDS. Other indicators including rates of gonorrhea and pregnancy suggest that the student population remains at risk from HIV/AIDS. Any such study should be carefully designed in consultation with external experts from other parts of the Pacific which are experiencing the AIDS crisis and who have experience in constructing survey questions targeting Pacific Island youth. Due to the unique relationship of the college to the dormitory students, the dormitory students should be a first priority in any such survey. Anecdotal evidence suggests that multiple-partnering, serial monogamy with multiple partners over time, and unsafe sex are not uncommon in the dormitory. Understanding the actual rates will be critical to developing educational and intervention programs.

Concerns arose in the spring of 2002 over the level of knowledge the college possesses regarding the health of the students in the dormitory. Although privacy policies protect some of the information, the death of a female dormitory student in December 2001, appears to have been linked to a chronic illness that the student chose to conceal. The cause of the unfortunate death of another dormitory student in the summer of 2003 was never confirmed by autopsy, but an aneurysm was suspected. Both cases have prompted the college to examine its health safety net for the dormitory students.

Although at one time the state of Pohnpei provided assistance in the form of a visiting medical doctor once a month, this service was terminated by the state. Community mem-

bers have suggested that the college find ways and means of providing medical support beyond that provided by the college nurse including an annual physical each fall for the dormitory students.

At present medical support for the dormitory students is also limited by the lack of affordable student health insurance. Health insurance would permit students to access the private care system on Pohnpei, but no viable plan for implementing health care has been found.

The student union has not seen any significant change since its inception. The departure of the games tables and television to the friendship center provided space for more seating and possibly coffee tables and end tables.

The cultural huts are cultural in name only, and the natural divisions of the states are well displayed by the students choosing to "hang out" only at their own "state hut." Other than to rebuild storm-damaged huts, little more has been done with the huts since their inception.

During September 2003 an online email discussion of parking issues noted that students utilize their cars as lockers for books and as a place to sit and relax. Anecdotal evidence suggests this is in part a result of a lack of space for students to sit and relax between classes. At peak hours the library, the student union, and the cultural huts can all be relatively full.

For a time from 1998 to 2001 one of the academic computer laboratories was student run on both weeknights and weekends. The laboratory was the only computer facility that remained open after the library closed. On weekends, with a dormitory curfew of 2:00 A.M., the laboratory was often open until 1:30 A.M. and later. The computers and their internet connection provided recreational email and chat access to the students who were in contact with their home islands and with friends and relatives abroad. With friends and siblings often living in the United States, the time difference made late night chatting an ideal time to reach those friends while they were on their campus stateside. Unfortunately the heavy usage and long hours created too much wear and tear on the computers, shortening their life. Supervision was also problematic, and problems with viruses and inappropriate material led to an end to the experiment. The dormitory students remain without significant computer access after hours.

c) Planned activities:

Maintenance is planning to repaint the interior of the dormitories by December 2003. The shower valves will be replaced as soon as pipes necessary to the operation are received. A security service manager was added to the fiscal year 2004 budget. Hiring for this position, however, is on hold as of November 2003 due to budget issues. The college has renovation and repair schedule for the dormitories. The dormitory lounges will be modified and improved. A sofa, television, and VCR will be in each lounge. There are plans to build a separate, upgraded laundry facility. When the laundry area moves out of the dormitory the space freed up will be utilized to provide additional computer laboratory space in the dormitory. A student body association office was built in the student union area in the fall of 2003. New furniture, a television, and VCR will be placed in the student union area.

9. Grounds and Maintenance

The visiting team recommends that COM-FSM address the grounds/maintenance staffing needs necessary to care for and improve the condition of the new facility at Palikir and particularly at the state campuses.

a) Response:

In 1995 the FSM Congress appropriated the sum of $400,000 to landscape the National campus. After considerable delay for various reasons, landscaping designs were completed by Mark Peterson Architects and bids for the project were announced in 1998. The project was organized into four major contracts: propagation, planting, drainage system, and site grading. When it was learned that all of the bids submitted far exceeded the funding available, it was decided that the college would enter into a contract with the FSM Department of Transportation, Communication, and Infrastructure to do the work. This contract was finalized and signed in September 1999 and work began shortly thereafter. Landscaping and grading of the areas adjacent the buildings at the National campus was completed. Storm drain pipes and drainage system were installed throughout the National campus. Plants, including trees, were chosen with input from a two member faculty team. The plants chosen were collected on island and transplanted to the campus.

In terms of personnel, one maintenance staff member is employed at Yap and Kosrae campuses while Pohnpei and Chuuk campuses have two maintenance workers. In fiscal year 2001 maintenance added three grounds maintenance positions. The National campus has one landscaper position to care specifically for the plants on campus.

b) Assessment of progress made:

Though janitorial services have been subcontracted to other service providers, the extensive nature of the new building and landscaping activities at National, Pohnpei, Kosrae and Yap Campuses has created increased time demands upon the maintenance personnel. The subcontractee for security services was suspended during fall 2003. This subcontract will be put out again for bid. Maintenance added a clerical position.

c) Planned activities:

Over a twelve month time frame, maintenance plans to increase lighting on the National campus. Improvements in the recreation and lobby areas of the dormitories are also planned. The south side of the new National campus faculty building will be paved to expand parking capacity at the college. Policies will be developed to handle the parking problems that have developed at the National campus. The new faculty building will add 37 parking spots once completed.

Work on improving living conditions at the current Chuuk campus are occurring. This campus is seen as temporary and there are plans to move to a new facility by summer 2004. Negotiations are ongoing and a history of negotiations hitting unexpected delays in Chuuk leaves the final outcome uncertain.

During the next twenty-four months, there are plans to improve air conditioning in the learning resource center and faculty buildings. Where appropriate, window air condition-

ing units in laboratories will be replaced by split units. An elevator is planned for the learning resource center.

On a thirty-six month time frame, the college hopes to cover some of the walkways at the National campus and expand the building in which the bookstore is located in order to allow the bookstore to expand.

There is also a capital improvement plan (CIP) with long term facilities plans. Search for funding for this plan is ongoing. The CIP plan details a four year expansion of facilities at the National and state campuses. This plan includes an additional dormitory for the National campus.

Longitudinal student achievement data

The vice president for instructional affairs has been gathering longitudinal data for the institution. The unique location and circumstances of the college complicate some of the longitudinal data collection. These complications are noted below.

Course Completion Rates

Overall mean course completion rates in recent terms have ranged from a low of 84% to a high of 95%.
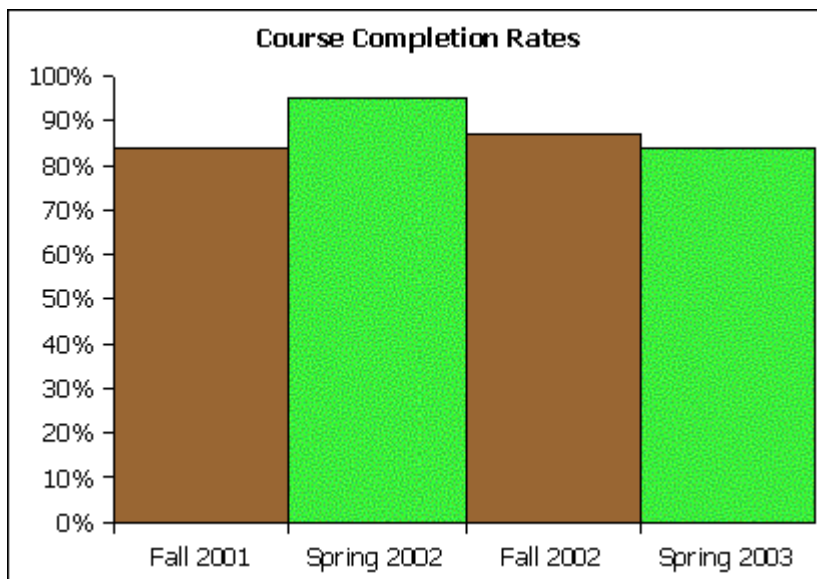
High course completion rates, however, do not lead to high rates of graduation. Although many factors are involved in why students do not complete degrees, one factor may be that course completion rates in certain critical sequences are below the overall mean.

Many students place into developmental math where the rate of promotion to the next course was only 68.1% for fall 2002, spring 2003, and summer 2003. As this is a sequence of up to three courses, the low rate of student success has a cumulative effect. A five year effort to improve success rates in developmental mathematics under a Title III grant between 1995 and 2000 had a modest positive impact. Rates of promotion as low as 40% were recorded in some developmental math courses in the early 1990s. Pass rates in college level mathematics courses for fall 2002, spring 2003, and summer 2003 were 73.8%, although

only 58.6% passed with a grade of "C" or above.

Developmental English courses have a completion rate of 80.1% for the same three terms. The large number of students who pass through the developmental English courses results in a significant impact on final graduation rates. However, it should be noted that developmental English courses at the National campus require a "C" or better to pass on to the next course. Other subject areas with low rates of success include multimedia courses (72.7%), accounting courses (73.8%), science courses (76.0%), and business courses (76.5%). The highest rates of success are experienced in agriculture courses (94.1%), education courses (93.3%), information systems courses (90.4%), and social science courses (89.2%).

Transfer Rates

Transfer rates are not well known. About 47% of the graduates are estimated to have sought additional education according to the office of instructional affairs. An estimated 8% achieve a bachelor's degree. The University of Hawaii at Hilo tracked College of Micronesia-FSM students and found that their grade point averages were higher than other Micronesian students at UH Hilo.

Students who transfer abroad depart the island and travel thousands of miles away to foreign nations including the United States. While some students transfer after graduation, others leave prior to graduation. Transcript requests are anecdotally considered to be poor indicators of actual attendance. Students often travel abroad with the initial intent of going to school and therefore make a transcript request. The college is aware, however, that the lure of employment and a biweekly paycheck often causes students to opt to work rather than attend school. Citizens of the Federated States of Micronesia (FSM) are free to live and work in the United States without a visa due to the habitual residency clauses of the Compact of Free Association.

The college completed a survey of education alumni within the FSM in July 2002. This study, limited to the FSM and to education majors only, determined training needs and sought to gauge the need for a bachelor's of education degree.

In the fall of 2003 the college made a first effort at conducting an alumni survey beyond the Federated States of Micronesia. The college has known that many students choose to continue their studies at the University of Hawaii at Hilo and other four-year institutions in Hawaii. An administrative assistant for the institutional research and planning office was sent to Hilo and Honolulu to attempt to directly contact alumni and conduct a survey. The report from this effort is still under preparation.

Number of Degrees and Certificates Awarded

Between December 1999 and spring 2003, four hundred and thirty-one students graduated with associate's degrees in fourteen programs over a four year period. Thus the college graduates on the order of 108 students with associate's degrees per year. Details on third year certificates and one year certificate programs are in standard IIA.

National campus AA/AS graduates from mid-year 1999 through the spring 2003 graduations							
Degree/Certificate	Chuuk	Kosrae	Pohnpei	Yap	Others	Sum	Percentage
AS/Accounting	11	7	29	6	1	54	12.50%
AS/Business Admin.	10	9	12	10	1	42	9.70%
AS/Comp Info Sys	19	7	29	10	0	65	15.10%
AS/Marine Science	2	6	11	4	0	23	5.30%
AS/Agriculture	1	1	0	0	0	2	0.50%
AS/Special Educ	0	0	1	0	0	1	0.20%
AS/Teacher Ed Ele	2	3	5	0	0	10	2.30%
AS/Early Child Ed	0	0	9	0	0	9	2.10%
AA/Liberal Arts	18	15	89	7	1	130	30.20%
AA/LA/HCOP	1	4	21	1	1	28	6.50%
AA/LA/Pre-Nursing	2	1	3	1	0	7	1.60%
AA/Media Studies	0	0	1	1	0	2	0.50%
AA/Micro Studies	5	5	11	3	0	24	5.60%
AA/LA Education	7	13	13	1	0	34	7.90%
Sum:	78	71	234	44	4	431	100%
Percentage:	18.10%	16.50%	54.30%	10.20%	0.90%	100.00%	

The computer information systems, media studies, and Micronesian studies programs are newer programs.

To understand equity and diversity at graduation, enrollment data for fall 2002, cited above, was compared to each state's share of the graduates. Although these two pieces of data span different time frames, the percentages are still informative.

Enrollment versus graduation by state					
State	Fall 02 Enrollment	Graduates 99 to 03	Fall share	Grad share	Change
Chuuk	161	78	17.10%	18.30%	6.70%
Kosrae	94	71	10.00%	16.60%	66.30%
Pohnpei	592	234	63.00%	54.80%	-13.00%
Yap	93	44	9.90%	10.30%	4.20%
	940	427	100.00%	100.00%	

Anecdotal evidence suggested that Pohnpeian students, who live and home and commute to work, are more likely that students from the other states to leave college prior to graduation. The data above indicates that this is likely to be the case. This is a selection effect. Students from the other islands have to leave home and decide to pursue a college degree in a culture foreign to them. This selects for a slightly more motivated student. Even with the higher drop out rate, the Pohnpeian student's share of the graduates far exceeds their share of the National population. The result is that the National campus preferentially benefits Pohnpei island residents. With the national center of population in Chuuk, there is the potential for the development of educational inequality over a long time frame. Complicating this overly simplistic look at national higher education resources is the easier access to Guam enjoyed by residents of Chuuk state.

Job placement

The college does not have systematic data on job placement. Anecdotally the college is the lead supplier of employees in the work force with higher education degrees. Many sectors appear to value the college's students. Programs such as accounting, computer information systems, media studies, and hotel and restaurant management all were designed to provide skills needed in the local community. Graduates of the college are often valued for their basic skills in mathematics and English by employers ranging from banks to the local newspaper.

The office of instructional affairs has some estimates related to employment. Of local alumni surveyed, 66% indicated that they were employed in education. Many alumni who choose to remain in the FSM become elementary and secondary school teachers. On the order of 50% of the college's graduates seek additional education. Local employers express satisfaction with the college graduates as employees.

As noted in a later section, information held at the Micronesian Seminar suggests that over a ten year period in the late nineties, ten of eleven new jobs taken by Micronesians were found abroad. This estimation was for all Micronesians, not specifically graduates of the college. With their skills, collegiate knowledge, and often a desire to transfer into four-year degree programs abroad, the graduates of the college may be even more likely to depart the nation. Employment opportunities in the islands remain limited at best. Any local survey risks neglecting at least 91% of the employment picture and quite likely more than this.

Anecdotal evidence gathered from chance encounters with employers abroad suggests that the graduates are valued for their dependability, trustworthiness, reliability, and skills. The only fault mentioned was the habit of spitting.

Licensure

Details on programs that lead to licensure are covered in standard IIA.

Persistence rates

The college is the only regional accredited institution of higher education in the FSM. The uniquely isolated environment of the islands of the FSM coupled with cultural factors complicate defining persistence from the point of view of the students. Based on conversations with students both within the FSM and outside the FSM, the college's Micronesian students consider themselves to be students until they graduate.

In rare instances students have been attending on and off over a period of a decade and consider themselves still a student in school pursuing a degree. Students frequently take a term, a year, or more off from college yet still consider themselves to be active students attending the college. A faculty once met a former student who had been working for a year at a large discount store on Guam. The faculty member asked if the student was planning to return to school. The student answered that she was still in school, just taking a break to work. The student had left the country and was working abroad and still considered herself an active student of the college.

The vice president for instructional affairs did research on persistence rates following cohorts of new freshmen in 1996, 1997, and 1998. This data showed that students required a mean of 5.5 terms to graduate with a two year degree. Graduation peaks at five terms after entry.

Persistence

Percent graduating vs. N terms after entry
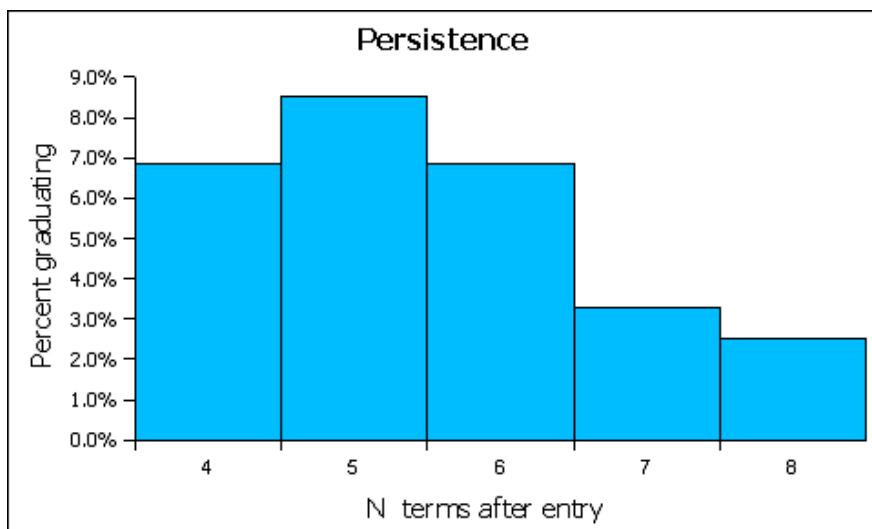
The office of instructional affairs reported the following persistence data based on the cohorts cited above:

· Fall 1996 cohort persistence rate is 10% after two years and 23% after three years
· Fall 1997 cohort persistence rate is 5% after two years and 20% after three years
· Fall 1998 cohort persistence rate is 7% after two years and 21% after three years
· Fall 1999 cohort persistence rate is 6% after two years and 25% after three years
· Average persistence rate for the four years cohort was 7% after two years and 22% after three years.

Retention Rates

The office of instructional affairs has noted that the first year retention rate, that is the percentage of first time, full-time students that start in the fall and enroll the following fall, indicates how well an institution retains students from the fall of their first year to the the fall of their second year. Traditionally this has been called freshman-to-sophomore retention, however those terms refer to specific numbers of credit hours earned and this may be misleading. First year student retention is probably more accurate.

· First-year student retention rate for 2000-2001 school years was 56%
· First-year student retention rate for 2001-2002 school years was 58%
· First-year student retention rate for 2002-2003 school years was 59%

Graduation rates

Based on data where cohorts of freshmen were tracked from 1996 to 1999, 299 students graduated of the 1069 students in the cohorts as of spring 2002. This represents a graduation rate of twenty-eight percent after eight terms.

The following table shows the average graduation rate after eight terms for the three cohorts above in select programs.

Average graduation rate after eight terms for the three cohorts	
Program	**Percent of Intake that Graduated**
Accounting	24%
Business	19%
Education	36%
Liberal Arts	37%
LA/Health Careers	53%
Marine Science	24%

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The high graduation rate seen in one of the college's most academically challenging programs is due to a number of factors. Students are pre-selected by a coordinator, although the program is open to any student who wishes to join the program. The coordinator asks that students in this major attend a three-day a week study, advising, and career counseling session during their two years with the college. The success of this model has depended on the efforts and sacrifice of the coordinator and the willingness of the students to participate in the program. The success of this program has been noted, but replication of those features that are thought to make it successful has never been accomplished by any other program to date.

Basic Skills Completion

Students presently enter the college's two-year degree program through two different entry points. Those students whose skills in English are the weakest have been entering through a state campus based intensive English program (IEP). Although the intensive English program included the word "program," the students were actually admitted to degree granting programs by major. Course completion rates for the IEP courses were 81.2% for fall 2002, spring 2003, and summer 2003.

Students with slightly stronger English skills entered through developmental English courses labeled with an English as a second language (ESL) prefix. In some instances students who completed the one year IEP were then placed into developmental English courses. The developmental English courses are offered at the national and state campuses. Course completion rates for the ESL courses were 80.1% for fall 2002, spring 2003, and summer 2003, although only 69.6% attained a grade of "C" or better. Most of the ESL courses require a "C" to be promoted.

Developmental mathematics courses, where a student must attain a grade of "C" or better to be promoted, had a promotion rate of 68.1% for fall 2002, spring 2003, and summer 2003.

Success after Transfer

No systematic data exists on success after transfer. The only information the college has is anecdotal evidence gleaned from chance conversations and occasional email contacts. Locating alumni abroad is difficult. Even once located, survey return rates are low. Anecdotally students feel that the college does a good job of preparing them for success in their new schools. Students often mention that the College of Micronesia-FSM was their first school that really required homework and serious studying. Students, especially those who were in the LA/Health Careers program, have noted that the college taught them self-discipline.

Occupancy Rates

The average occupancy rate of the classrooms at the National campus for the two semesters and summer session of school year 2001 to 2002 was 82%.

Student Learning Outcomes Evidence Gathered to Date

Within classrooms, instructors are to be utilizing course outlines based on student learning outcomes. A review of outlines reported on in IIA1c indicates that there are still some outlines that need to rewritten in student learning outcomes format. The extent to which instructors actually use college outlines is addressed in standard IIA.

The College is still developing the capacity to conduct formal program level assessment of student learning outcomes. College-wide assessment beyond the course level remains embryonic. As the result of an ongoing dialog primarily among division chairs, the academic divisions appear to be adopting a model wherein some form of measurement or standards that are external to the classroom are used to validate the grades in a given program. This model is detailed in standard IB, although system-wide implementation of these evaluation systems remains to be worked out.

The college sent representatives to conferences on assessment on Guam in May 1998, and in California in April 1999. A memorandum issued by the office of the vice president for instructional affairs on May 2, 2001, ordered that all outlines be reviewed to ensure that the specific objectives are stated in terms of measurable student learning outcomes. A plenary presentation on student learning outcomes and accreditation was presented at the staff development day on February 22, 2002. A member of faculty began working with the chairs on developing student learning outcomes in October 2002. The same member of faculty met with the state campus directors and held a workshop on student learning outcomes on December 5, 2002. On August 5, 2003, the director of the learning resource center and a faculty member led a faculty workshop on student learning outcomes. In October 2003 the vice president for instructional affairs held workshops on student learning outcomes at the Chuuk and Yap state campuses. During November 2003 the vice president for instructional affairs held a workshop at Kosrae state campus on student learning outcomes.

Abstract of the Report

I. Institutional Mission and Effectiveness

IA. Mission

The mission statement is relevant and remains a guiding force for the college. The mission statement was forged out of an intense and inclusive process. The college establishes learning programs and services in alignment with the mission statement. The mission statement is central to planning.

The process by which the mission statement was forged and general agreement that the mission statement is familiar, clear, direct, realistic, and successfully implemented, has led to a reticence to review the mission statement. Since the mission statement was adopted in 1999 there has been no significant review of the mission statement. Any review process will have to be as inclusive as the original creation process in order for the result to be accepted.

There are now at least four dialogs that should occur as part of a review of the mission statement. The first dialog should center on the meaning and measurability of the phrases,

"a breadth of vision, and the habit of reflection."

The second dialog should tackle whether the mission statement lacks a clear commitment to national manpower and development needs. This second dialog is complex as there is an argument that can be made based on high national emigration rates that a major mission of the college from the perspective of the students is to prepare them for work abroad. The demographics of the nation, national income issues, and the lack of resources argues that the nation cannot, in general, hire the manpower being produced by the college.

The third dialog concerns whether the college provides an opportunity to learn or guarantees that specified learning will occur. The current mission statement refers to an opportunity to learn. Preliminary discussion indicated deep divisions within the faculty on whether learning can be an assured outcome.

The fourth dialog is a dialog on whether the institution is "uniquely Micronesian" and does enough to support local language and culture.

IB. Improving Institutional Effectiveness

The college is in a period of transition and introspection. Measures of institutional effectiveness are shifting from student achievement data to measurements of program level student learning outcomes. Led by the academic chairs and the faculty, the college has been engaged in a lively and, at times, a difficult discussion of student learning and how to measure and report that learning. The college is not of a single mind.

Although not formally adopted, the college has developed a model wherein evaluation of program level student learning outcomes is argued to provide validation to course grades. In a sentence, the model evaluates institutional effectiveness via qualified faculty who implement course outlines comprised of student learning outcomes producing trusted grades which are validated by a program student learning outcomes instrument external to any one course. The program level validation external to the classroom is seen as a critical and unique component of the model.

The model also drives assessment away from a central institutional research office and out into the academic divisions. The center of gravity for assessment is seen as shifting from administrative offices to division, unit, and department chairs and heads. This process should bring assessment closer to where learning is occurring, critical to effectively measuring learning. The institutional research office would still be responsible for generating student achievement data, demographic data, and longitudinal data for the college.

Along with the above changes, the recommendation has been made to terminate the assessment committee and integrate its functionality into other committees. Academic assessment will be reported into the Curriculum committee. New efforts must be made to find ways to include the active participation of state campus personnel on other islands who are assigned to committees at the National campus on Pohnpei.

The college is conducting a review of course outlines to determine whether there are courses using out of date outlines or outlines that do not utilize measurable student learning outcomes. The college is continuing to develop program level student learning outcomes and assessment instruments. The college will have to find ways to effectively communicate the results of these new assessments to the appropriate constituencies.

IIA. Student Learning Programs and Services

The College of Micronesia – FSM offers the following programs to meet its mission: six associate of arts degrees, seven associate of science degrees, five third-year certificates of achievement, and 18 certificates of achievement. Other short-term certificate programs are offered primarily at the state campuses in response to expressed local needs. The college also offers certificate programs at the FSM Fisheries and Maritime Institute (FSM FMI). There is a need to ensure that state campus faculty are provided adequate resources to deliver programs in support of the college's mission.

Students' educational needs are primarily determined through administration of entrance and placement tests in the areas of English and mathematics. The college is still developing the capacity to conduct formal program level assessment of student learning outcomes. The president's cabinet will develop a plan for the establishment and assessment of student learning outcomes at the course and program levels. The cabinet will also be responsible for the overall coordination of the implementation of this plan. Responsibility for the actual development of instructional student learning outcomes at the course and program levels is to be delegated to the vice president for instructional affairs, the division chairs, and faculty in partnership with their counterparts at the state campuses.

The college uses a wide variety of modes of instruction and delivery systems that are compatible with the student learning outcomes of the curriculum. Concerns were expressed by faculty and staff at Chuuk campus regarding the tendency to downgrade instructional activities that are required in the course outline to fit the academic levels of the students. There were also concerns at Chuuk campus concerning the frequent power outages, lack of textbooks, and inadequate classroom space. These limitations provide barriers to the minimum delivery of instruction. To address these concerns and others expressed in the self study, the vice president for instructional affairs has implemented a monitoring system whereby division chairpersons from the National campus visit state campuses to observe instruction in the classrooms and determine whether or not instructors are adhering to the course outlines and using appropriate textbooks. Since the possibility of compromised courses at Chuuk campus has been reported by a faculty member at the Chuuk campus, the vice president for instructional affairs will discuss the matter with the director of Chuuk campus and the campus will be placed on warning. The vice president will also review with the Chuuk campus director the operations of the bookstore there to determine why instructors have not been able to secure adequate textbooks for their use the use of their students.

Through its Curriculum Committee, the college has established a policy of converting its course outlines to a student learning outcome format and developing mechanisms in individual classes, courses, and programs to assess student achievement of learning outcomes. The Board of Regents passed a resolution in March 2003 assigning the college the responsibility of refining, monitoring, and strengthening the college-wide assessment plan and schedule. Although much has been accomplished by faculty in the development of student learning outcomes, much remains to be done. There is a need for the National and state campus faculty to share responsibility for the development and revision of course outlines for courses that are taught at two or more campuses. There is also a need to ensure that all faculty who are teaching the same course are achieving the same student learning

outcomes with their classes no matter where they are being taught. The vice president for instructional affairs and the division chairpersons will develop and implement mechanisms to improve communication within the system as a whole and ensure the involvement of state campus faculty in the development and revision of course and program outcomes.

All of the college's courses, whether they are offered for credit or non-credit, are reviewed and approved by the Curriculum Committee. The Curriculum Committee also reviews pertinent studies that have been conducted on the college's programs. In that regard, concerns have repeatedly surfaced regarding the data on the Intensive English Program (IEP). The vice president for instructional affairs, the state campus directors, the chair of the Division of Languages and Literature, and IEP faculty met in September 2003 to review IEP instructional issues and to make recommendations regarding the implementation of this program. These changes may be implemented at the beginning of the spring 2004 semester, pending Curriculum Committee review. Concerns have also surfaced regarding the grades being awarded at the various campuses. There is currently a lack of clear lines of responsibility and authority for instructional programs at the state campuses. There is a need for a review of the college's organizational structure to ensure that the VPIA has authority for overall program quality and integrity throughout the system, including all of the campuses.

Procedures for approval of new degree and certificate programs, new courses, non-credit courses, and non-credit programs are outlined in the *COM-FSM Curriculum Handbook*. The Curriculum Committee is charged with reviewing, assessing, and advising the president on all matters pertaining to programs, curricula, and academic policies and procedures. Faculty are central to the curriculum development process in that they develop, redevelop, revise, and rewrite course outlines for approval of the Curriculum Committee. As stated earlier, there remains a need to develop mechanisms to provide for greater involvement of state campus faculty in the process.

Competency levels and measurable student learning outcomes are determined by faculty with assistance provided in some instances by an advisory committee. The college has taken the position that if student learning outcomes are determined and the instructor includes authentic assessment which is then graded, then the direct evidence results in a piece of indirect evidence, the course grade. The course grade may be further corroborated through the use of external assessment measures. With the exception of the program health indicators program review process implemented several years ago and then recently abandoned, little progress has been made in evaluation of student learning outcomes at the program and degree levels.

The college purports to offer high-quality programs because highly qualified faculty are offering courses based on student learning outcomes that are referenced against like courses at similar institutions. Textbooks also provide a referent to whether a course is at a collegiate or pre-collegiate level. The qualities of appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning are determined by the faculty for their own courses.

The majority of faculty at the college use multiple means of delivering content and orchestrating student engagement with the subject matter. A variety of classroom assessment methods were also reported on a faculty survey. However, the development of authentic assessment methods based on measurable learning outcomes is still in a rather early

stage at the college. Also, although some of the faculty are formally using learning styles inventories, the vice president for instructional affairs indicated that determining the diversity of learning needs of the students is an issue that the college has not addressed well in a formal manner. In that regard, workshops on student learning styles and methods of instructional delivery will be arranged by the VPIA and delivered system wide on a regular basis.

The college's *Policy on Instructional Program Evaluation* was recently revised to include measurement of student learning outcomes at the course and program levels. A proposed action plan for the program evaluation for school year 2003-2004 was also disseminated by the VPIA. There is a plan for the cabinet to put in place mechanisms to ensure links between the performance-based budget, the strategic plan, program review, and resource allocation for the purpose of continuous instructional improvement of programs and services to the students.

The notion of ongoing planning has been embraced by many at the college. However, there is no mechanism in place to ensure that the institution engages in ongoing, systematic evaluation and integrated planning and makes improvements based on the outcomes of this process.

Only initial attempts have been made towards the development and implementation of binding exit examinations for courses and programs. There is a need for expertise in the area of testing and evaluation of exit tests as they are being selected and/or developed.

Student learning outcomes stated in the course outlines form the basis for student evaluation and the award of credit. The unit credit at the college is the semester credit. The definition of credit used by the college is perceived to be in line with that typically used by institutions of higher education as evidenced by the course-by-course and program articulation agreements between COM-FSM and other colleges and universities.

Dialog on the awarding of degrees and certificates based on student learning outcomes resulted in general agreement among the division chairpersons that if measurable student learning outcomes that are clearly related to the established program outcomes are the basis for awarding course grades, then passing course grades could be used as evidence that students have achieved the outcomes of the course. There appears to also be agreement on the need for external measures of outcomes.

The general education program for academic programs is comprised of 29 credits in the following areas: English Communication Skills (9 credits); Mathematics (3 credits); Natural Sciences (7 credits); Social Sciences (3 credits); Computer Applications (3 credits); Physical Education (1 credit); and Humanities (3 credits). The general education program for vocational programs ranges from 12-29 credits. The general education philosophy is found on page 34 of the catalog. A mechanism for collection of follow-up data on students who have graduated from and/or left the college will be included in the overall assessment plan to be developed by the president's cabinet.

All of the program structures of the college's degree program include focused study in at least one area of inquiry with the exception of the AA in Liberal Arts which, by design, provides an interdisciplinary core.

The college relies on the vocational faculty to assess the students' ability to meet licensure or certification requirements. Students who complete the vocational certificate programs seek jobs both inside and outside of the FSM. However, students who complete

the certificate programs face stiff competition with expatriate skilled laborers who are ready to work long hours and expect a lower wage. There is also a need for the FSM to establish licensing and/or certification requirements for the vocational and trade areas.

The college's policy regarding transfer students and transfer credit is found in INS 4.2 of the instructional policies and procedures manual. The college has entered into a number of articulation agreements with other two-year and four-year institutions. The college's database does not include a mechanism to track students who transfer to other institutions nor does it include a mechanism that allows for easy identification of students who have transferred credits to the college.

The college's Board of Regents adopted a policy on program deletion at its September 2001 meeting which can be found in the instruction policies and procedures manual. Although there is the perception that the college has provided assistance to students who were partially through a program when the requirements for that program were modified, there is a need to review the college's course substitution policy to provide greater discretion to the VPIA in substituting courses with similar learning outcomes.

While some divisions are attempting to ensure that faculty are adhering to course learning objectives, there is a need to develop and implement a mechanism to ensure e that all faculty, no matter where they are teaching, adhere to the approved outlines. There is also a need to review the college's organizational structure to ensure that the VPIA has authority for overall program quality and integrity throughout the system, including the state campuses. A review of the college's website revealed a need to update institutional publications and policies.

Academic freedom is protected through Section 5 of Public Law 7-79, the law that established the college. The board-approved policy on academic freedom and responsibility appears in several publications. There is a need for greater understanding of this policy among those affected by it.

The college has published an academic honesty policy that includes consequences for dishonesty. However, the results of an informal survey among faculty, both at the national and state campuses, show that not all faculty interpret and implement the policy in the same way. There is a need to foster a more consistent understanding and implementation of the policy.

The college currently does not have a code of conduct for faculty and staff. The VPIA has indicated his intention to develop such a code for consideration of the faculty, staff, and eventually the Board of Regents.

IIB. Student Support Services

The National campus provides residence halls and cafeteria, a dispensary with a nurse in attendance, support for a limited number of students who are the first in their families, counseling and sports and recreation for students. While there are some problems at the National campus, (e.g. there are not enough rooms in the dormitories for all those who would like to live there as well as some social problems there; there is no health insurance for students, more students need and want to participate in the Student Support Service Program (SSSP) than can be accommodated) most support needs are being addressed. Pohnpei state campus, also has at least the minimal needs of its students being met, partly

because programs can be planned to include both National campus and Pohnpei campus students (Career Day, Health Fair, use of each other's recreation facilities). However Yap, Chuuk and Kosrae state Campuses and the Fisheries and Maritime Institute (FMI) have few services. There are admissions and financial aid Offices on each state campus that forward documents to the National campus office and assist students in completing forms, etc. Peer Counseling services are available at each state campus and Chuuk campus has two full time counselors. FMI has dormitories while the state campuses are considered commuter campuses.

Kosrae campus is located near the state gymnasium, tennis courts, and track. Pohnpei campus has a gymnasium and is located adjacent to a state ball field. The Fisheries and Maritime Institute is located near a gymnasium and track facility constructed for the FSM games in 2001. Chuuk campus, and Weno as a whole, lacks the range of facilities found on the other main islands of the FSM.

While there are support needs to be met at National campus, more planning needs to be focused on support services for the state campuses and FMI.

IIC. Library and Learning Support Services

Among the six campuses of the College of Micronesia-FSM, the quality and sufficiency of the library and learning support services varies greatly in size, resources, and staffing.

The National campus Learning Resources Center provides facilities, collection resources, and services that are in general sufficient to support the learning needs of the students, the reference needs of faculty, and support the mission of the college. State campus libraries in Kosrae, Pohnpei, and Yap provide students and faculty with suitable library facilities and a minimum of basic references and resources and services to support student learning. Chuuk Campus and FMI libraries require plans, effort, and funding to address inadequate facilities, insufficient materials, and limited technology resources to meet student and faculty information needs. Chuuk campus library needs additional staff to address the increased student enrollment.

III. Resources

IIIA. Human Resources

Human resources assists the college in evaluating whether or not the college effectively uses its human resources to achieve its broad educational purposes. The college employs diverse personnel who are qualified to support the college's programs and services. However, the question as to whether there is a sufficient number of qualified faculty and staff to support the college's mission and purposes varies from campus to campus.

Personnel policies and procedures are systematically developed and are available for information and review. The policies are written to ensure fairness and are generally adhered to. Currently, the faculty evaluation and code of ethics policy are being reviewed by the personnel committee.

All personnel are evaluated systematically and at stated intervals. Provisions exist for keeping personnel files and providing employees access to their files.

IIIB. Physical Resources

The college provides safe and sufficient facilities for the size and nature of the program offerings at five of the six campuses. The exception is the Chuuk campus which is presently located in facilities that are considered a temporary location. Efforts are under way to acquire a permanent facility for the Chuuk campus.

The National campus is the lead facility. The National campus is the largest and most diverse facility in the system. The state campus facilities, with the one exception noted above, are appropriate to the number of students served and programs offered. The instition maintains its facilities and plans for improvement. The National campus has issues to be resolved in regards access for the physically challenged. Plans are being made to resolve some of these issues.

The college has long range capital improvement plans, although funding remains uncertain. Resource planning is integrated with institutional planning. The planning process includes both national and state campus needs.

IIIC. Technology Resources

In 1992 the Community College fo Micronesia had on the order of two dozen computers including fifteen in a business class computer laboratory. No campus network existed at that time and the college had no technical support personnel. In 1996 the College of Micronesia-FSM acquired 1600 computers and outfitted three academic computer laboratories, the learning resource center, and an Intensive English Program laboratory with computers. Under the auspices of a Title III grant local area networks within buildings went into place and a single technical support person was hired and trained. By 1997 the college had a single computer laboratory connected to the Internet by a single dial-up connection. Only a few members of faculty and staff had dial-up connectivity to the Internet.

By 2003 the six campus system was interconnected by a wide area network (WAN) using fractional T1 lines for continuous connectivity via TCP/IP protocol. All of the learning resource centers computers and many of the academic laboratories are connected to the WAN and through that to the Internet. The Information Technology Department (ITD) is led by a director and has employees at four of the six campuses. On many campuses each member of faculty has a computer connected to the WAN and the Internet on their desk. The critical exception is the Chuuk campus where only the building with the library is currently connected to the WAN.

The college's technology resources and capabilities have made quantum leaps over the past decade. The college is the national leader in technology and computer resources. When the national Internet Service Provider (ISP) sought advice on handling crippling email viruses, worms, and trojan horses, the provider turned to the college for assistance.

The college faces unique challenges due to exreme distances, high communication costs, and limited satellite bandwidth.

The college is experimenting with wireless technologies and is discussing ways to move beyond the computer laboratory paradigm.

Areas of concern include finding a way to integrate business office, financial aid, and admissions and records computer systems and software. Another area of concern is adequate representation on the Technical Advisory Committee by non-technical and faculty members. A need exists to study and update the strategic plan for technology. The Chuuk

campus lacks sufficient technological resources for their current enrollment. Issues of a potential future transistion to a permanent facility have caused the college to be reluctant to invest heavily in infrastructure that might be abandoned in the next twelve to twenty-four months. The information technology department should continue to find ways to move beyond operating primarily in a response mode and into a proactive systems management mode for security, stability, anti-virus, and product life cycle management. During a major virus or worm outbreak the department is swamped by work involved in cleaning client systems, bringing all other work to a halt. This will require additional funding for hardware and software to manage college computer resources.

IIID. Financial Resources

Financial planning is integrated via the strategic plan with all programs and services of the college. The Finance Committeee, and hearings held by that committee, ensure a participative budget process. The college makes realistic assessments of financial resource availability. Thecollege continues to seek ways to stabilize the financial foundations of the institution. The college faces unique challenges and opportunities as the national college of a small, developing nation. Low per capita income and a dependence on foreign sources of financial aid (United States Pell Grant) add to the financial challenges for the college. Uncertainties surrounding the new Compact of Free Association between the Federated States of Micronesia (FSM) and the United States of America add to the planning challenges.

The FSM has requested that the college produce a financial needs statement for the next ten to twenty years.

The global economic downturn has had a negative impact on growth of the college endowment fund.

The college faces the possibility of its first significant long-term financial liability in its plans to seek a loan to cover the cost of a proposed acquisition of a permanent home for the Chuuk campus. Questions have arisen as to whether it is appropriate to create indebtedness for the whole system in order to serve the needs of a single state.

The financial management systems of the college have appropriate control mechanisms. The college has had only minor audit compliance issues and these have all been resolved.

The college is transitioning to a performance based budget. Budget guidelines, however, are often still stated in percentage terms. Aligning budget management with the new performance based budget remains to be done.

Financial information should be more broadly shared and disseminated by the unit heads, whether division chairs or campus directors.

IV. Leadership and Governance

IVA. Decision-Making Roles and Processes

Governance at the College of Micronesia-FSM is shared amongst administration, faculty, support staff, and students. The president's cabinet serves as the president's management team and acts as an advisory body to the president on all matters relating to the

welfare of the college. Faculty members are involved in institutional governance within their departments and within the greater College of Micronesia-FSM community. At least one faculty member is assigned to each major committee. The Staff Senate president at the National campus, who may be a faculty member, is part of the president's cabinet. The Student Body Association exists as a body organized to present student concerns to the administrators of the college. It is difficult to encourage faculty participation in the community life of the college when many faculty members do not feel that the college is making a permanent or long-term commitment to faculty. The college does not have a system of permanent tenure, but instead relies on three to four year contracts. The contracts can be non-renewed without cause being given.

IVB. Board and Administrative Organization

The Board of Regents establishes the broad institutional policies of the college. It then delegates the day-to-day operations of the college under these policies to the president. The Board of Regents reviews policies and practices that the president calls to its attention. The Board of Regents ensures the educational programs of College of Micronesia-FSM are of high quality through reviewing the periodical reports from the president, listening to oral presentations from department heads, and requiring Board of Regent's approval of all major policies and curricula.

The decisions of the board are made to maximize the quality of the programs offered at College of Micronesia-FSM. The board spends most of its time on policy issues and leaves the day-to-day operations of the college to the president.

The Board of Regents oversees the financial health and integrity of College of Micronesia-FSM through approval of the annual budget, in-person presentation of the budget to the FSM Congressional appropriation committee, review of the quarterly reports on operational and capital funds prepared by the comptroller, and review of the annual audit. The Board of Regents confirms that institutional practices are consistent with the mission statement and policies it has approved through reviewing quarterly reports by the president and evaluation reports by the office of research and planning.

The board recognizes the need for board development and new member orientation in order to maintain a high level of functioning for the public and the students served by the college.

Members of the board may serve beyond the expiration date of their terms until their successors have been appointed. The initial terms of members of the board shall be counted towards the aforementioned limitation of terms. This act assures both continuity and staggered terms of office.

The board is fully informed about the accreditation process taking place at the college. The board is highly supportive of the college's efforts to evaluate itself. It takes the accreditation process very seriously.

The board members are aware of the ethical expectations placed on them.

The results of the survey indicate a general satisfaction among employees with the president's leadership role. The highest indication of his abilities comes from his administrative staff, but there appears to be room for improvement. The president should foster stronger communication between all levels of the college community.

V. Bachelor of Education Degree

This section is unique and is the result of a recommendation on the structure of the self study made by the Executive Director of the Accrediting Commission for Community and Junior Colleges at a meeting in Honolulu on September 11, 2003. This section demonstrates that the Bachelor's of education meets both the extant junior commission standards and the standards of the Accrediting Commission for Senior Colleges and Universities.

The section notes the background in which the degree was developed, the national need for a degree, and the unique needs and challenges of Micronesia that the college feels can be best met by an indigenous institution. The degree is uniquely tailored in terms of content focus, professional development, and the Micronesian context in which the degree will occur. The program is based on measurable student learning outcomes at the course and program level. The program will assess and report on the accomplishment of the student learning outcomes. The program is unique in that the program asserts that if student graduates, the program will effectively guarantee the specific knowledge, capabilities, and capacities of the graduate. The program asserts that through measured and specific student learning outcomes, the program will be able to ensure the production of content and knowledge competent teachers.

The application for four-year status in education reflects the origins of the college and an ongoing mission of the college. The college was born out of a need to train teachers. Improving education within the Federated States of Micronesia requires that the college take the lead in teacher education. The current two year program is not producing a teacher capable of educating the students of this nation to twenty-first century standards. This program is critical to the college and the nation.

Organization for the Self Study

Self Study Report Team

Spensin James	Vice President for Instructional Affairs
Jonathan Gourlay	Chair Division of Languages and Literature, Editor self study report
Dana Lee Ling	Chair Division Natural Science and Mathematics, Accreditation Liaison Officer, Standard I Chair
Patricia Kelly	Faculty, Division of Languages and Literature, Standard IA
Susan R. Moses	Faculty, Division of Education, Standard IIA Co-Chair
Mariana Ben-Dereas	Faculty, Division of Social Sciences, Standard IIA Co-Chair
Eddie Haleyalig	Financial Aid Coordinator, Standard IIB Co-Chair
Arlene Dumantay	Admissions and Records, Standard IIB Co-Chair
Jenise Nicholson	Counselor, Standard IIB Lead Writer
Jean Thoulag	Director Learning Resource Center, Standard IIC Chair
Howard Rice	Chair Hospitality and Tourism, Standard III Chair
Faustino Yarofaisug	Work Study Coordinator, Standard IIIA
Linda Maradol	Director of Personnel
Jeff Steel	Faculty, Vocational Education, Pohnpei state campus, Standard IIIB
W. Gregg Longanecker	Faculty, Division of Natural Science and Mathematics, Standard IIIC
Charles Musana-Manyindo	Chair Division of Business, Standard IIID
Dale Griffith	Chair English Division, Pohnpei state campus, Standard IV Chair
Richard Womack	Chair Education, Senior Standards Chair
Norma Edwin	Executive Assistant to President
Dayle Dannis	Administrative Assistant to Institutional Research and Planning Director
Other Key Personnel	
William Greg Myers	Institutional Research and Planning Director, Accreditation Liaison Officer 1999 - 2002
Glen Snider	Acting Institutional Research and Planning Director, Accreditation Liaison Officer 2002 - 2003

Accreditation Timetable

The College of Micronesia-FSM was invited to pilot the new standards in a September 4, 2001 letter from the associate director of ACCJC. Subsequently, the president's cabinet recommended participation as a pilot institution to the Board of Regents who approved such participation at a March 7, 2002 teleconference meeting.

The college's self study process can be best described as a series of "fits and starts" as can be seen in the following chronology of events leading to the publication of the self study:

· **May 8, 2002** President appoints members to the following self study task forces: institutional effectiveness, student learning programs and services, student development and support services, library and learning support services, financial resources, human resources, physical resources, technological resources, and governance and administration. Task force membership varies from 12-14 members and is comprised of a cross section of representatives from faculty, staff, and management. Appointment memoranda indicates that self study will be completed for approval of Board of Regents at its September 2003 meeting; Director of Research and Planning is self study coordinator.

· **July 12, 2002** Email memorandum to all members of the steering committee announcing first meeting. Steering committee comprised of all task force co-chairs plus the vice president for support and student affairs and the director of the FSM Fisheries and Maritime Institute.

· **July 16, 2002** Steering committee meeting held. Projected accreditation timetable presented. Preliminary assignments for the description sections of the standards made.

· **August 29, 2002** Self study director (director of research and planning) resigns from the college and takes annual leave from August 9-29, 2003.

· **August 12, 2002** Acting director of research and planning appointed with responsibility for directing self study, among other things.

· **August 26, 2002** Acting director of research and planning, vice president for instructional affairs, vice president for support and student affairs, and comptroller, and director of vocational education meet with president to discuss board issues relating to accreditation including drafting a budget for accreditation activities for FY 2003.

· **September 6, 2002** Steering committee meeting held. Roles assigned for substantive change study for bachelor of education, eligibility study for bachelor of education, and self study. Budget for accreditation activities reviewed. An all-college orientation event planned. Staff and faculty training issues discussed. Communication and collaboration strategies planning discussed. Decision made to open up membership of all task forces and to appoint a vice chairperson for each standard but to allow the task force membership to elect the chairperson.

· **September 12, 2003** college-wide accreditation orientation workshop held in gymnasium. Welcome and opening remarks by president. Presentation on "The Road to Accreditation" by acting director of research and planning. Overview of the new standards by vice president for support and student affairs. Presentation on the mandate of the four standards groups by the vice chairpersons of each standard. Faculty, staff, and management encouraged to sign up for one of the task forces. Lists show that 38 people signed up for standard I, 60 people signed up for standard II, 66 people signed up for standard III,

and 48 people signed up for standard IV. These lists included people from the state campuses. Each task force is given a list of questions to assist in focusing their self study work.

· **September 2002 - January 2003** Individual task forces meet and organize. Some task forces meet on a regular basis. Some meet on an irregular basis. One task force meets only once. At September 17, 2002, Standard II task force meeting, three members form a subgroup to focus on development and implementation of student learning outcomes. No steering committee meetings held. Chair of Standard I is never informed of the need to answer the questions with documentation and hard copy evidence, assigns subcommittees to interview people to obtain opinions on the answers to the questions. This error was not caught until August 2003 due in part to the lack of steering committee meetings.

· **January 2003 - July 2003** No activity on self study

· **August 5, 2003** Acting director of research and planning resigns from the college.

· **August 8, 2003** Steering Committee meeting held. Tasks and associated time lines determined.

· **August 11, 2003** Steering committee meeting held. President promulgates memorandum urging everyone's compliance with self study assignments. Standard co-chairs commit to completing the report. Chair for Standard I asked to serve as Accreditation Liaison Officer and coordinate self study report. The determination was made that Standard II had been dormant since September 2002. Accreditation Liaison Officer recommends reassigning Standard II and dividing the standard into three subgroups.

· **August 13, 2003** Steering committee meeting held. New co-chairs for Standard IIA, IIB, and IIC appointed. Co-chairs urged to complete their respective sections.

· **August - November, 2003** Steering committee meets on weekly basis.

Although the members of the steering committee were aware that the development of the self study was to be a truly collaborative and cooperative effort by as many members of the college's community as possible, in actuality the bulk of the work was completed in the last two months by the steering committee members. As can be seen from the above time line of events, although the college was able to produce a self study document, for various reasons it lost an opportunity to conduct a "study of self" in the process of developing the report. The new coordinator of the self study and the members of the steering committee feel this loss deeply and have committed themselves to the implementation of an on-going "study of self" after the self study report has been submitted.

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Organization of the Institution

See the personnel manual for extended details.

BOARD OF REGENTS

OFFICE OF THE PRESIDENT

BUSINESS OFFICE — OFFICE OF PERSONNEL

AUXILIARY SERVICES — OFFICE OF RESEARCH & PLANNING

DEPARTMENT OF INSTRUCTIONAL AFFAIRS — CHUUK STATE CAMPUS
- ACADEMIC PROGRAMS — CAMPUS PROGRAMS, SERVICES & FACILITIES
- VOCATIONAL PROGRAMS — LAND GRANT PROGRAMS
- LEARNING RESOURCES CENTER — KOSRAE STATE CAMPUS
- INFORMATION TECHNOLOGY — CAMPUS PROGRAMS, SERVICES & FACILITIES

DEPARTMENT OF SUPPORT & STUDENT AFFAIRS — LAND GRANT PROGRAMS
- STUDENT SERVICES — POHNPEI STATE CAMPUS
- FACILITIES & MAINTENANCE — CAMPUS PROGRAMS, SERVICES & FACILITIES

DEPARTMENT OF COOPERATIVE RESEARCH & EXTENSION — LAND GRANT PROGRAMS
- COOPERATIVE EXTENSION SERVICE — YAP STATE CAMPUS
- AGRICULTURE EXPERIMENT STATION — CAMPUS PROGRAMS, SERVICES & FACILITIES
- SEA GRANT — LAND GRANT PROGRAMS
- RESIDENT INSTRUCTION — FSM FISHERIES & MARITIME INSTITUTE

Board of Regents

Podis Pedrus, Chair Board of Regents, State of Pohnpei
Henry Robert, Vice Chair, State of Kosrae
Dr. Bryan Isaac, FSM Government
Joe Habuchmai, State of Yap
Tiser Lipwe, State of Chuuk

Executive

Michael Tatum, President
Spensin James, Vice President for Instructional Affairs
Ringlen Ringlen, Vice President for Support and Student Affairs
Yasuo I. Yamada, Vice President for Cooperative Research and Extension

Directors

Joakim Peter, Chuuk campus
Kalwin Kephas, Kosrae campus
Phiengphen (Penny) Weilbacher, Pohnpei campus
Lourdes Roboman, Yap campus
Matthias Ewarmai, Fisheries and Maritime Institution
Jean C. Thoulag, Learning Resource Center
Francisco Mendiola, Maintenance
Danilo Dumantay, Comptroller
Linda Maradol, Personnel
Anwar Jahan, Vocational Education
Gordon Segal, Information Technology
(Vacant), Research and Planning
(Vacant), Recreation and Sports Activities
(Vacant), Academic Programs
(Vacant), Student Services

All but four directors report through a vice president. The state campus directors report directly to the president. This structure has engendered questions as to the authority of the vice presidents over academic and student affairs in the state campuses. As presently interpreted, the vice presidents have no direct command or control over the state campuses.

Other Administration

Eddie Haleyalig, Financial Aid Coordinator
Arlene Dumantay, Admissions and Records Coordinator
Damian Sohl, National Language and Culture Institute
Iris Falcam, Pacific Collection Librarian
Patricio Ramirez, Men's Dormitory
Nancy Simor, Women's Dormitory
Alvin Ong, Food Services Manager
Castro Joab, Recreation

Certification of Compliance

Certification of Compliance with 21 Eligibility Requirements.

Eligibility Requirements for Accreditation
(Adopted June, 1995; Revised January 1996)
First Reading
In order to apply for eligibility, the institution must meet completely all Eligibility Requirements. Compliance with the criteria is expected to be continuous and will be validated periodically, normally as part of every institutional self study and comprehensive evaluation. Institutions that have achieved accreditation are expected to include in their self study reports information demonstrating that they continue to meet the eligibility requirements.

1. AUTHORITY
The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

2. MISSION
The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

3. GOVERNING BOARD
The institution has a functioning governing board responsible for the quality, and integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

4. CHIEF EXECUTIVE OFFICER
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

5. ADMINISTRATIVE CAPACITY
The institution has sufficient staff, with appropriate preparation and experience to

provide the administrative services necessary to support its mission and purpose.

6. OPERATIONAL STATUS

The institution is operational, with students actively pursuing its degree programs.

7. DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

8. EDUCATIONAL PROGRAMS

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

9. ACADEMIC CREDIT

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

10. EDUCATIONAL OBJECTIVES STUDENT LEARNING AND ACHIEVEMENT

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. GENERAL EDUCATION

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

12. ACADEMIC FREEDOM

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

13. FACULTY

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

14. STUDENT SERVICES

The institution provides for all of its students appropriate student services with student characteristics that support student learning and development and the institutional mission

within the context of the institutional mission.

15. ADMISSIONS

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. INFORMATION & LEARNING RESOURCES

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

17. FINANCIAL RESOURCES

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

19. INSTITUTIONAL PLANNING AND EVALUATION

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. PUBLIC INFORMATION

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- · Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- · Educational Mission
- · Course, Program, and Degree Offerings
- · Academic Calendar and Program Length
- · Academic Freedom Statement
- · Available Student Financial Aid
- · Available Learning Resources

· Names and Degrees of Administrators and Faculty
· Names of Governing Board Members

Requirements
· Admissions
· Student Fees and Other Financial Obligations
· Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students
· Academic Regulations, including Academic Honesty
· Nondiscrimination
· Acceptance of Transfer Credits
· Grievance and Complaint Procedures
· Sexual Harassment
· Refund of Fees
Locations or publications where other policies may be found

21. RELATIONS WITH THE ACCREDITING COMMISSION

The governing board provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all 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. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Certification of Continued Compliance with Eligigibility Requirements

The Board of Regents and the president hereby certify that the College of Micronesia-FSM meets the eligibility requirements for accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

_____

Podis Pedrus, Chairman, Board of Regents

_____

Michael Tatum, President

Standard I:
Mission

IA. Mission

> **IA..** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

IA. DESCRIPTIVE SUMMARY

Mission statement of the College of Micronesia-FSM

The mission statement is published on page five of the *2003-2005 College of Micronesia-FSM General Catalog* and reads:

Historically diverse, uniquely Micronesian, and globally connected, the College of Micronesia-FSM is the national institution of higher education of the Federated States of Micronesia. Originally established to develop teacher education, its current mission is to provide educational opportunity – academic, vocational and technical – for all people. Aimed at nourishing individual growth and national unity, scholarship and service, COM-FSM is dedicated to developing integrity, critical thinking skills, a breadth of vision, and the habit of reflection in an educational environment enriched by cultural traditions. [IA(1)]

Perhaps the most important quality of the college mission statement is that it is a dynamic organism. In essence, since it is the collective thoughts and beliefs and goals of many people, it is alive. It lives and breathes throughout the college. Like any other living organism, it changes and evolves over time. Thus, through the process of its construction as described below, the mission statement continues to clearly define the mission of the college.

Educational purposes

As laid out in the mission statement of the college, its broad educational purposes are to provide educational opportunities – academic, vocational, and technical – for all people. Specific broad aspects of these purposes include emphases on individual growth, national unity, scholarship, and service.

Appropriateness

Six of the basic elements of the purposes in the mission statement are common to post-secondary educational institutions throughout the world: academics, vocational training, technical skills enhancement, individual growth, scholarship, and service. The remaining element is unique to an institution of higher education which serves as the only one of its kind for an entire country – that of national unity. The addition of attention paid to cultural traditions sets the college apart as specifically appropriate for the students it serves.

Students

The mission statement indicates that educational opportunity is provided by the college to *all people*. Thus, while it is true that the core nucleus of the current college popu-

lation is comprised of traditionally-aged college students (immediately post-high school), applications are accepted from non-traditional and returning students for degree-bearing programs. Additionally, continuing education and community programming is provided to adults from many walks of life, including development of our own staff and faculty. Finally, children are served through several programs, including teachers trained by the Division of Education and by programs run in the state campuses. [IA(2)]

Determination of intended population

In many cases, funding sources define those whom the college can target as potential students. For instance, a grant-related project may specify certain criteria that must be met by participants in a particular program. When such limitations are not present, programs are more widely advertised and information encouraging participation is disseminated to the community at large.

Match between served population and institution

The College of Micronesia-FSM is a multi-campus institution with the National campus located in Palikir, Pohnpei and branch campuses located in each state of the FSM. The college system also includes the FSM Fisheries and Maritime Institute, which is located in Yap. The area most directly served by the college is the Federated States of Micronesia. The FSM includes about two million square miles of the western Pacific Ocean and a population of over 110,000. Thus, while a few international students are enrolled each semester, the vast majority of students are FSM citizens. Hence, the deliberate inclusion of FSM national unity and Micronesian cultural traditions in the college's mission statement reflects the unique qualities that engender the match between this institution and the students it serves.

Processes to foster college-wide commitment to student learning

The student is the central figure in all college processes and actions. Student support units exist to serve the students. Courses are developed and delivered by faculty to meet the academic needs of the students. Policies and procedures are designed to protect the interests of the students.

Expression of commitment in mission statement

Specific terminology within the mission statement which expresses the commitment to student learning includes: educational opportunity, individual growth, scholarship, service, developing integrity, critical thinking skills, breadth of vision, habit of reflection, educational environment, and cultural traditions. Note that the mission statement acknowledges the history of the college as a place to develop teacher education, but that its current focus is on the development of human resources.

IA. SELF EVALUATION

As noted at the commencement of this section, the college views the mission statement as subject to change as necessary to keep pace with the evolution of the college.

Mission Statement Survey

In January 1997 the director of research and planning ran a survey of the mission statement extant at that time. The 1997 mission statement differed from the present mission statement:

The College of Micronesia-FSM is the national college of the Federated States of Micronesia. Its immediate mission is to: provide an equal opportunity for quality higher education; assist with the job training needs of the Nation; promote economic development; foster a sense of national unity; preserve and enhance the artistic and cultural heritage of the community; and encourage the growth of the individual as a person, as a citizen of his or her community, nation, and the world, and as an enthusiastic and competent participant in his or her civilization and culture. [IA(3)]

The 1997 survey asked the following questions:

1. I am familiar with the COM-FSM mission statement
2. The mission is clear, direct, and realistic Statement
3. COM-FSM implements its mission successfully Statement
4. The present COM-FSM mission addresses the FSM national mission for the year 2001. [IA(4)]

The original analysis was:

Data indicated agreement... to statements one, two, and four. Here respondents indicated that they were familiar with the COM-FSM mission statement; they believed it to be clear, direct, and realistic; and they felt the present mission statement is in tune with the FSM national mission for 2001.
Data were mixed on the third statement: COM-FSM implements its mission successfully. This indicates there was a wide range of opinions on this issue. [IA(4)]

The new study modified question four only slightly:

1. I am familiar with the mission statement
2. The mission is clear, direct, and realistic
3. COM-FSM implements its mission successfully
4. The present COM-FSM mission addresses the FSM national mission

As in the 1997 study, respondents had the option of choosing strongly agree, agree, neutral, disagree, and strongly disagree. These responses were then later coded using the following numerical values:

 2 Strongly Agree
 1 Agree
 0 Neutral
-1 Disagree
-2 Strongly Disagree

Although returns were low (n = 18), confidence intervals using a t-distribution could be calculated (n > 5). All returns were from faculty, staff, administration, and a single student.

The following chart depicts the mean for each question at the middle of each vertical bar. The extent of the bar reflects the 95% confidence interval.
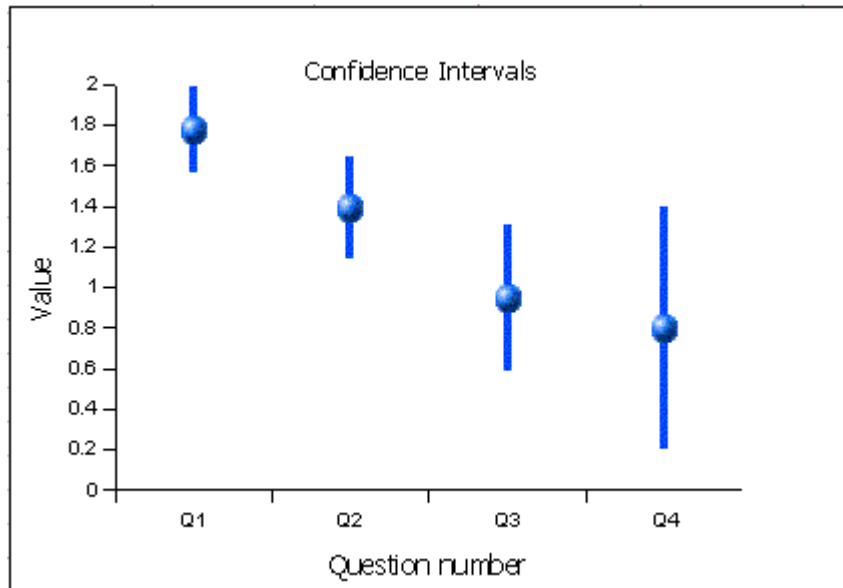
The graph suggests that for the college community question one and two continue to generate high levels of agreement. In contrast to the 1997 study, the third question has moved from generating a wide range of opinions to a narrower range of agreement with the statement. The confidence interval is larger than for question one and two, suggesting that there is still more range in opinions on question three than on questions one and two.

For question four there was the widest range of responses and the lowest level of agreement. The confidence interval nearly includes the possibility of a neutral response as a possible population value. Interpreting the responses is problematic. Either the respondents are reflecting a sense the college does not meet the national mission or they are expressing uncertainty in the meaning of the phrase "national mission."

Comments by Respondents

Some of the comments received provide an insight into the thinking of the respondents. Two respondents indicated that the phrase *a breadth of vision, and the habit of reflection* was problematic. One respondent noted that the phrases "may seem to be so broad. I have difficulty nailing them down." Another respondent said, "I really don't know what this means and if it is realistic to know whether or not the college can achieve it."

Meeting the Needs of the Federated States of Micronesia

Two respondents did not answer question four, asking "What is the FSM national mission?" The question presupposes that an FSM national mission exists and that faculty would be familiar with that mission. Although there is no mission statement per se that the college can turn to, there have been statements made in national forums that can guide the college.

The law that created the college directed the college to provide postsecondary educa-

tion including teacher training, continuing education, cultural education, adult basic education, vocational education, extension services, and post-high school college preparatory instruction. The college was to develop and offer certificate and degree programs that will meet the development and manpower needs of the states and nation. The college was directed to conduct and support research relevant to the needs of the states and national government with a particular focus on assessing ongoing training, educational, and technological needs. [IA(5)]

The August 1995 *Human Resource Development in Micronesia* report prepared for the Asian Development Bank on behalf of the government of the Federated States of Micronesia called on the college to be involved in the development of a modular multi-model teacher preparation program. [IA(6)] The document also called on the college to design and provision a program of induction of new teachers. [IA(7)]

The March 1996 *FSM MegaConference: The Who, When, and How of Educational Improvement* directed all schools in the FSM to develop a results based system. Schools were ordered to develop the human resources to support sustainable economic and social development. The college was also directed to develop cultural education programs, require a Micronesian history course, and reinstate the island arts program. State and national scholarship programs were told that the college should have greater involvement in their programs. The college was tasked with reducing attrition rates and improving graduation rates. The report recognized that improving the skills of the secondary school teachers would help.

The one area the report overlooked is that an estimated 15,000 FSM citizens are abroad. [IA(8)] Estimates made by the Micronesian Seminar are that ten of eleven new jobs "found" by young FSM citizens were found overseas in the 1990s. [IA(9)] Anecdotally FSM citizens can be found in minimum wage jobs from Tumon Bay, Guam, through Waikiki, Honolulu, to Virginia Beach, Virginia. These statistics suggest that the college could play a critical role in providing post-secondary education that might allow young FSM citizens to apply for jobs above the minimum wage bracket.

The August 1997 *Strategic Plan for the Improvement of Education in the Federated States of Micronesia* was based on the 1996 MegaConference and issued the following mission statement:

> The Federated States of Micronesia educational system recognizes its shared participation with parents, extended family, and broader social structures in the intellectual, emotional, physical and social development of children. It will deliver a quality, sustainable basic education system which provides all students with basic skills, thinking skills, and personal qualities; provides for the manpower needs of the Nation; develops a literate population based on the revitalization of local languages and cultures while ensuring high competence in English and other international languages; and collaborates with all sectors of the government and community to fully utilize available human and financial resources in developing the educational foundation required for sustainable economic growth and social development. [IA(10)]

This report tasked the college with a number of responsibilities. Among other recommendations, the college was asked to develop local language programs and provide teacher

training and curricular support.

Another national mission statement that impacts the college is phrased as a policy statement in the *Federated States of Micronesia Language Policy*. This policy developed as result of the FSM Language Policy workshop held in January 1997. The policy is:

> The language policy of the Federated States of Micronesia is to enhance the economic growth and social development of the Nation through recognition of language as the carrier of the values and cultures which make us unique as a people and as the medium through which we communicate across the FSM and with the world. [IA(11)]

The language policy workshop called on the college to determine the need for an FSM languages requirement at the college.

More recently Dr. Kenneth Rehg at the University of Hawaii, in a draft of an article titled *Thoughts on Training Teachers of the Indigenous Languages of the Federated States of Micronesia*, noted that there are fifteen unique languages in the Federated States of Micronesia. Offering courses to students on their own languages is not a trivial undertaking. Dr. Rehg also noted that "Language shift is precipitated by a variety of factors, most of which are beyond the control of the school system..." Later in the article, Dr. Rehg "noted language shift is very difficult to impose from without. As a corollary to this observation, it is also clear that outsiders, however well meaning, will be powerless to stop it." [IA(12)]

Thus while the nation looks to the college to assist with conserving language, the reality is that many factors precipitating the language shift are beyond the control of the college. This does not absolve the college of doing what it can in its mission and programs to conserve local culture. It only tempers what the college can expect to accomplish. The national campus is home to the National Language and Culture Center (NLCI). The NLCI has assisted the education and languages and literature divisions in developing a linguistics course, a Pohnpeian orthography course and a Pohnpeian language course to be offered spring 2004. The proposed bachelor's of elementary education will incorporate bilingual education into many of its courses. Language and culture are directly supported by programs such as the Micronesian studies program and by the integration of language and culture into other courses such as SC/SS 115 Ethnobotany. [IA(13)]

In September 1999, the president drafted a list of highlights and college mandates by sector from the second FSM economic summit. [IA(14)] These mandates included developing and expanding programs to support tourism, language and culture conservation, teacher education, nursing, expansion of sports and recreation, and fisheries. Business, hospitality and tourism, vocational education, marine science, agriculture, media studies, and the Fisheries Maritime Institute were all developed to meet national development and manpower needs. The Micronesian studies degree was developed to meet cultural education mandates. [IA(15)]

Commitment to Achieving Student Learning

The survey asked for comments on the requirement that the mission statement include a commitment to achieving student learning. The present mission statement does not include such a commitment. The question the survey asked was:

The new accreditation standards require institutional mission statements to now include a statement of commitment to achieving student learning in contrast, for example, to providing educational opportunity. Any comments on this new requirement?

The question was intended to be leading in order to focus responses on the specific area that arose in during dialog at an August 2003 student learning outcomes workshop.

The comments indicate that this is a dialog the college needs to have with itself. The comments are included primarily because there are those who disagree with meeting the required standard. Given the differences of opinion, the following are quotes from the surveys in order to preserve all the nuances present in the dialog. While some agree with the standard, others only agree because they feel it is an external requirement and not an internally desired result. The number of comments are not to be taken as representative of the number of people holding a particular position.

Pro: Fundamental agreement

I agree to the inclusion of the statement commitment to achieving student learning because this statement focuses on "a learner centered environment" rather than a "trainer centered environment."

As for "commitment to achieving student learning" to be included in our mission statement. I feel that there is no problem with that. In my opinion, our good instructors are doing that any way. We provide educational opportunity to all. We also work hard or are committed to make sure that students learn as much as they can. We are very much aware that we are not a university, but a community college dedicated to nurturing our students.

Commitment to achieving student learning pretty much says it all and it should be part of our mission statement. For our program [Student Services Support Program], commitment to achieving student learning is already our mission.

Perhaps the statement about "student learning" could be placed right after "academic, vocational, and technical" as follows: "Originally establish to develop teacher education, its current mission is to provide educational opportunity – academic, vocational, and technical – with a commitment to achieving student learning – for all people."

In the new context I would just mess with the verbs – develop or produce (or some such) – provide and nourish are the main ones that need a verb change to reflect student achievement. Please no year to change this – and I guess it is the Planning Council wherever those guys are play with this - no?

Pro: External Requirement

There is a need... to include reference to student learning outcomes to be in compliance with the new standards.

If it's a requirement, let's add it in.

Con: Disagreement with the standard

This takes too much responsibility away from the student. We may be committed to the students learning, but if they aren't equally committed, prepared, and willing to work, learning won't happen.

If the new wording implies that we guarantee the students will learn, I do not agree with the change. We provide the opportunity, but responsibility of learning is with the student; we are committed to providing that opportunity.

Does this mean part of our job is forcing people to learn, whether they want to or not?

I disagree with the accrediting body on this one. I believe that learning is an internal process and that there's no way we can measure, let alone guarantee, that any student who comes to this institution WILL learn. The current wording on the mission statement is more in keeping with what we can reasonably do – provide opportunities. Then, it's up to the students whether they learn or not. It's the old saw about how we can lead a horse to water but can't make it drink. The accreditors are essentially saying that we have to guarantee, warrant, covenant, whatever that the horse will drink. That's ridiculous.

The college as a community will have to engage in a dialog on this aspect of the standards. Acceptance of a student learning phrase in the mission statement will have to emphasize that it is a commitment to student learning that is being made and not a guarantee of student learning.

IA. PLANNING AGENDA

As a result of the self study, questions and concerns have arisen about the mission statement's wording. There are at least four dialogs that should occur. The first should center on the meaning and measurability of the phrases, "a breadth of vision, and the habit of reflection." The second should tackle whether the mission statement lacks a clear commitment to national manpower and development needs. The third is a dialog on whether a statement of *commitment* to student learning ought to be included, as opposed to an *opportunity* to learn. The fourth dialog, discussed later, is a dialog on whether the institution is "uniquely Micronesian" and does enough to support local language and culture.

The recommendation will be made that the Curriculum Committee be the starting point for a dialog on the mission statement. Revision options could then be drawn up, discussed, and the final revisions passed on to the president's cabinet for review. The cabinet would then turn over the proposed revisions to the Planning Council in either an annual or biannual meeting. The Planning Council would make recommendations on the revisions that would then be forwarded back through the cabinet to the Board of Regents for final

approval. This would make much better and more efficient use of the Planning Council's limited time. The concept of a larger, more inclusive Planning Council that meets less often in order to provide strategic advice rather than tactical advice is covered in the planning agenda for IA3.

IA1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

IA1. DESCRIPTIVE SUMMARY

Both the law that created the college and the mission statement call on the college to development academic, vocational, and technical education. The college has established student learning programs in academic, vocational, and technical areas. The college continues to develop new academic, vocational, and technical programs. The college has developed degree programs in hotel and restaurant management, media studies, and Micronesian studies. Certificates have been established in a number of fields including electricity, carpentry, and cabinet making/furniture making. The college responds to national manpower and development needs with these and other programs. The certificates and degrees developed are in keeping with the character of the institution as a two-year postsecondary institution.

Those students who are not planning to remain in the Federated States of Micronesia after graduating from the college are often planning to attend four year institutions and complete a bachelor's degree. The college maintains articulation agreements with other institutions to ensure that courses transfer. For students traveling abroad to work, the education provided by the college provides the alumni with stronger skills in language, mathematics, sciences, and social sciences along with a college degree.

Requests from the community have come to the college for specific professional training programs. For example, there was a request for a trial counselors program from the office of the FSM chief justice of the Supreme Court and a request for a health assistant training program from the local and state hospitals. There have been requests for a wide variety of non-credit continuing education programs. Program participation is evidence that community members find value in the college's offerings. Rising system-wide enrollments indicate students find value in the programs the college offers.

Relevance of mission statement to student learning

As the college focuses on full implementation of student learning outcomes, questions have arisen concerning the use of the phrase "to provide educational opportunity" rather than a phrase which would more clearly state what the student will gain from the opportunities provided. In other words, what *will* the student learn versus what *might* the student learn?

Certain voices within our college community are raising concerns that too little emphasis is being placed on the Micronesian cultural aspects of the college. The mission statement currently indicates that, as an institution, the college is "uniquely Micronesian" and that it is dedicated to "an educational environment enriched by cultural traditions." However,

many within the college, as well as those in other constituent stakeholder groups, point out that language and culture are synonymous and cannot be separated. There is significant concern that the trend toward English-only in terms of both the language of instruction and the language of production (both written and oral) by the students flies in the face of the intent of the mission statement. Thus, there is a movement to include student learning of and/or in Micronesian languages (and, by extension, culture) as a revision of the mission statement.

Student learning in the mission statement

Statements specific to student learning include these phrases:

- to provide educational opportunity
- nourishing individual growth and national unity
- scholarship
- service
- integrity
- critical thinking skills
- breadth of vision
- habit of reflection
- educational environment enriched by cultural traditions.

Purposes of the institution made explicit

Here are some explications and examples linking the words and phrases listed above to the purposes of the college:

- To provide educational opportunity: As noted above, revision of this phrase is currently under dialog to reflect a movement toward the end product of the educational opportunity rather than merely the provision thereof;
- Nourishing individual growth and national unity: Student learning outcomes are geared toward both personal development and national interdependence;
- Scholarship: Scholarship implies rigor and standards within the provision of learning opportunities and the expectations for student learning outcomes;
- Service: Institutions of higher education are increasingly implementing service learning. Some programs within the college are already including service learning as part of the formalized curriculum; others plan to incorporate service learning components soon. College-wide, informal and extra-curricular opportunities abound for students to engage in volunteerism and other service learning contexts. For instance, our Student Body Association gives participants opportunities to serve their school and peers through student government. Another example is the regularly-scheduled campus clean-up days and "trash-a-thons," which foster unity toward the common good of reduced litter and improved aesthetics. The pride students feel in their campus is only one aspect of this service learning activity;
- Integrity: Implementation and enforcement of the college's Academic Honesty

Policy compels students to behave in a manner reflecting integrity while they learn;

- Critical thinking skills: Learning how to think critically is considered by many educators the crux of learning at the college/university level;

- Breadth of vision: Most of our students come from small islands yielding extremely limited backgrounds which can be described as narrow in terms of experience and exposure. Many students state that the most important thing they have learned at the college is the enormous breadth of the world in terms of ideas, cultures, art, music, religion, philosophy, etc. In short, students at the college are learning to broaden their world views;

- Habit of reflection: The reflective learning process is valued and taught. Students learn how to engage in self evaluation and how to use the resulting information to replicate successes and avoid making the same mistakes in the future. Many courses, for instance, involve audio- and/or video-taping student presentations and performances so students can learn not only the content area skills but also this reflective process to apply to many areas of their lives; and

- Educational environment enriched by cultural traditions: As noted earlier, a concern specific to the lack of Micronesian language learning has been raised in this area. As part of the ongoing dialog on that issue, many faculty have been pointing out the myriad ways that cultural traditions have been integrated into the curriculum – as topics upon which students prepare essays in writing classes, as indigenous dances taught by the students to one another in physical education instruction classes, and as folk songs taught by students to one another in music classes. Courses such as ethnobotany include learning local language vocabulary for plants and their uses. The exercise course in running and juggling also includes exposing the students to such basic terms such as run, walk, and juggle in their own language. [IA1(1)] The word "juggle" is sufficiently unusual that not all students know that word in their native language. The ongoing development of cultural related assignments, activities, and courses is evidence that the college is indeed enriched by cultural traditions.

It is worthy of note that one of the greatest values of the self study process for the college has been the discovery of the many ways the mission statement is being concretely applied at all levels – individual classes, programs, campus-wide matters, and systemic issues.

Addressing the needs of the student population

There are student representatives from both the National and state campuses on the Planning Council, which is the body that reviews and revises the mission statement and other goals for the college. Thus, students have direct input into ensuring that their needs are being addressed. Additionally, faculty, staff, and administrators constantly seek student feedback both formally and informally to allow students' needs to be identified and addressed.

IA1. SELF EVALUATION

The programs at the college are well aligned with its purposes, character, and student population as well as with the institutional mission statement. The mission statement reflects community needs and national mandates while providing for the academic growth of the students. The mission statement reflects the character and nature of the college. There is need to examine what it means to be "uniquely Micronesian" in a time of local language loss and the loss of traditions and culture. The extent to which an English language institution can conserve, or even promote, local language and culture is an area that remains to be explored.

IA1. PLANNING AGENDA

The college will continue to develop and deploy degrees, certificates, and programs that are aligned with the mission and purpose of the college. The college has begun to offer local language and orthography classes. These offerings will be expanded to the extent that resources, personnel, and support material allow.

IA2. The mission statement is approved by the governing board and published.

IA2. DESCRIPTIVE SUMMARY

The mission statement was unanimously approved by the Board of Regents during a teleconference on July 16, 1999, at which point it formally became the institution's mission statement. [IA2(1)] The mission statement is published on page five of the 2003 - 2005 catalog. The mission statement is linked directly to the college's home web page. [IA2(2)]

IA2. SELF EVALUATION

The mission statement is approved and published, both in the catalog and on the college web site.

IA2. PLANNING AGENDA

Maintain publication of the mission statement in all appropriate media.

IA3. Using the institution's governance and decision-making processes, the institution reviews its mission statements on a regular basis and revises it as necessary.

IA3. DESCRIPTIVE SUMMARY

Development Process
The mission statement was initially developed through an intense collaborative process in which representatives of college and community stakeholders met repeatedly to come to

consensus on precise wording that reflects all views and that most completely and accurately states the mission of the college. Work on the mission statement was begun by the Planning Council on October 29, 1998 [IA3(1)].

From the college, persons on the Planning Council included representatives from each of these areas: administration, faculty, staff, Staff Senate, students, and Board of Regents. Additionally, those representing the college came from all four state campuses as well as the National campus. From the community, persons representing each of these areas participated in the development of the mission statement: business, churches, women, youth, persons with disabilities, traditional cultural leadership, and governmental bodies of the four states as well as the national government.

The specific composition of the Planning Council in 1998 and 1999 is important to understand in order to see the make-up of the participants in the construction of the mission statement. Any significant change to the mission statement would have to return to an equally broad and inclusive group of participants. [IA3(2)]

I.   **Participants external to the college:**
   a. *Iso Nahnken* Nett Salvador Iriarte (traditional leader)
   b. FSM National Government Health and Education Director Catalino Cantero
   c. FSM National Government Fisheries Director Bernard Thoulag
   d. Chuuk State Government Manny Mori
   e. Kosrae State Government Rinson Edmund
   f. Pohnpei State Department of Education Director Damian Sohl
   g. Yap State Representative John Mangefel
   h. Loren Peterson (private business owner)
   i. Father Francis X. Hezel
   j. Emiliana Musrasrik (community leader in women's issues in the community)
   k. Lily Jean Iriarte (representing children with special needs and disabilities in the community)
   l. Caleb Ludwig (community leader in youth issues in the community).

II.   **College of Micronesia-FSM:**
   a. Regent John Sohl
   b. Regent Brian Isaac
   c. President Susan Moses
   d. Staff Senate President Eddie Haleyalig
   e. Student Body Association President Xavier Yarofmal
   f. Vice President Spensin James
   g. Vice President Ringlen Ringlen
   h. Vice President Yasuo Yamada
   i. Director of Research and Planning Greg Myers
   j. Director Chuuk Campus Graceful Enlet
   k. Director Kosrae Campus Kalwin Kephas
   l. Director Pohnpei Campus Penny Weilbacher
   m. Director Yap Campus Lourdes Roboman
   n. Director of Academic Programs Joe Habuchmai

 o. Comptroller Robert Epstein
 p. Business Office Manager Pelma Palik
 q. Personnel Officer Linda Maradol
 r. Agriculture Chair Kyoshi Phillip
 s. Education Chair Richard Womack
 t. Language and Literature Chair Jonathan Gourlay
 u. Pohnpei campus Instructor Phyllis Silbanuz
 v. Pohnpei campus Counselor Maria Dison
 w. National campus student Jonathan Mathau
 x. National campus student Xavier Yarofmal
 y. Pohnpei campus student B-More Penias.

Between October 29, 1998 and February 11, 1999 the Planning Council met seven times. In meetings on November 12, 1998, November 16, 1998, and December 10, 1998 the Planning Council worked on defining the identity of the college and whom the college served. [IA3(3)]

A survey instrument was given to 60 people. The top eleven adjectives used to describe the college were, in descending order: excellent, friendly, prestigious, interesting, best, responsible, innovative, academic, and cultural. The top needs that the college should provide for the FSM was led by professional training, vocational programs, and well-trained, knowledgeable teachers and staff. [IA3(4)]

The survey asked how faculty and staff at the college can best help students, business, government, community, and other stakeholders. Top responses included getting involved in the community, serving public governmental needs, providing training for business and government, and preparing students to meet their own needs. The survey concluded by having the participants list the five values the college should represent. The list was led by quality education, honesty, customs and cultural values, integrity, loyalty, and being knowledgeable.

Among other missions that the survey indicated the college should undertake, there was a clear indication that one of the differentiating values the college has is the attention paid to traditional customs and cultural values. The college is uniquely Micronesian.

On January 14, 1999, the Planning Council produced four draft mission statements. On January 28, 1999, the group worked on producing a single mission from the four draft versions. At their February 11, 1999, meeting the mission in its present form was roughed out.

At the February 25, 1999, Planning Council the words "and national unity" were added to the mission statement. This wording reflected the under-current of thinking among National campus faculty and staff that another unique role for the college, specifically the National campus, was in bringing together the youth of all four states on one campus. In working together, playing together, and living together in the dormitories, the students come to know each other as friends. The FSM is a nation of mutually unintelligible languages and underlying cultural differences. Both the National campus and sponsored programs such as Upward Bound and Talent Search (through summer inter-island student exchanges) promote and foster communication and understanding between the peoples of the FSM.

The proposed mission statement was sent through the cabinet to the Board of Regents and was ratified unanimously. [IA2(1)]

The college communicates its mission statement in a variety of ways. The mission statement is prominently featured in many of the printed publications of the college, including on page five of the current catalog. [IA(1)]

The mission is also on a web page on the college's website. The mission statement is read at the start of each board meeting. [IA3(5)] The mission statement is displayed in the administration buildings at each of the state campuses as well as at the National campus. The mission statement is read aloud at orientation sessions for all incoming students. It is submitted with each funding proposal or request to granting agencies and government bodies. More importantly, the college's mission is communicated beyond just the words of its mission statement. The mission is communicated through the actions of the college, the programs it offers the community, and the education it provides its students. Thus, the mission is communicated through the daily life of the institution, the participants in programs, and the graduates of the college.

Three factors lead the college to believe its mission, through the mission statement, is fully understood. First, the wording of the statement was agreed upon by a wide variety of stakeholders and college officials. Thus each of the representatives in the creation of the mission statement, including those from within the college community, believed the ideas could be understood by members of the groups represented. Second, the mission statement is purposefully phrased in plain language to optimize its comprehension. Third, the mission statement is widely communicated in a variety of modalities (print, electronic media, oral readings, etc.) to enhance understanding regardless of a person's ability to access the information, disabilities, and/or learning style.

The college views the mission statement as a living document and subject to change as necessary to keep pace with the evolution of the college.

Effectiveness of periodic review

There has been no documented periodic review of the mission statement. Many of the original participants in the process are still centrally involved in the college. The original process was so thorough, and in some cases exhausting, that there has been a reticence to re-enter the process too quickly. [IA3(6)] The mission continues to be viewed as relevant, as evidenced in part by its reading at the start of each Board of Regents meeting with the intent to "focus" the board on the mission of the college. [IA3(5)] Since the departure of the director of research and planning mid-2002, no Planning Council meetings have been held. The acting director of research and planning 2002-2003 did not convene the Planning Council.

Incorporation of the interests of stakeholders

The mission statement emanates from the Planning Council. From the college, persons on the Planning Council include representatives from each of these areas: administration, faculty, staff, Staff Senate, students, and Board of Regents. Additionally, those representing the college come from all four state campuses as well as the National campus and the Fisheries and Maritime Institute. From the community, persons representing each of these areas participate in the ongoing evolution of the mission statement: business,

churches, women, youth, persons with disabilities, traditional cultural leadership, and governmental bodies of the four states as well as the national government. Should another legitimate constituent group emerge, a representative would certainly be invited to join the Planning Council.

Evidence of effectiveness

While no formal study has been undertaken in this regard, the ongoing support and involvement of the various constituent groups in the life of the college lend credence to the assertion that they are satisfied with the mission of the institution.

Circumstances prompting changes

Noting that the Planning Council is a standing committee and will be reconvened, any member of the college community or a constituent group can communicate his/her concerns to the appropriate representative on the Planning Council. The representative, in turn, will bring the recommendation to the next Planning Council meeting. Something as dramatic as a reorganization of the entire institution would certainly prompt a major revision of the mission statement. On a more commonly occurring basis, issues being discussed collegially through the faculty governance system may lead to recommendations for mission statement changes. Most recently, the extensive and intensive accreditation renewal self study process has given rise to some specific issues noted herein. The mission remains a touchstone for many committees.

Development of Goals from Mission

On March 11, 1999, the Planning Council turned its attention to the development of goals from the mission statement (March 11, 1999, Planning Council minutes). By mid-March the Planning Council was discussing the "centralization" issue: the role of the state campuses and their relationship to the National campus. These issues were raised initially by a faculty member at the Kosrae campus.

The March 25, 1999, Planning Council discussed the role of state campuses and the impact of resource limitations. These discussions continued in the next two meetings. The Planning Council is a broad and inclusive body including key business and governmental leaders. The biweekly meeting schedule was demanding for people with numerous other responsibilities. At some point, the discussion moved from strategic planning to tactical discussions of what programs should be run at which campus. The biweekly schedule was orally reported to be onerous. Undocumented sidewalk discussions at that time suggested that many of these decisions could and should be made by the other standing committees of the college, the results of which could then be reported to the Planning Council. This would allow the Planning Council to function in a manner in which less time is required of the participants.

IA3. SELF EVALUATION

The mission statement has not been re-evaluated on a regular basis. Two factors have led to the perception that changing the mission statement would be a significant undertaking. The broad, multi-island group that was assembled to develop the mission statement in

1998 and1999 would require significant investments of time, resources, and money to duplicate. Any lesser group would be seen as non-inclusive and would not have the mandate of the original group.

The other factor was that the process in 1998 became protracted as constituencies argued over specific words or phrases in the mission. Individual meetings ran to over two hours. The process was painful in terms of time and energy for the participants. While all mission statements are necessarily dynamic, some missions may enjoy a longer shelf life than others due to the process through which they were formed. The formation of the present college mission statement was extraordinarily inclusive and carefully considered.

The February 4, 1999, minutes of the Institutional Effectiveness Committee noted the lack of returns on a survey done to assess community perceptions of the college mission statement. [IA3(7)] The Institutional Effectiveness Committee was re-constituted as the Assessment Committee on November 14, 2000. [IA3(8)(9)]

The Institutional Effectiveness committee of February 18, 1999, reviewed the mission statement. A recommendation was made to include "COM-FSM is dedicated to fostering national unity." [IA3(10)] The March 4, 1999, meeting of the Institutional Effectiveness committee recommended the addition of "to provide educational opportunity – both academic, vocational, and technical." [IA3(11)]

On March 18, 1999 the Institutional Effectiveness Committee noted that the Planning Council had decided to retain the wording without including further wording on economic development. Questions arose as to who was on the Planning Council and to whom the council was beholden. Clearly there was a desire on the part of the committee to alter wording in the mission statement, but the lack of further discussion suggests a decision on the part of the chair to support the Planning Council's decision. This may have been the first discussion of whether the mission statement should be internally generated within the college or externally specified by the broader community.

This discussion will likely occur again over the matter of wording concerning achievement of student learning. Does the college have to add the wording as the result of a mandate or does the college have an option to differ? There might be a need for a deeper and broader dialog as to who actually decides the mission of the college. Should it align to the national mission? What if the national mission is not congruent with the desires of the students? Do student needs (desires to obtain skills not useful in the FSM but in work abroad for example) trump national needs? Or is it more complex: perhaps the college can serve both national needs and student needs, even when they diverge.

The minutes of the Institutional Effectiveness Committee do not indicate any further review of the mission statement. The Assessment Committee appears to have met irregularly in spring 2002 and possibly not all during fall 2002. During this time the college did not have a full-time director of research and planning, although an acting director was appointed August 12, 2002.

In a May 22, 2002 meeting of the Planning Council a suggestion was made to change the word *mission* in the second sentence to *purpose*. [IA3(12)] This was one of the final meetings of the Planning Council. There is no record of a subsequent meeting. That summer the director of research and planning departed the college. An acting director was appointed in August and served during the 2002 - 2003 school year. The acting director did not reactivate the Planning Council nor undertake any further review of the mission state-

ment.

During oral discussions of student learning outcomes at a workshop on August 5, 2003 the use of the word *opportunity* in the mission statement was questioned. The question asked whether the phrase "...its current mission is to provide educational opportunity..." might be replaced with a phrase such as "...its current mission is to facilitate and demonstrate achievement of student learning outcomes. [IA3(13)]

In addition, no comprehensive evaluation has been undertaken concerning the college community's or constituent stakeholders' understanding of the mission of the college.

IA3. PLANNING AGENDA

The mission statement was forged via an inclusive and arduous process. Undertaking a major change in the mission statement would divert limited resources from other critical areas that must be addressed. There is a need, however, to begin a discussion of whether the college only *provides educational opportunities* or actually *guarantees student learning*.

Concordant with the dialog on the mission statement, under the leadership of a director of research and planning, the Institutional Research and Planning Office should perform a more formal and thorough survey review of the mission statement.

There is an additional need to reactivate the Planning Council, but to also make membership less onerous. Planning Council should be a very broad and inclusive annual event with participants from all sectors. Planning Council should be tasked with strategic planning as opposed to tactical planning and mission implementation. The annual meeting could be published in the catalog. Greatly reducing the number of meetings could also allow the college to bring in leaders from the other islands. The cost of bringing together people in this nation cannot be underestimated. Flying state and community leadership from Yap costs on the order of $1000 round trip per person. This is no small obstacle to convening a truly inclusive Planning Council. The college, however, spans six sites in four states on four different islands. The Planning Council can no longer claim nationwide participation utilizing only traditional and community leaders from Pohnpei.

> **IA4.** The institution's mission is central to institutional planning and decision-making.

IA4. DESCRIPTIVE SUMMARY

As part of the college's strategic plan, the mission statement is an intrinsic part of all planning and decision-making at the college. Additionally, the mission statement is posted in the meeting rooms where planning meetings are generally held.

Effectiveness in prompting planning and decision making

Because of the direct connection between the mission statement and the strategic plan, the former is highly effective in influencing the latter. Thus, in essence, all decisions of importance affecting the college filter through the mission statement. Conversely, the mission statement itself can be the catalyst to prompt planning action and decision-making on the college's behalf.

Centrality

By making the mission statement an intrinsic part of the strategic plan, by using the mission as a guideline for budgeting, and by placing the mission statement and the living proofs of the mission of the college (programs, students, graduates, etc.) in the forefront of the way the college represents itself on every occasion, the college has ensured that its mission remains central to decision-making and to planning.

IA4. Self Evaluation

Having the mission statement as a central part of the strategic plan and other organizational activities of the college guarantees the influence of the mission statement on planning and decision-making. To "test" the effectiveness by withdrawing the mission statement from these activities would be foolhardy and poor research design at best, and disastrous at worst, for it would cause the institution to lose its touchstone. Thus, the self evaluation that is in place – that of nurturing the living organism of the mission statement – is best.

IA4. Planning Agenda

The College of Micronesia-FSM has a well-constructed mission statement which was created by the inclusion of all constituencies, is central to the college, and is part of a constantly dynamic symbiotic process in which the mission statement influences policy, decision-making and planning while at the same time being responsive to changes in the institution. Thus, the planning agenda is to continue cultivating this process for the indefinite future.

IB. The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning.
The institution demonstrates its effectiveness by providing:

1. Evidence of the achievement of student learning outcomes.
2. Evidence of institution and program performance.

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB. Descriptive Summary

Production and Support of Student Learning Outcomes

The core of the effort to produce and support student learning consists of utilizing a highly qualified and professional faculty who are given the necessary resources and support to deliver courses built around measurable student learning outcomes. Measurement

of that learning is primarily done by faculty.

Courses are designed around outlines consisting of measurable student learning outcomes. These outlines are prepared by faculty who teach the courses. These course outlines are reviewed by division chairs and the Curriculum Committee. The Curriculum Committee ensures that outlines are written using measurable student learning outcomes. Production and review of outlines often involves referring to similar courses at comparable institutions.

The responsibility for the process of assessment, analysis, and redevelopment to improve student learning rests first and foremost on faculty. Each is a specialist in the area they are teaching, either via academic qualifications or through a combination of academic qualifications and experience.

The faculty who teach a course develop the student learning outcomes for the course, usually referencing both college-level texts and, in many cases, equivalent courses at other colleges.

Over the past year a model of assessment has been developed. Originally developed in one division, the model is merely a diagram that shows visually how a division achieves and measures learning.

The original core of the model consists of qualified faculty delivering courses based on student learning outcomes. The actual model exists as a web portal, a web page that contains links to supporting documents.

IB.1 Diagram of Web Portal with Faculty and Outline links

Courses based on Student Learning Outcomes	← implement	Qualified faculty
Outlines	**Sample Syllabi**	**Instructor**
MS 150	MS 150	Dana Lee Ling
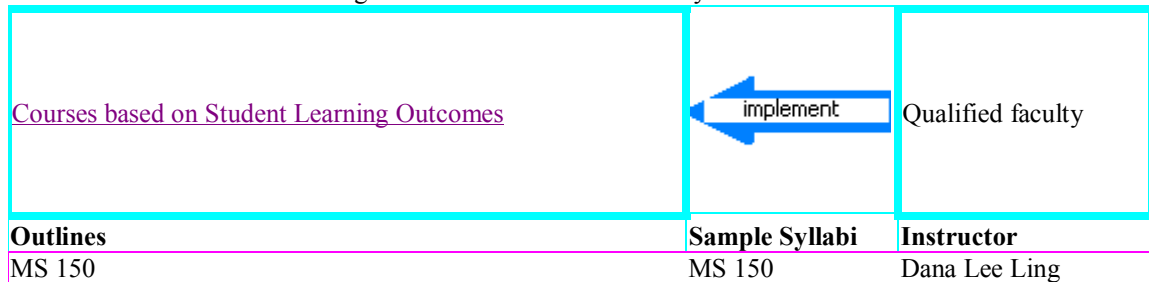
Although the above diagram is static, the online version includes links to outlines and faculty qualifications. The "Outlines" item links to a list of outlines that are available online. The left "MS150" links to the MS 150 outline. The name "Dana Lee Ling" links to the résumé for that member of the faculty. The actual portal includes other faculty and course outlines.

The link between faculty and the courses that they teach is their course syllabi. In the actual portal there are links to online syllabi. This permits anyone either inside or outside of our organization to access information on our faculty, our courses, and how those courses are implemented. This purports to produce results, student achievement data in the form of grades, that can be trusted.

IB.2 Diagram of Web Portal with Faculty, Outline, and Grade links

Courses based on Student Learning Outcomes	← implement →	Qualified faculty	produce trusted →	Grades
Outlines	**Sample Syllabi**	**Instructor**		
MS 150	MS 150	Dana Lee Ling		
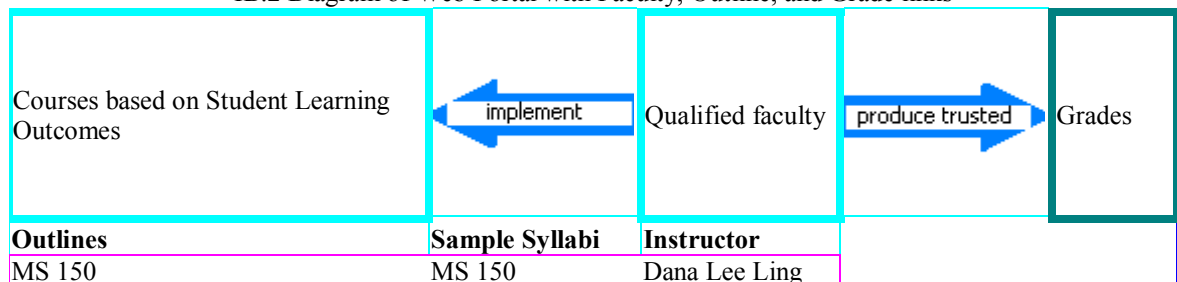
On the actual portal page "Grades" links to a report on grades given in the division.

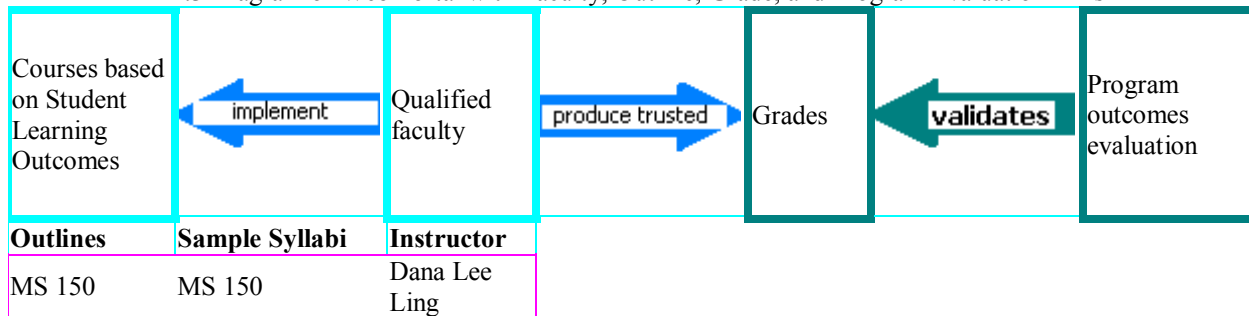This system has two shortcomings. The first is that this system does not provide a way to assess program level student learning outcomes. The second is that this system relies wholly on measures that are internal to the classroom and within the scope and control of single individual. The college hires qualified faculty and trusts the faculty implicitly. An outsider, however, might want some form of external evaluation of the system. An outsider would probably ask what a given grade might mean.

Each division is in the process of making its own decisions on how to validate their grades to an outside observer. In the example shown above, the mathematics division has developed and deployed an in-house test that is to be given to a sample of post-MS 100 students.

IB.3 Diagram of Web Portal with Faculty, Outline, Grade, and Program Evaluation links

| Courses based on Student Learning Outcomes | ←implement→ | Qualified faculty | produce trusted→ | Grades | ←validates | Program outcomes evaluation |

Outlines	Sample Syllabi	Instructor				
MS 150	MS 150	Dana Lee Ling				

On the actual portal page, the item "Program Outcomes Evaluation" links to a report on a pilot run of the mathematics program evaluation instrument in spring 2003. The program outcomes evaluation is referred to as an external measure for the system. The development and subsequent assessments of program level student learning outcomes is only just beginning at the college. The intent is that the external validation of grades will support program level student learning outcomes.

The following is the web portal with the program learning outcomes link depicted.

IB.4 Diagram of Mathematics Web Portal with internal and external support for Program Learning Outcomes
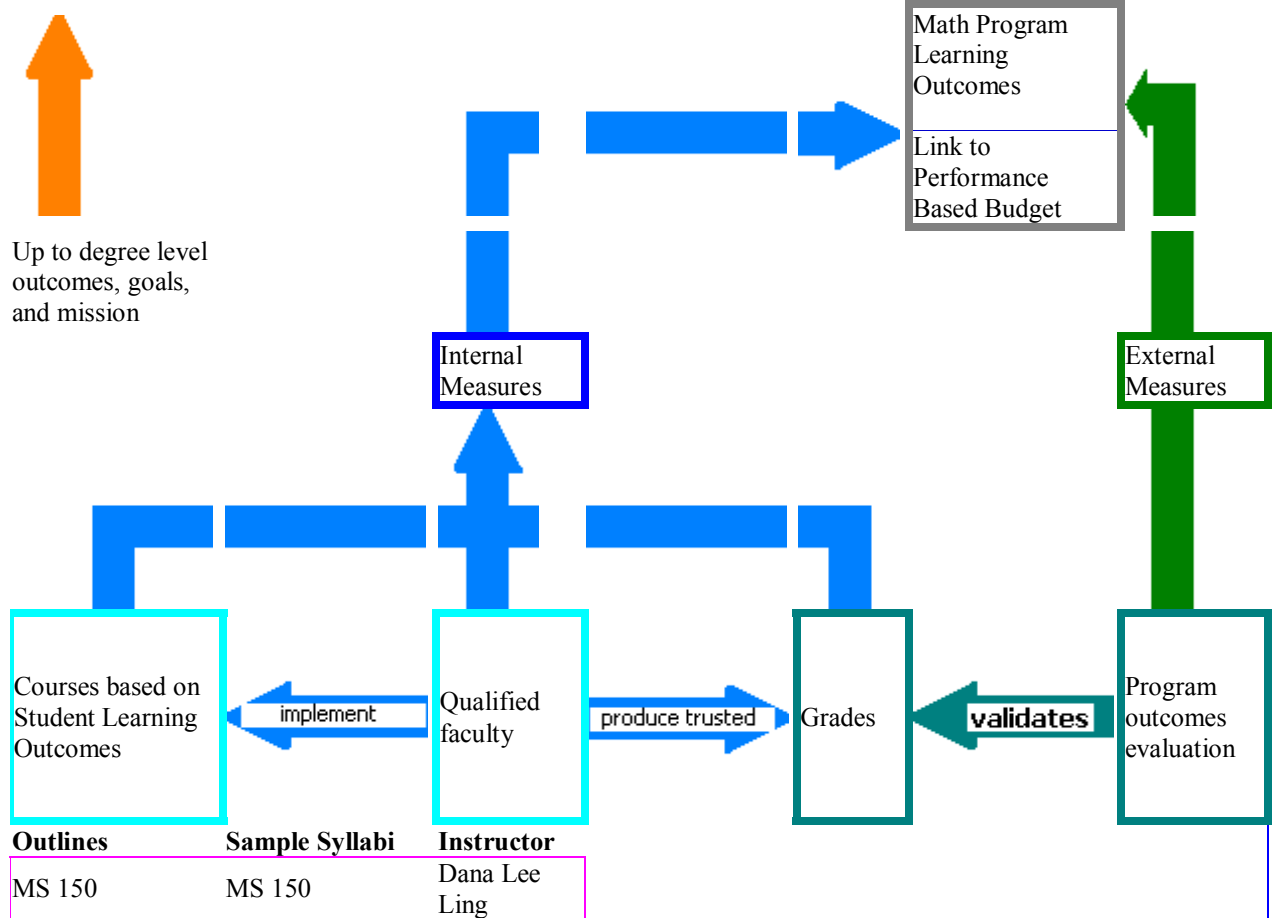
The above is merely a diagram, a way of depicting the inter-relationships among the systems that measure student learning at the college. The genesis of the diagram was in discussions in the fall of 2003 on the inter-relationships between course level student learning outcomes, program level student learning outcomes, and grades. Of course the heart of any college is the students. The diagram can only depict the structures that are involved with measuring student learning. The online portal provides easy access to the documents that report on student learning. The diagram has been referred to in some documents as a student learning outcomes nexus or student learning outcomes hub.

While other divisions may not physically deploy a web portal, all divisions are developing systems that could be depicted in such a manner. Each division is making their own decisions on what constitutes external validation of student learning outcomes. Some divisions are publishing rubrics and sample student work with the associated grade. [IB(1)] Other divisions are planning to use binding exit examinations. Discussion of external measures includes dialog on portfolios, projects, capstone experiences, and other ways of knowing students have achieved program level student learning outcomes.

The web portal does not depict the full assessment cycle. There are no circular arrows from program outcomes evaluation to course outlines. The diagram would become unnecessarily complex and unwieldy with the addition of arrows depicting the closure of the assessment cycle.

Support for student learning also includes a number of divisions and programs that

are outside of the classroom.

The Learning Resource Center is an important support facility providing both texts and Internet access. This facility is covered in Standard IIC.

Other programs, some institutionalized and others supported by grants, provide support to students. These programs include tutoring programs and college-run grants that serve pre-college students.

Key Processes and Resource Allocation

Resource allocation is separately and independently covered in Standard III later in this document.

Resource allocation is decentralized, including facilities design, facilities usage, and financial resources.

The facilities were designed with input from a number of constituencies, both at the National campus and at the state campuses. The exception to this is the Chuuk campus, which does not currently own its campus buildings.

The classrooms at the National campus, built in the mid-1990's, were designed with input from the chairs and faculty of the respective divisions of the college at that time. The Learning Resource Center was designed under the aegis of the library committee and guided by a vision statement prepared by that committee. Design details down to and including the location and type of shelves and computers were specified by a faculty and staff team.

Facilities usage is directed by facility directors and division chairs. The division chairs prepare schedules of classroom usage. Future facility plans are made in consultation with faculty and staff. Committees such as curriculum, the weekly chairs meetings, and ongoing email communications are all involved in providing input to these decisions.

Individual facility directors and division chairs prepare budgets for their area. These budgets are submitted to the finance committee, a committee consisting of faculty, staff, and administrators, for inclusion in the college budget.

The extent to which an individual facility director, unit chair, or division chair shares their budget planning and preparation with others in the facility, unit, or division varies from unit to unit. Concern has also been expressed as to the transparency of budgets in the state campuses, especially with respect to the faculty and staff who work in the state campuses.

Demonstrations of Effectiveness

Almost all actively taught courses are based on course outlines that utilize measurable student learning outcomes. Those few outlines that have been found to not use student learning outcomes are being rewritten. Measurement of these outcomes rests with faculty. At present there are no external mechanisms that provide evidence of achievement of student learning outcomes. All evidence of achievement resides with individual professors and instructors.

The methods of measurement vary from course to course, with each instructor specifying the measurement systems most appropriate to their course. Measurement methods include, but are not limited to, homework, quizzes, tests, midterm and final examinations, projects, presentations, papers, and performances.

The college has used student achievement data and other indicators to perform what have been called program health reviews. Key indicators have included enrollment and student seat costs. None of these indicators, however, carries any information as to whether learning is occurring in the classroom. Demonstrating that programs reviewed only by indicators are effective programs from the perspective of student learning is not possible.

IB. SELF EVALUATION

The college has begun to build program level assessment of student learning outcomes. This effort has begun with a dynamic and active dialog on what constitutes important program level outcomes in each program. This is an ongoing conversation that is built on the knowledge of what works in our classrooms, the learning styles of our students, and on what is seen as important for our students to take away from a program. Program learning outcomes have been adopted in mathematics and exercise sports science. Program learning outcomes for the English general education core and science have been proposed.

The effort to deploy program evaluations that do reflect learning, the external evaluations noted in the web portal diagrams above, has only just begun. The college has not had a year-to-year cycle of any external evaluation system by which to make true program effectiveness measures.

Assessment of learning at the program level has only begun at the National campus and in the tourism and hospitality division at the Pohnpei campus. Efforts at the other state campuses have yet to begin. Workshops have been planned to help these campuses perform program level assessment. The vice president for instructional affairs conducted workshops in Chuuk and Yap during October 2003.

IB. PLANNING AGENDA

The college is conducting a review of course outlines to determine whether there are courses using out of date outlines or outlines that do not utilize measurable student learning outcomes.

The college is continuing to develop program level student learning outcomes and assessment instruments. The VPIA has proposed a time-line for this work. However, as of the writing of this document, the time-line has yet to be discussed by the Curriculum Committee.

Even while the Curriculum Committee discusses time-line issues, divisions are forging ahead with the development of program level student learning outcomes. This development work is lengthy, as it must involve dialog inside each division leading to general agreement on the learning outcomes for that particular program.

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

IB1. DESCRIPTIVE SUMMARY

The college has recommended the use of student learning outcomes in course outlines for many years. Under the leadership of the then new vice president for instructional affairs, all outlines produced after fall 1992 had to be in a student learning outcome format.

In the fall of 1995, the college embarked on the development of program health indicators as a way to measure the performance of all programs, not just academic programs. Many of these program health indicators were just that: single point in time indicators or measurements such as faculty to student ratios, freshmen intake to graduation rates, numbers of students counseled, number of books checked out, or number of air conditioners cleaned. While many indicators were internal to the college, a few were external. An accounting program might look at the number of graduates who successfully obtained jobs in their field.

In 1996 and 1997, as part of the development of a five year strategic plan, the college developed program goals, objectives, and outcomes. These outcomes were not necessarily student learning outcomes, and in many divisions the previously developed program health indicators drove the development of the outcomes. That is, outcomes were developed that would be measured by the program health indicators.

Two examples of this structure can be seen below.

Table IB1.1 Sample Program Health Indicators and Associated Goals and Objectives

Program	Goal	Objective or Outcome	Objective Health Indicator (Program Health Indicator)	Present Status
Math: Developmental	Provide support for students who do not have the prerequisite skills and understanding for college-level math courses.	Decrease class size	Section sizes at twenty per section or less	Average of 25 students per section spring 2000. Fall 2002: MS 090 30 per instructor. MS 095 25 per instructor. MS 098 25 per instructor.
Science	To provide a quality science education for our students.	Maintain an effective full-time faculty to student ratio	Ensure full-time faculty ratio for science courses is no more than 60 students for 1 faculty member.	Fall 99: 60.8 to 1. Spring 00: 53.2 to 1. Fall 2001 and Spring 2002: 322 served by 7 faculty for a student to faculty ratio of 46. SC 101 20 students in four sections. SC 120 29 in two sections. SC 130 24 in two lecture sections.

The structure seen above of goal-objective-indicator was developed for each division or area of the college by representatives from that division or area. These were developed not just for academic divisions but also for the Financial Aid Office, Office of Admissions and Records, the Business Office, maintenance and facilities, the Learning Resource Center, and all areas of the college.

This structure or portions of it can be seen in a variety of documents including the strategic plan and some of the indicators reported as part of the performance based budget. [IB(2)] Indicators or indicators modified into outcomes can still be found in a number of documents.

There is not, however, complete congruence between the Strategic Plan of 2001-2006 and the above reported table. This is in part due to the evolution and construction of the documents. The above table began life as a result of a workshop on program health indicators conducted in 1995. At that workshop divisions developed program health indicators by which to evaluate the health of their programs. These were student achievement data indicators. This effort was a "bottom-up" effort and included the generation of program goals and objectives.

The *Strategic Plan 2001-2006* arose out of a mission statement review and the setting of ten institutional goals by the Planning Council from 1998 to 1999. This process did not include all of the division chairs, those who had worked on the program health indicators effort three years earlier. Thus while the chairs were utilizing program health indicators, the Planning Council worked on a superstructure that was not directed by the existing structures. This was a "top-down" effort external to the divisions and generated goals on a different basis.

Work on bringing the program health indicators and their associated goals and objectives in line with the work done by the Planning Council was done by the Institutional Research and Planning Office in internal documents and by work done in the Assessment Committee in 2001. [IB(3)]

The goals and objectives (now renamed activities) would be further modified in 2002 and 2003 principally by the acting director of research and planning 2002-2003 and published May 2003 in the *Performance-Based Budget Institution-Level and Program Outcomes and Outcomes Measures Fiscal Year 2004* (Performance Based Budget 2004 or PBB 2004).

This document would differ from the *Strategic Plan 2001-2006* due to work done in the Assessment Committee and due to work done by the acting director of research and planning. A program-by-program analysis of differences has not been formally performed, but change is inevitable in an organism as dynamic as the college. Notable differences include the omission of the Micronesian studies program from the PBB 2004 document and the inclusion of physical education in the PBB 2004 document. The PBB 2004 document represents the most current published statement of the status of the college's program goals.

To understand the nature of the changes from the above program health indicator based model seen in Table IB1.1, the following is an excerpt from the physical education section of the Performance Based Budget 2004 document. The budget data is omitted from this table.

Table IB1.2 Performance Based Budget FY 2004 Program Account 221 Physical Education

Strategic Goal/Focus	Activities	Outcomes	Performance Indicators
To promote student health through developing habits of regular physical exercise	1. Promote awareness of the physical education program and the necessity of regular exercise as part of a healthy lifestyle	1. All students will be advised of the need for regular exercise and the opportunity to enroll in a physical education course	1.1 Promotion and advisement activities will be documented in advisement reports and quarterly reports of the program
	2.To provide a physical education program on a college-wide basis	1. Students will be enrolled in a physical education course on all campuses	2. 15% of students will enroll in a physical education course during the during the academic year and 50% of enrolled students will complete the course

Table IB1.2 reveals a hybrid nature that includes student learning outcomes as measured by performance indicators. The next step in the evolution of assessment at the college is seen as measuring the student learning outcomes directly rather than using indicators. The performance based budget, however, had to use measures that are already extant and not those the college is in the process of developing and deploying.

Evolution from a goal-objective-indicator structure to a student learning outcomes structure at the program and institutional level is now occurring. This evolution occurs through self-reflective dialog, although not necessarily the quiet reverie that the word self-reflection conjures up. This is an energetic discussion that permeates the campus. Specific models, formats, and implementations remain under discussion. Although some program learning outcomes have been approved, any examples presented should be considered unofficial and unapproved. These examples are meant to reflect the nature of dialog occurring.

Table IB1.3 derives from a physical education course outline and includes only a subset of all the student learning outcomes on the actual outline.

Table IB1.3 Proposed Exercise Sport Science Program and Sample Course Level Outcomes

Proposed Institutional Outcome	Proposed Program Outcome	Approved Course Outcomes (PE 101j Joggling)
Students will be physically educated persons[1]	Students will learn skills necessary to perform a variety of physical activities[1]	1. Students will be able to jog for twenty minutes 2. Students will be able to juggle for ten minutes. This outcome may be completed by juggling for ten minutes during jogging. 3. Students will be able to joggle the indoor length of the gym 4. Students will be able to perform a inside cascade juggling pattern
	Students will value physical activity and its contribution to a healthful lifestyle[1]	Included in outline. Measurement method yet to be determined.
	Students will determine baseline measures of personal fitness.	1. Students will have measured their resting heart rate 2. Students will have measured blood pressure 3. Students will have measured their jogging heart rate
	Students will be able to identify common injuries, treatment, and preventive measures.	• Students will be able to identify their foot pronation and arch type and the appropriate shoe structure for their foot type in an oral question and answer format • Students will be able to orally recite the words from the acronym RICE: rest ice compress elevate. • Students will be able to identify the symptoms of common running injuries, preventive measures, and basic treatment in an oral question and answer format
	Students will participate regularly in physical activity[1]	Students will engage in physical activity at least twice a week.

[1] National Association for Sport and Physical Education national standards

In the above model the institutional and program outcomes are measured through accomplishment of the course outcomes. Separately there would need to be survey assessments done to provide external measurements of the institutional and program outcomes.

The above outline is the result of a dialog during the fall of 2002 that is documented in part by the following reports and documents:

Student Learning Outcomes Nexus (Web Portal)
SLO Part I: Grade book and grading impact, core and peripheral outcomes
SLO Part II: One-to-many and format matters
SLO Part III: Mid-Tier, Type I indicators, Type II outcomes
Part IV: Program Outcomes for Mathematics
Part V: Layout issues in MS 150 Statistics
Part VI: Course Intentions, outline contents, values outcomes
Part VII: MS 150 in General Objective and Specific Objectives format
Triple Tier is an enhanced variant of current format: Side by Side Comparison
System Wide Competencies
Division Objectives & Indicators; Program Learning Outcomes
Math Prog Evaluation Instrument
Math Program Outcomes Evaluation 21 March 2003

Ongoing Continuous Dialog

These reports trace an evolution in thinking as a result of conversations in curriculum committee and the ongoing conversations held on the sidewalks and in the cubicles of the college. The college does not set aside a specific time or place to discuss specific topics or assessment cycles. That was in part the downfall of the Assessment Committee (detailed in IB3 and IB6) - it was not seen as being relevant to what was happening out in the hallways and classrooms. The college is engaged in an ongoing, continuous discussion of learning in our classrooms. [IB1(1)]

Our small island environment means that faculty and administrators meet and talk nearly daily in a series of ongoing impromptu meetings and dialogs. There are only a limited number of stores on Pohnpei - impromptu meetings occur in the hallways of the college, in the aisles of a supermarket, between tables at a local restaurant, or on a Saturday at a picnic. This is probably unique to small island schools and to our environment. The island is a far more closed and insular place to live than even a small rural town. The result is that faculty are more aware of what is happening in other classrooms and other divisions than one would likely be at a mainland school.

IB1. SELF EVALUATION

The college is engaged in a discussion of measuring student learning. This discussion is centered at the National campus, but does include state campus personnel as well. The discussion includes the issues surrounding the difficulties of including remote (non-Pohnpei) state campus personnel. Many of these personnel are part-time employees literally passing through our system, teaching for a term or two. In other instances there are permanent faculty, but communication with them can be difficult.

Due to the distances, and the cost of something as simple as a telephone call, communication with remote island faculty relies on email. Part-time faculty, however, rarely have email addresses, and when they do have an email address, the National campus and its division level personnel are rarely aware of the email address. Some campuses, notably Chuuk, appear to have difficulty providing faculty with sufficient access to Internet connected computers, complicating the communication effort immensely.

Thus the ongoing, self-reflective dialog is missing voices. Faculty from remote state campuses are less likely to be a part of the discussion, and support staff at remote state campuses are likely to have no ability to join the dialog via email.

Thus while there is an ongoing dialog on student learning at the core, the periphery is less participative. The provision of computers and Internet access would not necessarily solve this communication problem: part-time personnel, as are often found teaching at the state campuses, are temporary employees. They are not likely to have any particular commitment to the institution. Involving them in the conversation may be difficult at best. Since such an employee might be literally gone by next term, there is little leverage to force them to contribute and, quite frankly, little they are likely to be able to contribute due to the briefness of their time with the college.

There are also communication issues even at the National campus. The college is quite unique in its extreme remoteness and in the size of the community in which the college exists. Coupled with no tenure track available, a large expatriate faculty, and no possibility under FSM law to remain in the FSM except under a work permit, the college will always have a high turn-over. There are faculty who are here for a three-year contract, and who have no intention of remaining beyond their contract. Other faculty might work a contract or two, but have no long term commitment to the institution or to living out their lives in the FSM.

The result is that the college has both institutional memory problems and institutional commitment problems. Faculty who are here for a brief time may not share the same level of commitment to working on institutional goals. Some faculty may be doing a superb job in their classrooms, but have little interest beyond the four walls of their classroom. Due to the combination of contracts that can be non-renewed without cause being given, and the restrictions of the work regulations in the FSM, the college cannot guarantee any faculty more than a four year contract. This is true for all positions at the college, administrative, faculty, and staff. The result is potentially both a lack of commitment to the institution by some and an inability of the institution to utilize tenure track faculty as key leaders in the institution.

Despite the above, there are faculty who have spent their working life at the college. The longest serving faculty members predate any current member of administration. While faculty turnover will continue to impact institutional memory, the faculty remain the key to institutional memory over the long haul.

IB1. PLANNING

Timelines for the implementation of program learning outcomes will be developed and adopted by the curriculum committee during the fall of 2003. The mathematics program and the Micronesian studies program will be conducting a second annual review of their

programs during the spring of 2004. Depending on time-line negotiations, other programs will also have program learning outcomes evaluations during 2004.

Communication with the remote state campuses has gone from zero prior to the existence of Internet connectivity to extant. At this point, further improvement depends in part on facilities improvement at the state campuses. Kosrae campus built a faculty office that permitted the campus to provide each faculty member with a desk and a computer continuously connected to the Internet. The result is that personnel at the National campus can be in regular contact with personnel at the Kosrae campus. Pohnpei campus also provides desks and Internet connected computers to each faculty member, providing communication resources for their faculty. Better communication with Chuuk and Yap campuses would require similar improvements in their facilities.

> **IB2.** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

IB2. Descriptive Summary

The goals of the college are stated on page five of the 2003-2005 college catalog:

- instill and maintain pride in the unique heritage of linguistic and cultural diversity in Micronesia
- promote national economic self-sufficiency/self-reliance
- develop individual's capacity for reflection, vision, critical thinking, and analytic problem solving in relation to local, national and global issues
- provide a safe, healthy, and attractive environment that promotes a sense of achievement and belonging for students, faculty, and staff
- obtain an adequate, stable form of financial support for COM-FSM
- demonstrate fiscal, management, and programmatic accountability
- provide relevant, up-to-date, quality, technical, and vocational degree and certificate programs, continuing education activities, and services enhanced by state-of-the-art technology to facilitate satisfying careers or transfer to schools in any geographic setting
- attract, employ, and retain highly competent faculty and staff who pursue professional development and contribute to a positive institutional culture which encourages honesty, appropriate moral values, and respect for human and cultural diversity
- establish partnerships with educational institutions, national and state governments, businesses, and other community agencies to identify and address common goals
- conduct necessary and appropriate research.

In the *Performance Based Budget Institution Level and Program Outcomes and Outcomes Measures Fiscal Year 2004* (PBB 2004) document, the institution reported five institutional level outcomes that were measured by performance indicators. The five institutional outcomes are effectively another set of goals for the college:

- The college will provide educational opportunity to all qualified students within the FSM as demonstrated by the diversity of students representative of the demographic make up of the general population and ethnic groups within the FSM;
- Students will be academically successful as measured by retention rates, completion rates, persistence rates, and graduation rates by college major system-wide
- Students will demonstrate their readiness for further studies as measured by transfer rates to other educational institutions of higher learning;
- Graduates will demonstrate their job readiness and competency through gaining employment within six months of graduation; and
- The college will maintain the high standards of institutional capacity and educational effectiveness as demonstrated by maintaining its accreditation with the Western Association of Schools and Colleges.

While the above are forms of overall institutional goals, programs also have goals. The goals given in the *Strategic Plan 2001-2006* and those in the *Performance Based Budget Institution Level and Program Outcomes and Outcomes Measures Fiscal Year 2004* (PBB 2004) are not identical. The table below is only a small sample to show the shift in the goals and the focus of the goals between the strategic plan and the performance based budget for fiscal year 2004 that was produced in May 2003.

There are other difficulties in mapping these two documents against each other. Items that were goals in the strategic plan are, in some instances, demoted to an activity in the later document. There are more activities in the PBB 2004 document than are listed below. In some instances the strategic plan reflects the top-down heritage that created the document with the director of research and planning central to its creation. The performance based budget 2004 was developed in consultation with the program heads and reflect their work on developing program outcomes for their respective divisions. Thus there is far more ownership in the performance based budget document.

IB2.1 Strategic Plan 2001-2006 versus PBB 2004

Strategic Plan 2001-2006	PBB 2004
Agriculture	
Develop and advance sustainable agriculture through the application of agricultural education and training.	To produce competent agricultural graduates who are employable or capable of succeeding on transferring into 4-year institutions as well as providing continuing education for in-service state agriculture extension service employees.
Business	
Develop relevant skills in business, accounting, and computer information systems for FSM and other citizens.	Deliver accounting, business administration and computer information systems programs that meet the needs of individual students...
Upgrade the business/accounting/CIS program to four year bachelor's degree level.	[Activity] Continue effort to upgrade current third year programs in accounting and general business to bachelors degree level.
Establish/strengthen strategic linkages and partnerships with local businesses and private/public agencies in the FSM.	[Activity] Assess job market skills demand in business, accounting and computer information systems in the FSM and surrounding region.

Education	
Redesign the teacher content curriculum to insure that teacher candidates have sufficient content knowledge necessary for curriculum delivery in the schools.	Provide competency-based elementary teacher training for in-service and pre-service teachers.
Redesign the practicum experience providing experience in three stages: observation, assistance, and practical teaching.	[No direct reference to the practicum]
Provide appropriate teacher in-service development to meet the certification and skill needs of the teachers.	[Activity] Design in-service training program for teachers based on the competencies and outcomes prescribed in the Bachelors of Education curriculum.
Languages and Literature	
To effectively implement an Intensive English Program	[No direct reference in Language and Literature section]
Provide supporting courses for all degree programs and students with the English language skills necessary to become effective college students and to enable them to further their education.	Support academic degree programs.
Natural Science and Mathematics	
Use the Mathematical and scientific skills needed to teach math and science at the elementary and secondary level.	[No direct reference to this goal.]
To increase student success rate in all degree an certificate programs.	[No direct reference to this goal. This would later be deemed an indicator, also known as student achievement data.]
To deliver a quality mathematical and science education for COM-FSM students.	1. To provide a quality developmental mathematics program. 2. To provide a quality college-level mathematics program. 3. To provide a quality college-level science program.
Increase the number of HCOP students who enter and will successfully complete the program.	To provide a quality premedical and health/nursing science program.
Social Science	
Deliver a social science curriculum that meets the needs of FSM citizens.	To provide a program of social science studies that meets the needs of the people of the FSM.

Note that program level goals are dynamic and continue to evolve. When the mathematics program found that the program goals for developmental mathematics and college level mathematics were essentially the same, the division opted to consider all of their math courses as part of a single program. The original division was artificial in that faculty regularly teach across the two areas. The result was a compression from five program level goals to four program student learning outcomes banks. That particular division has since mapped their performance based budget assessments by indicators against their program level student learning outcomes that are assessed using an external instrument and a sample of students.

IB2.2 Mapping of Performance Based Budget FY 2004 against Program Level Student Division Objectives and Indicators		
PBB	**Objectives**	Provide a quality core natural science program	Provide a quality mathematics program
	Indicators	Enrollment	
		Division success ratesMath success rates	
		Course outlines based on student learning outcomesMS 065 • MS 090 • MS 095 • MS 098 • MS 100 • MS/ED 110 • MS 150 • SC/SS 115 • SC 230	
	Online Portfolio	Faculty informationAssistant Professor Relinda Abellera • Professor Don Buden • Professor Anca Dema • Professor Ahser Edward • Assistant Professor Dennis Gearhart • Professor Muthukulathel J. Joseph • Associate Professor Lee Ling • Instructor Rhoda Velasquez • Assistant Professor Ray Verg-in • Assistant Professor Yen-ti Verg-in	
Program Measurable Student Learning Outcomes			
	Programs	**Natural science core**	**Mathematics**
SLO Level	**mSLOs**	Students will be able to...	Students will be able to:
		1. define fundamental concepts, principles, and theories of science.	1. define arithmetic, algebraic, geometric, spatial, and statistical concepts
		2. gather scientific information through experiments, field work, and research.	2. calculate arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology.
		3. perform experiments that support the development of scientific theory.	3. estimate arithmetic, algebraic, geometric, spatial, and statistical solutions
		4. utilize appropriate laboratory and field work procedures.	4. solve arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems using appropriate technology.
		5. interpret and express the results of experiments.	5. represent mathematical information numerically, symbolically, graphically, verbally, and visually using appropriate technology.
		6. explain observations of new phenomenon, systems, and entities, using the theories of science.	6. develop mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology.

SLO Level	mSLOs
	7. interpret mathematical and statistical models such as formulas, functions, graphs, tables, and schematics, drawing conclusions and making inferences based on those models.
	8. explore mathematical systems utilizing rich experiences that encourage independent, nontrivial, constructive exploration in mathematics.
	9. communicate mathematical thoughts and ideas clearly and concisely to others in the oral and written form.

The above table represents the continued development and evolution from an indicator based system of assessment to a student learning based system of assessment in a single division.

Description of Strategic Plan Development

Institutional goals and purposes are captured in the strategic plans that are redeveloped on roughly a five year basis. Although *Strategic Plan 2001-2006* was developed primarily by the Institutional Research and Planning Office, the modified plan found in the performance based budget for fiscal year 2004 was developed with extensive input from the program leads. Members of the college and other constituencies all have had input, through various mechanisms, into the plans of the college found in the performance based budget. Thus these plans are not unknown to the members of the college. The plans typically represent their collective thinking. Through a variety of formal and informal mechanisms, these goals and purposes are then communicated back to the members of the college.

There remains work to be done in shifting this process from looking at indicators to the use of measurable student learning outcomes. Much of this data is couched in the language of numbers of students in sections, pass rates in courses, and other spot indicators.

Utilization of measurable student learning outcomes at the program and institutional level will require the development of new methods and instruments of measurement. The college is only beginning to engage in an internal conversation of what measurable skills a student will carry away from the college at a program and institutional level. Skills at the course level are well defined by course outlines grounded in measurable student learning outcomes that are developed by the instructors who teach those courses.

IB2. SELF EVALUATION

Performance Based Budget 2004

This document was prepared by the departing director of research and planning in

coordination with a small but representative team of administrators at the college. There are specific goals and performance targets that the college has committed to meeting. The departure of the author of this document prior to a full year's cycle of living with the document and prior to any assessment demanded by the document leaves the college in a difficult position.

The college must report on each and every indicator, yet there is probably no one other person who fully comprehends this document in its entire scope and breadth. Any new director of research and planning will have to become intimately familiar with this document. The new director will bear the primary responsibility for coordinating the follow-on reports to this document.

The upside is that the performance based budget for fiscal year 2004 was developed out of input from those who are leading programs. Each program or unit lead had input on the contents of the document. With many of the same leads still in place, each lead should be able to handle evaluation of the goals they specified. This argues for the importance of a decentralized assessment system.

Bachelor's Degree in Business

References to developing a bachelor's degree in business are made in the Strategic Plan and in the performance based budget 2004. The college, however, is now aware that taking a second program to four year status would require full accreditation with the Accrediting Commission for Senior Colleges and Universities. The college will have to revisit these goals with this knowledge in mind.

Micronesian Studies Program

In the strategic plan for 2001-2006, under the single goal "*Deliver a social science curriculum that meets the needs of FSM citizens,*" objective two was to "*successfully implement the Micronesian Studies Program.*" [IB2(1)] Although the performance based budget for fiscal year 2004 did not use the term "objective," the Micronesian studies program was omitted from the activities of the social science division. The cause for this omission is unclear and does not reflect the absence of this program. This omission may indicate that the performance based budget document was not thoroughly reviewed. This may constitute indirect evidence that the performance based budget is not well understood or widely read. The college presently does offer a degree in Micronesian studies.

IB2. PLANNING AGENDA

Growth from Strategic Plan to Performance Based Budget and Beyond

Any future director of research and planning will have to thoroughly understand the changes made in goals and activities between the strategic plan and the performance based budget 2004. The later document represents part of an evolution from an indicator, institution centered perspective, to a student learning outcome, student centered perspective. This evolution is not yet complete as some of the goals and outcomes in the performance based budget are still being measured by indicators as opposed to outcomes.

Assessment of goals specified in the performance based budget will have to be done by the program leads who helped generate those goals.

Bachelor's Degree in Business

The college will have to revisit the goal of developing a bachelor's degree in business with the new knowledge that this would require a change in accreditation. This discussion will begin within the business division and the curriculum committee. Decisions made will have to be reported for advice and consent from the cabinet and the Planning Council. Note that the proposed process begins internally and then reports results to the Planning Council. This would allow the Planning Council to meet annually to consider changes being proposed at the strategic level at the college.

Micronesian Studies Program

The Micronesian studies program should be included in the activities of the social science division in the performance based budget for fiscal year 2004.

> **IB3.** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

IB3. DESCRIPTIVE SUMMARY

The overall effectiveness and evaluation of programs or institutional sectors remains an area in which improvement can occur.

Some areas regularly evaluate themselves, such as the Learning Resource Center. Through surveys and indicators, the Learning Resource Center evaluates the extent to which it is meeting or not meeting the needs of its constituencies and then modifies its plans to better meet those needs. The Learning Resource Center has gone from an institutional weak point in 1994 to an institutional strength at present.

Evaluation of faculty occurs on a regular basis, both by supervisors and by students. These data are then shared with the affected faculty member in order to assist them in their own self evaluation.

While some areas regularly evaluate themselves through established instruments or processes, other areas are less well evaluated. The result is often discussions as to the effectiveness of a program without clear data.

One example of this is the Intensive English Program (IEP). The IEP was begun in 1996 as an English as a second language program run at the state campuses. The program was designed to replace a remedial English program that suffered from a poor retention rate.

Although the IEP assisted in retaining students, questions have arisen at the National campus over the perceived uneven quality of the students coming from the different campuses. Some instructors feel that there are quality problems in all four state campuses. The difficulty with the discussion is that there is little in the way of non-anecdotal data to look at, nor any comparison data to equivalent programs at other institutions.

A study of the first IEP students at the Pohnpei campus in 1996, that had unavoidable

design flaws, suggested that retention and subsequent graduation rates were higher for IEP alumni versus students in the remedial English program. This study was unable to come to any statistically significant conclusion as the sample sizes were too small.

Part of the complication was a high loss rate of students in the so-called control group who had taken remedial English courses instead of enrolling in the IEP program. There were too few students left to produce statistically significant comparisons of student performance in college level English courses. Other complications included the non-random nature of the study.

Virtually all of the IEP students were Pohnpei state students who lived at home and returned to their home environment and mother tongue at night. The students in the remedial English courses were principally Chuukese, Kosraen, and Yapese students (students from remote islands) who stayed in the college dormitory. These students were returning to a multi-lingual environment in which English provided a potential medium of common communication.

Ultimately the higher apparent retention rate for the IEP students drove its adoption.

Initially students were placed directly into college level English post-IEP. Instructors in those courses noted that many of these IEP students were not capable of handling college level reading and writing courses. As a result, students were later placed into what used to be remedial English courses post-IEP. This has led to questions as to whether the IEP is performing as designed or whether it could ever perform as designed. Yet discussions remain at the level of opinion and anecdotal observation in the absence of comprehensive effectiveness data or formal studies.

Another complication with this program is that, due to the organizational structure of the college, no one other than the directors of the state campuses and the president of the college has any authority over the IEP programs. When the chair of the Languages and Literature Division was asked to be the coordinator for the IEP programs, he rightfully refused noting he would have no authority over nor input with respect to key aspects of the program including hiring, number of students admitted at each campus, and local curricular choices. These are all issues within the program and the program as implemented clearly does not meet the current American Association of Intensive English Programs standards.

Evaluative studies are often driven by anecdotal observations. As a result, many studies are done outside of the office of research and planning. When a new placement system for developmental mathematics that was introduced in 2000 appeared to be non-predictive of success, an informal study was undertaken by the chair of the division. [IB3(1)] The result showed that the new system was no better than random at placing students. The anecdotal observations of the developmental math instructors were confirmed: students were in the wrong courses.

This led to the development of a new placement instrument in 2001. The instrument was piloted in spring 2002. A study of the results showed high rates of student success. Coupled with the observations of the instructors involved, the new system was deemed a success.

The instrument was used in fall 2002 and the results were studied again later that fall. Preliminary results of that study confirm the test is placing students at a level in mathematics at which they can succeed. There was also the suggestion of a slight under-placement of

students in the fall. [IB3(2)] The mathematics division is now making minor modifications in the instrument to correct the under-placement effect.

In a small two-year college the task of evaluating effectiveness, following up on anecdotal data, and redeveloping systems will often depend on individual units engaging actively in self study.

When the business community indicated that the accounting graduates did not have the skills to be effective employees in local businesses, the business division undertook the development of a third year in accounting program to provide the necessary skills.

When the need arose to develop a social sciences program that would focus on the cultures and traditions of Micronesia, the social science division developed the Micronesian Studies program.

When the dormitory needed evening opportunities for recreation and shopping, the recreation and maintenance teamed up to provide bus service three times a week to town for the dormitory students.

Each unit, formally or informally, identifies needs, assesses solutions, and implements improvements on an ongoing basis.

All units, however, could benefit from better data on the effectiveness of programs implemented.

IB3. SELF EVALUATION

The standard implies an assessment mechanism exists. The assessment mechanism that was deployed by the college in 1997 was the Institutional Effectiveness Committee. This committee was tasked with, among other things, looking at the processes began as program health indicators two years earlier.

The Institutional Effectiveness Committee and its successor the Assessment Committee would have periods of regular meetings punctuated by long periods of dormancy. More fundamentally, the membership of the committee was not the same as the Curriculum Committee. While the Institutional Effectiveness committee included members of the Curriculum Committee, the committee did not duplicate the membership of the Curriculum Committee in full. The result was that analysis of assessment and data based decisions made in the Institutional Effectiveness Committee and later the Assessment Committee were not being fed back into the Curriculum Committee. During dormant periods, assessment efforts tended to wane.

Records from 1997 and earlier are sketchy at best, only some of the minutes remain extant. The college did not have a director of research and planning during the critical 1995 workshop in which the division chairs first learned about program health indicators. [IB3(3)] There was a period of 191 days between July 28, 1997, and February 4, 1998, for which there are no records of a meeting occurring.

In 1998 the director of research and planning left the college. This provided an opportunity for the college to send non-administrative faculty to a critical conference on assessment and student learning outcomes led by James Ratcliff, director of the National Center for Post-Secondary Teaching and Assessment, on Guam during May of that year. [IB3(4)] With turnover of the director of research and planning, this conference would pass information on assessment directly to faculty. This concept, of decentralizing assessment and mov-

ing assessment closer to the students, to the division chairs and their faculty is a central theme in this document. [IB3(3)]

During the time between directors in 1998, Curriculum Committee continued to meet, but the Institutional Effectiveness Committee appears to have gone dormant for 309 days. No record of meetings for this time can be found. [IB3(3)]

During 1999 the college hired a new director of research and planning. The director would come on board without the experience of having taken the institution through a self study and self study report. The new director would face a heavy load of daily tasks as well coming up to speed on the recommendations made in 1998.

The Institutional Effectiveness Committee did not meet from November 1999 to November 2000. [IB3(3)] There exists the possibility that intense work associated with the Planning Council and development of the mission statement and college goals caused the Institutional Effectiveness committee to fail to convene. There are so many tasks delegated solely to the director of research and planning that the loss of the director has become a single point failure for the institution.

The committee was reconstituted in fall 2000 as the Assessment Committee. There were no other documented meetings in spring and summer 2000.

At the February 20, 2001 meeting of the Assessment committee the committee was told to be prepared to discuss the purpose of the committee, with one definition offered, "Gather data and analyze all COM-FSM programs and recommend actions for improvement." The minutes for this meeting appear to be missing except for a single last page, including an item six. The committee membership included six directors, four of whom have since left the college. [IB3(5)]

During 2001, the Assessment Committee would have periods in which it did not meet of 98 days, 129 days, and 48 days. [IB3(3)] There may have been as few as seven meetings during the year. Curriculum committee, in contrast, has historically met biweekly.

In 2002 the committee members were all provided with a copy of the recently approved *Strategic Plan 2001-2006*. The minutes also noted the development of a distance education plan for the college. Attendance, however, was not good. The meeting on January 24 had only 10 of 21 members present, although one absence was an off-island member. Many committees include members from the remote state campuses. Their participation has always been constrained by the complications of distance. In the past attempts were made to use the PEACESAT satellite network to include state directors in critical meetings. There was also a brief attempt in 1999 to use instant messenger services to include remote state campus personnel in a meeting. A transcriber typed the conversation in the meeting in real-time, while in another window the remote state campus personnel could respond or chime in. The transcriber would have to stop to read the input from the remote state campus. Neither system worked sufficiently well that either experiment was continued.

Today the only inclusion of remote state personnel in meetings is via the email traffic prior to a meeting during which issues that will come up in the meeting are discussed. This is not only imperfect, but it excludes the state campus member from the actual decision making vote on an issue.

During 2002 the director of research and planning departed. Prior to his departure, he would form four committees to work on the self study. These committees would meet on three occasions in mid-2002. In August 2002 an acting director of research and planning

would call a college-wide meeting and call for the formation of four new committees to work on the self study. The four new committees were not in any way related to the former four committees. Turnover in a critical position, possibly unavoidable turnover, once again impacted an assessment effort of the college.

Attendance is also impacted by the sense of institutional commitment or lack thereof. In an institution where all faculty are on limited term contracts that can be non-renewed with 60 day notice and without cause being given for non-renewal, full-time faculty are in the same position as a part-time faculty at other institutions. Coupled with the remote location of the college, a pay scale half that of equivalent positions in the United States, and the difficulties for many expatriates in living on small island, obtaining a sense of institutional commitment is difficult. This has translated, in part, to poor attendance for some committees. Assessment committee has had its attendance problems.

During 2002 a member of faculty began presentations and one-on-one training sessions with the academic chairs on student learning outcomes. This is cited in the above table in part because it constitutes evidence that work on assessment was continuing amongst the faculty during a time when the Assessment Committee was dormant. This is further evidence that decentralized assessment can proceed even in the absence of a functioning Assessment Committee. In section IB6 an alternative structure for assessment that fits with this new decentralized reality will be proposed.

In spring 2003 the Assessment Committee reformed after a 361 day hiatus due again to a change in the director of research and planning position. The reformed committee would meet irregularly, with one gap of 54 days, during the spring. The acting director of research and planning departed in early August 2003 and the committee went dormant.

Complicating the ability of these committees to function was the perception by 2001 of some members that the committee work was unfocused and primarily a talking session for the then director of research and planning. At the July 7, 2001 meeting of the Assessment Committee, only six of seventeen members were present. The following meeting had only five of seventeen members. Even once the term started attendance rose only to 10 of 19 appointed members.

Assessment Committee meetings in 2001 and 2002 left one participant with the impression that they were addressing the need of the moment for the director of research and planning. A sense that the committee work would lead to an annual cycle of regular assessment was not evident.

Communication of decisions made within the Assessment Committee to those affected by the decisions was not accomplished. The March 10, 2003, meeting of the Assessment Committee passed a resolution that the development of standards for program level outcomes would be the responsibility of the Assessment Committee. This pronouncement, however, lacked input from critical non-members who were, at the same time, developing program learning outcomes based on dialog in their divisions and based on the recommendations of national organizations in their field. This isolation and detachment of the Assessment Committee from planning and deploying committees such as curriculum is addressed in the planning section for IB6.

Although the obvious recommendation might be to recommend that the Assessment Committee meet regularly, ultimately even regular meetings will not solve the fundamental problem that planning and deployment of courses and programs occur in the Curriculum

Committee while assessment is reported to the Assessment Committee. This builds into place a permanent separation of planning and deployment from assessment. If the assessment cycle is to be closed, assessment must be reported where planning and deployment occurs: the Curriculum Committee.

Another factor is driving assessment away from an Assessment Committee led by the Institutional Research and Planning Office. This factor is that program assessment is being done in the academic divisions. Where student achievement data was the forté of the director of research and planning, the new assessment regime is being built in each division. This decentralization of assessment, and the planning recommendations that these appear to entail, are detailed in the IB6 planning agenda.

The issue of a lack of system-wide assessment of the Intensive English Program, as mentioned above, will have to be tackled by the president's office through the Institutional Research and Planning Office due to the peculiar organization of the college wherein neither the vice president for instructional affairs nor the academic division chairs have any authority over academic programs in the state campuses.

There is a need to find a way to preserve records and minutes of meetings. The effort to find minutes for the Institutional Effectiveness Committee and the Assessment Committee involved searching file cabinets, notebooks, hard drives, and floppy disks, all in multiple locations.

One option would be to post all minutes to the web server for the college, deleting out those materials that are strictly internal or are governed by privacy policies and regulations. Web server based storage would provide access to these materials on all six campuses and appears to be a stable and useful way to store information over the long term. Unlike paper based products, web pages do not physically degrade nor are they easily lost or misplaced. As long as the item remains linked to the rest of the college web site, an Internet search engine can find the item with relative ease.

IB3. Planning Agenda

The recommendation has been made to terminate the Assessment Committee and integrate its functionality into other committees. Academic assessment will be reported into the Curriculum Committee. Student support services assessment will be reported into the Student Support Services Committee. Other units will report assessment to the committees associated with that unit. This is detailed in section IB6. New efforts must be made to find ways to include the active participation of state campus personnel on other islands who are assigned to committees at the national campus on Pohnpei. The college continues to work toward an infrastructure that would support full video conferencing. This will be covered in the section on technological resources.

> **IB4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

IB4. DESCRIPTIVE SUMMARY

The planning process at the college is driven by a wide variety of formal and informal structures.

Ongoing strategic planning and guidance is provided by the Planning Council, a council consisting of members of the college system at all levels, members of the community at large including traditional leaders, and members of government. [IB4(1)] The current *College of Micronesia-FSM Strategic Plan 2001-2006* was developed by the Planning Council beginning in 1998. [IB4(2)]

Degree granting academic programs at the college also have a program advisory council consisting of members of the college who work under that program and community members who work in that field. Business and accounting, computer information systems, and tourism and hospitality program advisory councils have been formed and have met to provide input on those degrees. Councils are not yet formed for every degree. Divisions in charge of degrees without councils are being tasked with forming councils.

Planning also occurs as a direct function of the director of research and planning.

Other input comes from a variety of committees that tackle issues on a more tactical level. Occasionally, however, these committees drive planning on a larger scale. Data that indicated the students at the college were unfit in terms of body fat is one factor driving the development of a physical education program. [IB4(3)] The development of this program came from internal processes at the college. The college recognizes that physical education alone cannot be shown to impact body fat levels. In a nation with high rates of life style diseases such as diabetes and heart disease, physical education is one of many approaches that educational institutions ought to implement.

Planning can also be driven by outside constituencies. The college is the only postsecondary institution in the Federated States of Micronesia. Hence when the national government calls on postsecondary institutions to train citizens in tourism, marine sciences, and agriculture, it is the college that must respond. Each of these calls arose from national or state strategic plans, and each call led to the development of a program at the college. The most recently added was the hotel and restaurant management program.

Planning and the processes that develop new programs also occur informally as members of the college interact with the broader community. Individual members of the college often see community needs and as a result develop programs to meet those needs. These programs are then routed through formal channels for approval, but the start of the planning process was a conversation held off campus in the evening between a member of the college community and the broader community at large.

Once a need enters the system, resource deployment depends on the personnel tasked with meeting that need. For the most part the college develops and implements programs or processes to meet the need.

There are limitations on resources at the college. If meeting a need has high costs and

the demand is low, the college might not be able to meet that need.

In some cases where the demand is low and the cost is high, but the benefits are real, the process will proceed but at a slower and more affordable pace. For a number of years there has been the realization that our software systems in the Office of Admissions and Records, the Financial Aid Office, and the Business Office need to be integrated. The original designer of the database currently used in the Office of Admissions and Records was in contact with an outside consultant in 1997 and informed of this potential need. [IB4(4)]

Software that could handle all three areas has proven prohibitively expensive to implement, and may not remove all double entry of data for the units involved. Not all of this is within the control of the college: the Financial Aid Office uses required United States Department of Education software for their financial aid work. This software does not currently appear to be designed to integrate with other systems software. While the demand for integrated systems is low, there would be a real benefit both to students and to constituencies such as the FSM national and state scholarship officers.

Other limitations involve the difficulties the college faces with long term financial planning. The college remains dependent on an annual allotment from the Congress of the Federated States of Micronesia. This allotment is subject to change and introduces uncertainty in the college's long term financial planning.

Another major source of funding is through the United States Pell grant to students. This funding is dependent on the continuing inclusion of the citizens of the Freely Associated States in the Pell grant program.

While at the time of the drafting of this document the college lacks a director of research and planning, key administrative sectors of the college are aware of the need to start planning for the 2007 - 2012 five-year strategic plan.

IB4. SELF EVALUATION

The college planning process has been broad based and has offered opportunities for input by appropriate constituencies. Resources have been and will continue to be allocated to the planning process, both strategic plans and tactical plans.

Plans have changed the programs offered at the college, but evaluation of the effectiveness of those programs remains to be done. For example, the nation has placed a high priority on local agriculture. Therefore, the college offers a degree in agriculture. The number of students who choose this program is small. The number who graduate is also small. The college is responding to a call in the national plans, but whether the students want to study agriculture is another matter.

More recently the effort to develop an integrated performance based budget has led to modifications of the strategic plan. The performance based budget is to be based on outcomes, while the 2001 - 2006 Strategic Plan was based on objectives and health indicators. This disjunction meant that in order to submit an acceptable performance based budget, the college had to reword, and in some cases restructure the strategic plan.

The time between the approval of the strategic plan and the development of the performance based budget was a time of transition for the college. Both the presidency and the director of research and planning positions were in transition at one time or another during this effort. The result was that the May 2003 performance based budget included a de facto

rewrite of the 2001 strategic plan.

IB4. PLANNING AGENDA

The college will have to continue to work on bringing future performance based budgets into alignment with the effort to assess programs based on student learning outcomes as opposed to student achievement data. This effort will have to be coordinated by the research and planning office. Wherein this effort impacts the strategic plan, the college will have to report on that impact for the input of the Planning Council.

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

IB5. DESCRIPTIVE SUMMARY

This standard was taken as referring to communication with external constituencies. The only formal mechanism by which the college communicates results at this time is via an annual report. The annual reports were begun in 1994. The first one was written by the director of research and planning. The most recent annual report was a combined two-year annual report for October 1, 1999 to September 30, 2000 and October 1, 2000 to September 30, 2001. The most recent annual reports were completed by the college president.

The annual reports began as a four page highlighting of events over the past year. The last report, for fiscal years 2000 and 2001, was twenty pages and included reports on instructional programs, program costs based on student seat costs from divisional budgets, enrollment statistics, program evaluation based on completion rates and graduation rates, student services, accreditation, finances, and facilities. [IB5(1)]

The annual report was distributed to national and state leadership, both political leadership and educational leadership. The report is also a requirement of the FSM national government under Public Law 7-79, Section 21.

The president periodically produces updates that are distributed both internally and externally. The updates report on a variety of matters at the college, but do not usually include documented assessment results to communicate matters of quality assurance.

Communication with the nation as a whole is complicated by distance, a lack of a developed media infrastructure, and language barriers. The only media that is distributed across the FSM is a single newspaper produced on Pohnpei in English. Radio is limited to a single island, and then only some areas of the island can receive the radio signal. Cable television is presently limited in distribution, both by island and on the islands on which it is installed. All of these factors contribute to difficulty in communicating.

Some divisions are posting student achievement data and student learning outcomes assessment results to the college web site. Although Internet access remains limited, and the location of this information is not obvious, this does represent an effort to expose internal assessment data to a broader global community.

IB5. SELF EVALUATION

The annual report is the only broadly communicated output of the college. The amount of assessment information in it is minimal and is limited to broad student achievement data. This report was not completed for fiscal year 2002: October 1, 2001 to September 30, 2002. Another report is due within 120 days of October 1, 2003 for fiscal year 2003.

As few units at the college have assessed program or degree level student learning outcomes, the annual report cannot report on learning to external constituencies. At this point the annual report can only report student achievement data. For those programs that have initial student learning outcomes assessment systems and data, the systems and the data can be reported.

IB5. PLANNING AGENDA

The college will complete an annual report for fiscal year 2003. The college president will take lead responsibility for the production of this report.

> **IB6.** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

IB6. DESCRIPTIVE SUMMARY

At the center of the effort to produce a systematic cycle of process review is the director of research and planning and the Assessment Committee.

As the effort to shift from program or objective health indicators to program level and institutional level student learning outcomes has only begun, systematic review of these higher level outcomes has yet to occur.

Two issues have impacted the ability of the institutional effectiveness and assessment committees to function. The first is a lack of data, even with respect to indicators. The college used manual record systems up until 1995. In 1995 the college began using a home grown database for tracking basic student indicators, primarily grades. Conducting research on student achievement data has required the construction of database queries. In the past, these queries had to be put together by the director of research and planning. Two of the four research directors were unfamiliar with database queries.

The second issue has been turnover in the director of research and planning position. The college has had four directors of research and planning since 1994. Each of the last three directors has either been new to the college and to Micronesia, or relatively new to the college system. Setting up and institutionalizing cycles of planning and assessment requires multiple years of effort.

Turnover in the lead position, and the only college employee specifically tasked with research, has meant continuous change in the direction and thrust of planning and assessment. Each new director requires approximately a year to comprehend the annual cycle of

research and assessment needs. The director then usually needs a second year to implement changes, modifications, and additions. Obtaining buy-in from units also requires time and effort. By the time a regular cycle of planning and assessment is in place, the director has often moved on and a new director with new ideas and desires has come on board.

Another factor in the past is a result of both the paucity of data and a lack of information on who has what data. There has been a tendency on the part of some directors to blame personnel who are not responsible for gathering the data the director needs. This is sometimes a result of a misunderstanding as to who has the data. Data requests have also been made in the past without regard to the present load being carried by the unit or to the amount of labor involved in the data entry necessary to generate the desired data.

Stability, continuity, and institutional memory in the director of research and planning position, possibly coupled with expansion of the position into a multi-employee office, would benefit the ability of the college to close the cycles of planning, implementation, assessment, and redevelopment.

IB6. SELF EVALUATION

Although both the most recent acting director of research and planning and the previous director spoke of a need to develop a published research calendar for the Institutional Research and Planning Office, no formally published calendar is extant at this time.

A proposal was made in September 2003 to integrate the functions of the presently dormant Assessment Committee into the existing and active Curriculum Committee and Student Services Committee. This was as a result of the realization that to close the academic *assessment loop* that is made up of curriculum planning, development, approval, implementation, assessment, and redevelopment, the Assessment Committee would have to be identical to the Curriculum Committee in composition.

The loop is not currently closed by design: curriculum and programs are discussed in and initially approved by the Curriculum Committee. The assessment is reported into the Assessment Committee. This creates a physical separation of the events that no amount of communication effort can fully bridge.

The proposal would also include having the student support services assessments reported into the existing Student Services Committee.

At the core of the effort to improve courses and programs is assessment. Assessment permits data and fact driven decisions at the course level, program level, degree level, and institutional level. These assessments are assessments of student learning outcomes. Yet at the course level, and the program level, as envisioned in language and literature, education, social science, and the natural science and mathematics divisions, student learning outcome assessment will be done either by the faculty or by the chair.

This proposed change helps redistribute the load away from an over burdened central researcher and planner, without necessarily overloading the chairs. Assessment would move from a centralized research office out into the corridors and offices of academia.

Student achievement data - referred to in the past as program health indicators (retention, graduation data, and the like) - would also be reported to the Curriculum Committee. The Curriculum Committee already has representation from each academic unit.

This proposal would mean that the director of research and planning would sit on the

Curriculum and Student Services Committees as a voting member. The director could also report data relevant to assessment and assist units in making data based decisions.

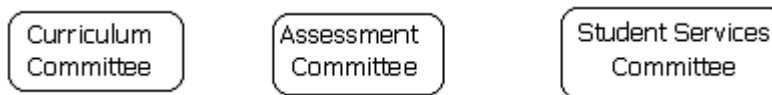The existing separate Assessment Committee would no longer exist under this proposal.

This proposal should also address weakness in the institution's difficulty in retaining directors of research and planning capable of performing the many tasks the college asks of them. The director of research and planning is presently responsible for organizing strategic planning, heading the Planning Council, institutional research, budget development, performance based budget reports, grant writing, accreditation liaison, sponsored programs, and the annual IPEDS report. The director also plays a key role in the production of the annual report.

Due to issues such as the remote location of the college, budget constraints that in turn constrain salary, and the complexity and load of the job, the college has seen instability in the director of research and planning position.

At the salary offered, the college either gets people who are not competent at every single one of the needed skills, or attracts people who are competent who do not stay long because they can obtain better paying positions elsewhere. Directors have remained on board no more than two to three years. This creates instability in the assessment cycles as these cycles can take many years to complete.

Neither the Curriculum Committee, nor the Student Services Committee have had the same stability difficulties. Both are headed by vice presidents, positions that have remained stable over time at the college.

The college's current curriculum, student services, and assessment structure consists of three committees:

Curriculum Committee	Assessment Committee	Student Services Committee

This proposal would result in there being two committees with assessment integrated into the existing committees:

Curriculum + Assessment	Student Services + Assessment

Another problem that accompanies turnover at the director of research and planning position is that each departure carries away critical information. The director of research and planning is tasked with attending crucial conferences and workshops on assessment and accreditation. With the departure of a director, much of the training and knowledge departs as well.

This is evidenced in part by what happens in the time gaps between directors. In 1998 the college sent a combined administrator-faculty team to an assessment conference in Guam. [IB3(4)] The team consisted of the director of academic programs and three faculty members.

Five years after the assessment conference on Guam, the director of academic programs has moved on, and the college has had a director of research and planning and an acting director of research and planning come and go. All three faculty members are still at the college, sharing and working with the knowledge imparted by that conference.

To help distribute institutional memory, a recommendation was made to separate the duties of the accreditation liaison officer from the Institutional Research and Planning Office. The accreditation liaison officer position would be moved back to faculty, where it has resided in the past. The proposal would not limit the accreditation liaison officer position to faculty. The liaison officer could also be a member of the staff or the head of a college unit such as the learning resource center.

There would be natural advantages to the accreditation liaison officer being a faculty member. Faculty would be in the best position to share accreditation knowledge with other faculty on a daily basis. Under the new standards, student learning and its assessment are the core to accreditation. The accreditation liaison officer would be in an ideal position to share knowledge of how other schools are handling student learning outcomes, program assessment, and other areas of growth and change in other schools in the Western Association of Schools and Colleges.

A faculty based accreditation liaison officer who taught classes would also be seen as a teaching colleague, as opposed to an administrator. Despite the best efforts of institutions and people, those who teach in a classroom will likely always distinguish between those who teach and those who administer without teaching. A faculty accreditation liaison officer would be able pilot new concepts in their own classrooms first, and then bring to other faculty a proven-to-work prototype rather than merely a hypothetical concept. The college is small enough that the accreditation liaison officer could continue to teach and handle their accreditation duties.

The likelihood that the college would lose both an accreditation liaison officer and a director of research and planning at the same time would be reduced if the accreditation liaison officer position were separated. Currently the college loses an accreditation liaison officer at the exact same instant it loses a director of research and planning.

IB6. PLANNING AGENDA

As outlined above, the college will integrate assessment into the appropriate committees. This reorganization effort is being led by the president and the vice presidents and will occur during this academic year.

> **IB7.** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services

IB7. DESCRIPTIVE SUMMARY

Program evaluation has meant, until only recently, a review of student achievement data. Although this data has helped some units improve the effectiveness of a unit, the evaluation mechanism itself, the student achievement data, has not been assessed. The effort in the academic programs is to define program student learning outcomes, to evaluate those outcomes, and then later to examine whether the assessment methods used were effective. The latter is a meta-analysis that will best be done after a couple of evaluation cycles.

The faculty, through the auspices of the Curriculum Committee, did take a look at the faculty evaluation system. The present form used by personnel involves being rated on a scale from one to ten and has been viewed by faculty as not only having nothing to do with effectiveness but with being irrelevant to faculty. Some, however, view the proposed replacement system as equally irrelevant to improving effectiveness. Others feel improving the effectiveness of faculty is not the goal of the evaluation form or the faculty evaluation by supervisor system and prefer to handle improving faculty effectiveness outside of the realm of the supervisor evaluation. There remains a division of opinions as to whether faculty evaluation should be used as a stick to drive improvements in effectiveness or whether evaluation should remain summative while other mechanisms are deployed to improve instructor effectiveness.

IB7. SELF EVALUATION

Although the college has been conducting program review based on student achievement data, and, in some cases, advisory councils, evaluation from a program student learning outcomes perspective has only just begun. This effort represents a de facto assessment of our present evaluation mechanisms and a decision that these evaluations could be improved by student learning data.

IB7. PLANNING AGENDA

Although a number of units have been working on program student learning outcomes as part of their program evaluation effort, the vice president for instructional affairs circulated two policy statements in September 2003 to formalize this process. The two polices, *Policy on Instructional Programs Evaluation* and *Action Plan for the Program Evaluation for School Year 2003-2004* place into writing policies, guidelines, procedures, and time-lines for program assessment. The feasibility of the time lines has yet to be evaluated by the division leaders.

STANDARD I EVIDENCE

Standard IA

IA(1)College of Micronesia-FSM General Catalog 2003-2005, page 5.

IA(2) Communication and schedule from Pohnpei state campus.

IA(3) College of Micronesia-FSM General Catalog 1997-1999, Page 5

IA(4) Institutional Self Study of the College of Micronesia-FSM, page 43.

IA(5) College of Micronesia-FSM Act of 1992 (Public Law 7-79).

IA(6) Human Resource Development in Micronesia, Appendix E-6, page 164

IA(7) Human Resource Development in Micronesia, Appendix E-8, page 166

IA(8) FSM Census 2000. (Cite needs to be evidenced. 15000 Micronesians abroad.)

IA(9) Unpublished PowerPoint™ presentation. Francis X. Hezel, Micronesian Seminar.

IA(10) Strategic Plan for the Improvement of Education in the Federated States of Micronesia, August 1997, page 16.

IA(11) Federated States of Micronesia Language Policy, page 1.

IA(12) *Thoughts on Training Teachers of the Indigenous Languages of the Federated States of Micronesia*, Dr. Kenneth Rehg, unpublished manuscript.

IA(13) SC/SS 115 Ethnobotany outline

IA(14)Highlights of Outcomes of the 2nd FSM Economic Summit as they pertain to COM-FSM. September, 1999.

IA(15) College of Micronesia-FSM General Catalog 2003-2005.

Standard IA1

IA1(1) Vocabulary handout for PE 101j Joggling.

Standard IA2

IA2(1) Board of Regents teleconference minutes, 16 July 1999.

IA2(2) Web page at: <http://shark.comfsm.fm/mission.html>

Standard IA3

IA3(1) Planning Council minutes, 29 October 1998.

IA3(2) Planning Council minutes from cited meetings.

IA3(3) Planning Council membership lists.

IA3(4) Mission/Purpose survey, November 1998.

IA3(5) Board of Regents minutes.

IA3(6) Email messages from division chairs of Languages and Literature, Social Sciences, Education

IA3(7) Institutional Effectiveness Committee Meeting #2, February 4, 1999

IA3(8) Institutional Effectiveness Committee, November 2, 1999.

IA3(9) Assessment Committee, November 14, 2000.

IA3(10) Institutional Effectiveness Committee, February 18, 1999.

IA3(11) Institutional Effectiveness Committee, March 4, 1999.
IA3(12) Planning Council Notes No. 1, May 22, 2002.
IA3(13) Personal recollection of faculty member, August 5, 2003.

Standard IB

IB(1) English Web student learning outcomes portal.
IB(2) Strategic Plan 2001-2006 HI 4, page 38. Performance Based Budget Institution-Level and Program Outcomes and Outcomes Measures Fiscal Year 2004 214.4.1, page 82.
IB(3) Assessment Committee minutes July 7, 2001 through October 11, 2001.

Standard IB1

IB1(1)Just-in-time continuous ongoing dialog versus structured gripe sessions, October 2003.

Standard IB2

IB2(1) Strategic Plan 2001-2006, page 40.

Standard IB3

IB3(1) Unpublished internal mathematics division document. No longer extant. Information reported by division chair.
IB3(2) COMFSM [Math] Placement Study Fall 2003
IB3(3) Extended Notes on Institutional Assessment
IB3(4) Transcriptional Report from the Conference on Institutional Assessment, 1998
IB3(5) Email address list for committee members, February 20, 2001.

Standard IB4

IB4(1) Strategic Plan 2001-2006, Appendix A.
IB4(2) Strategic Plan 2001-2006, page 2.
IB4(3) Report on the Reasons for PE 101j, Body Fat Data
IB4(4) Oral conversation between Dana Lee Ling and Paul Young, 1997.

Standard IB5

[IB5(1)]College of Micronesia-FSM Annual Reports October 1, 1999 - September 30, 2000 and October 1, 2000 - September 30, 2001.

Standard IIA:

Instructional Programs

> **IIA1.** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

IIA1. DESCRIPTIVE SUMMARY

Instructional programs and how fields of study are chosen

The College of Micronesia-FSM was established as a public corporation of the Federated States of Micronesia on April 1, 1993, and proudly serves as the national college of the FSM. As the only postsecondary institution in the FSM, the college has been charged with meeting the education and training needs of the community, national and state governments, and agencies throughout the nation. To fulfill its mission, the college provides a range of certificate and degree programs, professional development programs, special community-interest programs, General Educational Development (GED) test preparation programs, and workshops that offer a wide array of education and training to the FSM.

The *General Catalog* lists the following programs: six associate of arts degrees, seven associate of science degrees, three associate of applied science degrees, five third-year certificates of achievement, and 18 certificates of achievement. Other short-term certificate programs are offered primarily at the state campuses in response to expressed local needs. [IIA1(1)] The college also offers certificate programs at the FSM Fisheries and Maritime Institute (FSM FMI). [IIA1(2)]

National Campus Programs

The National campus is located in the state of Pohnpei. It currently provides the following twelve associate degree programs: [IIA1(1)]

- AA Liberal Arts
- AA Liberal Arts/Education
- AA Liberal Arts/Health Career Opportunity Program
- AA Liberal Arts/Media Studies
- AA Micronesian Studies
- AA Teacher Preparation
- AS General Agriculture
- AS Business Administration
- AS Computer Information Systems
- AS Early Childhood Education
- AS Marine Science
- AS Teacher Education-Elementary.

Current certificate programs at the National campus include third-year programs in the following areas: [IIA1(1)]

- accounting

- general business
- elementary education
- teacher preparation-elementary
- related services assistant.

Graduation statistics

The following table shows the National campus graduates from mid-year 1999 through the spring 2003 graduations: [IIA1(3)]

Degree/Certificate	Chuuk	Kosrae	Pohnpei	Yap	Others	Total
AS Accounting	11	7	29	6	1	54
AS Business Admin.	10	9	12	10	1	42
AS Comp Info Sys	19	7	29	10	0	65
AS Marine Science	2	6	11	4	0	23
AS Agriculture	1	1	0	0	0	2
AS Special Educ.	0	0	1	0	0	1
AS Teacher Ed. Elem.	2	3	5	0	0	10
AS Early Child Ed.	0	0	9	0	0	9
AA Liberal Arts	18	15	89	7	1	130
AA Lib Arts/HCOP	1	4	21	1	1	28
AA LA/Pre-Nursing	2	1	3	1	0	7
AA Media Studies	0	0	1	1	0	2
AA Micro Studies	5	5	11	3	0	24
AA LA Education	7	13	13	1	0	34
Cert. 3rd Yr Bus Ad	3	2	0	1	0	6
Cert. 3rd Yr Accntg	3	0	4	0	0	7
Cert 3rd Yr Elem Ed	13	3	18	2	0	36
CA Leadership	0	0	12	0	0	12
CA Related Services	2	1	3	4	0	10
TOTAL	99	77	271	51	4	502

It should be noted that the AS Degree in Special Education and the AA Degree in Liberal Arts/Pre-nursing were both deleted by the college. On the other hand, the AA Degree in Media Studies is a program that was recently introduced. The third-year certificate program in leadership was offered only one time. The relatively low numbers of graduates in the AS Degree in Teacher Education reflect students who took most of their coursework at one of the state campuses and then finished their degree requirements at the National campus.

Since the implementation of the collaborative fourth-year elementary education program between the college and the University of Guam (UOG) in 1999, the college has graduated 74 students with BA degrees in elementary education. The college is optimistic that in fall 2004, it will be able to offer its own BEd degree program in elementary teacher education.

Through an innovative collaborative partnership with San Diego State University, the college has been offering four online courses for elementary and special education teachers throughout the FSM. Funded through a Special Education Teacher Training Initiative (SETTI) grant, the primary goals are to improve instructional outcomes and educational opportunities for children with disabilities in the FSM by: 1) increasing the skills of general

and special education teachers to provide high quality instruction for children with disabilities; and 2) increasing the capacity of the college's Division of Education to offer courses via distance education. [IIA1(4)] In addition to this effort, several faculty members have been offering online courses to their National campus students. During the fall 2003 semester two such courses are being offered on-line.

State Campus Programs

In addition to the National campus, the College of Micronesia-FSM is comprised of four state campuses, one in each of the four states, and the FSM Fisheries and Maritime Institute (FSM FMI) located on the island of Yap. The priorities of the state campuses are to provide short and long term, academic and vocational, certificate and degree programs as dictated by the needs of the local communities and governments and to provide courses and programs to bridge the gap between high school and college. [IIA1(1)]

The state campuses offer the college's Intensive English Program (IEP), which is designed to develop skills necessary for students to succeed in college. Students are placed in the IEP based on their score on the college's entrance exam. The goals of the IEP program are to: 1) Increase IEP students' English proficiency; 2) Prepare students for academic study at an institution of higher learning; 3) Increase student enrollment and retention rate at the college; and 4) Meet students' academic needs by increasing their proficiency not only in English, but also math, social studies, science and computers. [IIA1(1)]

The vocational training divisions of the college, located at the state campuses, are learning communities dedicated to creating a high quality workforce through educational excellence and student success in collaboration with its diverse communities. The associate of applied science (AAS) degrees offered by these divisions are designed as at least two-year technical occupational professional degrees, consisting of a minimum of 60 semester credits, which provide students with skills and competencies for gainful employment. These degrees are not designed for transfer directly into a baccalaureate program. The vocational divisions also offer certificate programs which are designed to provide marketable, entry-level skills for a time period less than that required for advanced certificate or associate degree programs. The college has also developed apprenticeship programs to serve the needs of the nation and the individual states. Apprenticeship programs are approved and registered with the United States Department of Labor, Bureau of Apprenticeship Training. During the term of apprenticeship, the apprentice learns a craft or trade through a combination of formal on-the-job training under the guidance of a skilled worker or journeyworker and classroom instruction at the college. [IIA1(1)]

How fields of study are determined

Fields of study at the state campuses are determined by assessing and responding to the needs of the communities they serve. For example, Pohnpei campus developed the programs in hotel and restaurant management and vocational areas as a result of needs expressed by participants at the FSM Economic Summit and at Pohnpei Campus

Advisory Council meetings. [IIA1(5)] The certificate in law enforcement was developed at the request of the Pohnpei State Public Safety Division [IIA1(6)] and the certificate in secretarial science was offered based on the results of a formal needs assessment. [IIA1(7)] In a similar manner, Kosrae campus developed the Certificate of Achievement in Agricul-

ture and Food Technology, [IIA1(8)] and Yap campus developed the Certificate of Achievement in Hotel and Restaurant Operations in response to needs expressed in their respective communities. [IIA1(9)]

State campus graduates

The following table shows the number of graduates from the respective programs at the State campuses from fall 1999 through spring 2003.

	F99	Sp00	Su00	F00	Sp01	Su01	F01	Sp02	Su02	F02	Sp03	Total
Pohnpei Campus												
AS in HRM	12	2	2	2	4	0	8	4	0	7	9	48
Cert. of Achievment												
Cabinet Making	0	0	0	0	0	0	0	0	0	1	0	1
Carpentry	0	0	0	2	2	1	0	1	1	0	1	8
Apprenticeship	0	8	0	8	0	0	0	0	0	0	0	16
Trial Counselor	0	5	0	6	2	0	0	0	0	0	3	16
Elec. Engin. Tech.	0	0	0	0	1	2	2	0	4	0	2	11
Health Assistant	0	0	7	0	0	0	0	0	0	0	0	7
Construction Elec.	0	0	2	0	0	2	2	2	2	0	10	20
General Studies	0	0	0	0	0	0	1	2	0	0	0	3
Kosrae Campus												
AS in Elem. Edu.	0	0	0	0	3	0	0	10	0	0	9	22
Cert. of Achievment												
Agriculture	0	0	0	0	0	0	0	6	0	0	3	9
Carpentry	0	0	0	0	4	0	0	4	0	0	0	8
Chuuk Campus												
AS in Elem. Edu.	16	3	6	3	4	2	3	7	0	9	9	62
Cert. of Achievment												
General Studies	5	0	0	0	0	0	1	2	0	11	2	21
Bookkeeping	4	1	1	0	3	0	3	0	0	5	9	26
Carpentry	0	0	0	0	0	0	0	0	0	0	1	1
Yap Campus												
Cert. of Achievment												
Construction Elec.	0	0	0	0	0	0	0	0	0	0	10	10
General Studies	0	0	0	0	0	0	0	1	0	1	9	11

Cooperative Extension Services (CES) Programs

In addition to these programs, all the campuses are homes to the Cooperative Extension Services (CES), a component of the Land Grant program that focuses on the need for a well-informed populace. This program also ensures wise and judicious management of the limited human and natural resources needed to support a viable FSM economy. The activities of the CES include offering the Expanded Food and Nutrition Education Program (EFNEP), *Sakau* Lowland Agroforestry Improvement program, and False *Sakau* Eradication program. Other CES offerings include workshops and activities in the following areas: food safety and security, environmental education (recycling), 4-H and youth development, community resource development, agriculture natural resources, black pepper, crop production and monitoring, home gardening, children/youth/families at risk, and market

information systems. The majority of activities under these programs are implemented in communities throughout the FSM, including outer islands and atolls. [IIA1(10)]

Chuuk Campus

The Chuuk campus is located on the island of Weno in Chuuk State. In addition to the IEP and CES programs mentioned above, Chuuk campus offers the Associate Degree in Teacher Education–Elementary and in Early Childhood Education and certificates of achievement programs in general studies, bookkeeping, preschool teacher education, and trial counselors. In addition, it offers General Educational Development (GED) test preparation for high school dropouts, developmental coursework in English and math to enable students to qualify for admission into degree programs, customized training programs in the area of vocational education, and specialized courses in local customs, languages, and skills. [IIA1(1)]

Pohnpei Campus

The Pohnpei campus is located in downtown Kolonia in Pohnpei State. The Division of Hospitality and Tourism offers the Associate of Science Degree in Hotel and Restaurant Management. The Division of Technology and Trade offers Applied Associate of Science degree programs in electronics technology, building technology, telecommunications, building maintenance and repair as well as certificates in carpentry, cabinet making, construction electricity, electronic engineering technology, and an apprenticeship program in building maintenance and various other trades. The Division of Technology and Trade also serves as the FSM center for the computerized distance education system for electronics. Other certificates offered at Pohnpei campus include general studies, bookkeeping, secretarial science, trial counselors, community health science-health assistant training, and agriculture and food technology. In addition to the IEP and CES programs, Pohnpei campus offers a GED preparation program, customized training programs and continuing education classes in areas such as computer skills, English, business management, building technology, customer service, and leisure classes such as cultural dance and local language classes. [IIA1(1)]

Kosrae Campus

The Kosrae campus is located adjacent to the elementary and high school complex in Kosrae State. It offers an associate degree program in teacher education-elementary and certificate of achievement programs in general studies, bookkeeping, trial counselors and agriculture and food technology. In addition to the IEP and CES programs, Kosrae campus offers vocational programs, and developmental coursework in English and mathematics to help students gain admission into degree programs. Kosrae campus also hosts several Agriculture Experiment Station (AES) research projects under the Land Grant program. [IIA1(1)]

Yap Campus

Yap campus is located on the island of Yap. The campus offers the associate degrees in teacher education-elementary and early childhood education. The campus offers certificates in general studies, bookkeeping, preschool education, and hotel and restaurant operations.

In addition to the IEP and CES programs, it offers a GED preparation course, vocational education programs, and developmental English and mathematics courses for high school graduates. Yap campus has been active in offering courses in business-related subjects to support the Yap Business Incubator program. [IIA1(1)]

FSM Fisheries and Maritime Institution

The FSM Fisheries and Maritime Institute (FSM FMI) is located on the island of Yap. The campus is situated approximately six miles north of the capital, Colonia. FSM FMI was established to upgrade and train existing seafarers, train replacements for retiring crew, provide opportunities for educating local leadership in fisheries, increase national participation in the fisheries industry and maritime commerce, participate in sustainable development of marine resources, expand job opportunities for FSM seafarers, and bring the FSM into compliance with the requirements of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as amended in 1995 (STWC Convention), which prescribes the minimum qualification for seafarers worldwide. FSM FMI is governed according to an MOU between the FSM Government and the college that, among other things, guarantees adequate funding for FSM FMI on an annual basis. Considerable assistance has been provided to FSM FMI by the Japan International Cooperation Agency (JICA) in the form of instructors, technical experts, staff development, and equipment. JICA instructors have been paired with local counterparts to build the capacity of the Institute. [IIA1(1); IIA1(11)] The following table shows the structure of the certificate courses offered by FSM FMI. [IIA1(2)]

Certificate	Description	
Elements of Shipboard Safety/Basic Shipboard Safety	Safety certificate which all seafarers are required to complete	
Watchkeeping Rating	Required for watchkeeping rating for merchant	
	Area of Operation	Ships/ME size
Restricted Class 6	12 miles	15m
Class 6 Master/Engineer	Near coastal	24m
Class 5 Master	Near coastal	200 G T
Class 5 Engineer	----------------	250 kW
Class 4 Master	Near coastal	500 G T
Class 4 Engineer	----------------	500 kW

The following is the number of student trainees and students who completed the FSM FMI Elements of Shipboard Safety/Basic Shipboard Safety (ESS/BSS), Restricted Class 6, Watchkeeping Rating, and Class 6 Master/Engineer programs. The numbers in parentheses indicate the number of students who failed, were not certified, or were dismissed from the program. The record is as of April 1, 2003. [IIA1(12)]

	ESS/BSS	RCL6		WKR D/E			Class 6		Total	Graduates
	1st – 7th	1st	2nd	1st	2nd	3rd	1st	2nd		
Yap State	61 (7)	12 (2)	18 (3)	5 (0)	9 (0)	7 (0)	15(2)	7(1)	134(15)	119
Pohnpei	23 (1)	7(0)	0(0)	7(0)	4(0)	3(0)	0(0)	2(0)	46(1)	45
Chuuk	31 (2)	31(2)	3(1)	4(1)	5(0)	9(1)	2(1)	11(3)	72(9)	63
Kosrae	15 (1)	0(0)	1(0)	0(0)	4(0)	4(0)	2(0)	2(1)	28(2)	26
Total	130 (11)	22(3)	23(4)	19(0)	22(0)	23(1)	19(3)	22(5)	280(27)	253

A total of 42 FMI trainees have completed shipboard training, with fifteen still undergoing such training as of April 1, 2003.

Graduates of FSM FMI include employees from the Micronesian Maritime Authority, Caroline Voyager, Micronesian Longline Fisheries Corporation, Micro Spirit, Micro Trader, Micro Dawn, Micro Glory, and Caroline Islands in addition to students not currently working in the shipping or fishing industries. [IIA1(11)]

IIA1. SELF EVALUATION

How the college's offerings fit its mission

The college strives to provide courses and programs to meet the needs of the FSM. A review of the minutes of the Curriculum Committee from January 1998 through April 2003 shows the approval of a total of 196 new courses and 18 new degree and certificate programs. [IIA2(1)]

In response to a question regarding whether or not the college's programs are meeting its mission and upholding its integrity, faculty from Yap campus answered both "Yes" and "No." They answered "Yes" because they have some facilities and equipment at Yap campus and are trying to do their best with what they have. They answered "No" because the classrooms, facilities, and equipment they have are insufficient. The faculty are also in need of basic instructional materials such as teacher's editions of textbooks and maps. There is a need to establish mechanisms to ensure that faculty at the state campuses are provided with adequate resources to deliver programs in support of the college's mission.

A questionnaire regarding how well the instructional programs offered at the college's National campus and state campuses meet the college's mission statement was given to the division chair, campus director, or lead instructor of each program.[IIA1(13)] Overall, the responses to the questionnaire indicated that the instructional programs offered at the college do meet the mission of the college. [IIA1(14)]

The first question asked was whether or not each program provides *educational opportunity* for all people. The answer from all was "yes." However, one respondent expressed concern that the college's entrance exam could be seen as a deterrent to the educational opportunity of all those interested in attending the college. (Although the college does have an entrance exam, passage of this exam is required only for admission to degree programs. Those that do not pass the entrance exam may be admitted into certificate programs that are offered at the state campuses and FMI. FMI's admission policy can be found on pages six and seven in the *FSM Fisheries and Maritime Institute Catalog*.) [IA1(2); IIA1(14)]

The question of whether or not the instructional programs provide *academic, vocational* or *technical* needs for all people was also asked. All respondents agreed that their programs were designed to meet either the academic, vocational, or technical needs of their students. [IIA1(14)]

The question "Do the programs aim at *nourishing individual growth* and *national unity*?" was also asked and all respondents answered affirmatively. Examples of opportunities for *nourishing individual growth* cited by the respondents include meeting with students individually for questions or tutorials during faculty office hours and the college's policy on early warning deficiency reports, to be submitted after the fourth week of the semester, and midterm deficiency notices which provide students a chance to work with

their instructors to improve their performance. However, it was noted that while all faculty are required to submit midterm deficiency notices, not all instructors submit early warning deficiency reports. This raises the question of whether or not students are given sufficient time to evaluate themselves in courses and avail themselves of assistance prior to midterm. Students who are included in the midterm deficiency list feel there is not enough time to better their grades before the end of the semester. [IIA1(14)]

Regarding *nourishing national unity*, the instructors in each program indicated that they are aware of the make-up of the student body and try to use local examples to better relate the subject matter to the students' backgrounds and environments. In 1998, the Curriculum Committee acted to make SS150 History of Micronesia a core requirement for all degree programs. [IIA1(15)] By requiring this course and offering such programs as Micronesian studies and media studies, the college reaffirms its uniqueness as a Micronesian institution and its commitment to the education of the FSM citizens. [IIA1(14)]

The respondents to the questionnaire indicated that one way the college's instructional programs *develop integrity* is the inclusion of the academic honesty policy in course syllabi and ensuring that the students are aware of the policy and its consequences. However, a review of spring 2003 course syllabi showed that not all instructors include this policy on their syllabi. It was also noted that including this policy on syllabi is not required according to the course syllabus guidelines in the *Faculty Handbook*. Further discussion on academic honesty is found in Standard A7b. [IIA1(14); IIA1(16)]

In response to the question "Do the academic programs develop *critical thinking* as stated in the mission?" many said they do. However, the respondents noted that many of the college's students come from deeply conservative traditions where elders or those in authority may not be questioned, and where instruction or communication is a matter of silently accepting whatever those in authority say. Some major challenges instructors face in educating students at the college are encouraging them to think for themselves, to question ideas presented to them, and to come to conclusions based on their own observations and thoughts. Courses in the different academic programs attempt to achieve this by including objectives in course outlines that promote the students' ability to think critically. Examples of such course objectives include:

1) MS100 College Algebra, general objective four: "Students will acquire the basic mathematical tools that will enable them to develop long-range intellectual abilities involving expanding their mathematical reasoning skills and developing the view that mathematics is a growing discipline, interrelated with human culture, and understand its connection to other disciplines";

2) MR120 Marine Biology, general objective two: "To enhance the students' ability to observe, classify, experiment, analyze data, predict, formulate hypothesis, derive conclusions";

3) EN110 Advanced Reading, general objective one: The students will be able to read critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas";

4) ED305 Children's Literature and Drama, objective one: "Students will reflect on, and critically assess the use of children's literature as an aid to literacy development";

5) SS220 Contemporary Issues in Micronesia, objective part III, f: "Students will be able to write a critical essay on how modernity and rapid economic development has influenced the social, political and cultural changes in the islands"; and

6) ESL 065/075 Consolidated English for ESL Students I+II, specific objectives for the writing portion of the course include: "Student will be able to identify literal and figurative meanings, make inferences from selected readings, separate facts from theory, and identify contradictions and ambiguity in a reading selection." Essays, problem solving, analyses and test results are used to assess the achievement of these objectives. [IIA1(14); IIA1(14]

The question of whether or not the instructional programs *develop breadth of vision and habit of reflection* was answered with "yes" on both. The general feeling is that without the development of breadth of vision there would be no habit of reflection and vise versa. However, some faculty commented that they were unsure what these terms mean. This finding is consistent with the responses to the mission survey referenced in Standard IA. Some examples of these characteristics that were given in regards to instructional programs in general are:

1) Re-opening of FMI in 1999 to response to FSM's need for development of fisheries and maritime resources;

2) Establishment of such programs as computer information systems, media studies, third-year business administration and accounting certificates;

3) Development of online courses; and

4) State campuses response to the needs of the community by providing such programs as the Intensive English Programs, General Education Development courses and Cooperative Extension Services. [IIA1(14)] .

These examples are indications that the instructional programs do have breadth of vision in their responses to what the people of the FSM need. At the same time the programs encourage habit of reflection by creating and improving programs and updating the means of offering them at the college. [IIA1(14)]

The college's current mission statement refers to providing "educational opportunity"; however, there is no reference to achievement of student learning. As stated in Standard IA, there is a need to re-visit the mission statement to include the college's commitment to achievement of student learning.

IIA1. Planning Agenda

1. See planning agenda IA1

2. Mechanisms will be established to ensure that state campus faculty are provided adequate resources to deliver programs in support of the college's mission.

IIA1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

IIA1A. DESCRIPTIVE SUMMARY

Student learning needs

The first information gathered on students' educational needs is their skill level in English and math. This is ascertained through the administration of entrance and placement tests. Based on these scores, students are either admitted directly into a degree program, into a degree program with a requirement to complete the Intensive English Program (IEP), or a certificate program that will help them attain their academic or vocational goals. [IIA1a(1)] The math test serves both as an entrance exam and a placement exam, while two separate tests are administered in English. The English placement exam is comprised of the reading section of the TOEFL (optional) and a writing sample. The written essay exam topics are vetted by faculty in the Division of Languages and Literature to see whether they are confusing or display some strong bias. However, there is no formal procedure in place to ensure that the exam topic is without bias. In the case of the entrance exam, the Admissions Board approves the test and the essay test question.

The Division of Natural Sciences and Mathematics conducted studies on the math portion of the entrance exam and the placement test. Based on the results they developed a new entrance exam. The data showed that the results of the entrance exam could not only be used to determine whether or not students are prepared to enter a degree program but also to place students into an appropriate math class. [IIA1a(2)]

Because of the low level of English language proficiency (the language of all instruction at the college), it is necessary to offer substantial ESL courses to improve student outcomes and preparation for full integrated college level coursework. For the 2003-2004 academic year, 85% of the college's students at the National Campus placed in developmental courses in English. [IIA1a(3)]

The college has responded to the high percentage of students needing developmental work not only by providing coursework but also by working in partnership with elementary and high schools through the TRIO programs at all of the state campuses and the GEAR UP program at the Kosrae campus in an attempt to strengthen the students' competencies prior to enrolling at the college. The college was also successful in obtaining funding through the Student Support Services program which provides support for at-risk students at the National, Yap, and Pohnpei campuses. [IIA1(11)]

Program planning

Beginning fall 2002, the Languages and Literature Division at the National campus began placing incoming students into "cohort groups." Each group is assigned times, places, and courses for all of their English and ESL coursework. The table below shows the English courses being taken by members of each of the groups for Fall 2003.

Group 1	Group 2	Group 3	Group 4
ESL 079 Study Skills	ESL 079 Study Skills	ESL 099 Writing	EN 110 Adv Reading
ESL 087 List & Spk II	ESL 087 List & Spk II	EN 110 Adv Reading	EN 120a Expos Writing
ESL 088 Reading IV	ESL 089 Reading V	ESL 079 Study Skills	----
ESL 098 Writing IV	ESL 099 Writing V	----	----

The table below shows the number and percentage of the incoming students at the National campus placed in each of the groups for fall 2002 and fall 2003.

	Group 1	Group 2	Group 3	Group 4	TOTAL
Fall 2002	72 (24%)	81 (28%)	66 (22%)	75 (26%)	294(100%)
Fall 2003	112 (52%)	67 (31%)	37 (17%)	39 (18%)	255(100%)
TOTAL	184 (34%)	148 (27%)	103 (19%)	114 (21%)	549(100%)

Once a student is in a sequence of courses, such as the math and English sequences, decisions regarding whether a student has mastered the material necessary to move on to the next level are made by the instructors based on student performance. [IIA1a(4)]

The college's schedules, hiring decisions and program planning are based on information such as that summarized in the above tables. For example, in 1997 the Languages and Literature Division had only a few faculty members with ESL/TESOL training. In 2003 seven out of 12 full-time faculty in the division are ESL trained. This hiring shift was made to better accommodate the English needs of the students. Formal discussion of data regarding student needs is often included at meetings of the Curriculum Committee. [IIA1a(4)]

The Intensive English Program, described in Standard IIA1, was established with Title III funding to address the needs of students who pass the college's entrance exam but are not yet prepared to handle college level work. Further discussion of this program is found in Standard IIA2.

In the vocational area, the director of vocational education and program heads at Pohnpei Campus indicate that they determine program needs of students or potential students by interview, dialogue, and discussion with the business community, industry, government agencies, and educational institutions. An advisory council was established several years ago at Pohnpei campus and met on a regular basis to provide input for the vocational programs. Once the needs of the community are established, programs to meet those needs are included in the Pohnpei campus strategic plan. [IIA1a (4)]

Also, as the division chairs work with their respective faculty and discuss student success or lack thereof in the courses. Changes are made to the courses based on these discussions. [IIA1a(4)]

Research on student learning outcomes

The college is still developing the capacity to conduct formal program level assessment of student learning outcomes. The first formal research conducted in this area was the math learning outcomes evaluation conducted spring 2003. [IIA1a(6)] All prior research done by this division was *ad hoc* and looked only at indicators such as grades. The Division of Languages and Literature has conducted GPA studies each semester as part of the Performance Based Budget (PBB) process. The division chair has put up a website with the

results of studies done on three core English classes. He believes that the grading at the National campus, along with the course outlines and grading rubrics (also online), can at least indirectly prove that students are meeting the student learning outcomes of these courses. Also, the Division of Languages and Literature has included an assessment position in its current budget to directly assist in assessing students. Pohnpei Campus reports that the Intensive English Program (IEP) pre-and post-tests students to determine improvement in learning outcomes. [IIA1a(4)]

In the Hospitality and Tourism Division at Pohnpei campus and the Business Administration Division at the National campus, feedback on student performance is received from employers during the student internship course. The director of vocational education indicated that a list of graduating students is being maintained and follow-up is being made to determine if the students have gained employment or are continuing their education. Vocational faculty from Pohnpei campus stated that they obtain feedback from industry representatives and review employment figures to evaluate student performance. This information is used to revise programs to better meet the needs of the students. [IIA1a(4)]

IIA1A. SELF EVALUATION

There is increasing acceptance of the idea of assessing student performance on stated student learning outcomes at both the course and program level as can be seen in the amount of dialogue that has occurred in the past year. [IIA1a(5)] However, college-wide assessment beyond the course level remains embryonic. Although considerable dialogue is taking place as program outcomes are being established and assessment plans are being developed, considerable work remains to be done. There is a need for an overall plan for the development and assessment of student learning outcomes.

The following quote is taken from page four of the *1998 Evaluation Report*: "In looking at the issue of student success, the team observed a need for a student tracking system, as part of institutional research, to provide information on retention rates, program completion rates, student goal achievement, graduation rates, success rates of transfer students, and the viable employment of students, among relevant data on students." The need for the establishment of a student tracking system that would provide information to evaluate institutional effectiveness as well as the achievement of student learning outcomes still exists.

There are only four students currently enrolled in the Agriculture program. The chair of the agriculture division stated that agriculture programs at colleges and universities throughout the region are experiencing low enrollment. He feels the closure of the agriculture program at PATS High School might be a possible factor contributing to the low enrollment. He also cited the lack of facilities and equipment for students to get hands-on experience as a problem in that program. [IIA1a(4)] Agriculture was mentioned repeatedly at the 2nd FSM Economic Summit as an area to be emphasized by the nation and the college in support of economic development. It was recently learned that enrollment in the agriculture program at the local high school has increased. There is a need to critically review this program and establish mechanisms to enhance enrollment at the college. [IIA1(5)]

On a standard IIA questionnaire, Yap campus faculty recommended that personal interviews be incorporated as part of the entrance requirements for the vocational programs. Consideration should be given to this recommendation.

IIA1a. PLANNING AGENDA

1. The job description for the director of research and planning will be revised to focus on responsibility for providing student achievement data on a regular basis for college decision-makers.
2. The president's cabinet will develop a plan for the establishment and assessment of student learning outcomes at the course and program levels. The cabinet will be responsible for the overall coordination of the implementation of this plan. Responsibility for the actual development of instructional student learning outcomes at the course and program levels will be delegated to the vice president for instructional affairs, the division chairs, and faculty in partnership with their counterparts at the state campuses.
3. The chair of the General Agriculture Division will work with the administration and instructors of the agriculture program at the local high school to develop an articulation agreement to bridge the high school and college programs.
4. The recommendation to incorporate personal interviews into the entrance process for vocational programs will be considered by the Admissions Board.

IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

IIA1b. DESCRIPTIVE SUMMARY

Delivery fits objectives and content of courses

The vice president for instructional affairs reports that during the fall 2003 semester the college is offering over 400 courses at the National and state campuses with seven of those courses being offered online. [IIA1a(4)] The course outlines for each of these courses include a section on the methods of instruction. [IIA1b(1)]

The college uses a wide variety of modes of instruction and delivery systems that are compatible with the student learning outcomes of the curriculum. For example, the chair of the Languages and Literature Division reports that the instructors in the ESL program use "whole language" projects with student presentations, visual learning in which students draw or visualize concepts, peer review exercises, extensive use of a class web-site, and authentic assessment as opposed to multiple-choice type testing. Grammar software is used in the EN120a Expository Writing I class, while EN 120b Expository Writing II is centered on project-based learning in which students write a series of research essays. EN 206 Mythology is being offered online for the first time fall 2003. An ESL faculty member from Chuuk campus indicated that she uses lectures, cooperative learning, games, films, audio

cassettes, art, group discussions and peer and teacher conferencing. [IIA1a(4)]

The chair of the Division of Natural Sciences and Mathematics reports that his instructors primarily use lecture, discussion, and laboratory experiences as modes of instruction, while some instructors utilize computer software in a computer laboratory. The chair of the education division reports that instructors are utilizing a variety of modes of instruction including the delivery of courses by modules, hands-on practicum work in the laboratory school, and use of an integrated curriculum. Instructors in the classroom use a variety of methods including role-play, simulated projects, group work, lecture, discussion, and computer assignments. In the past few years several courses have been delivered online in collaboration with San Diego State University under a special education grant. [IIA1a(4)]

In the social sciences division courses are being taught through the traditional classroom lecture model often with individual student or group work. Audiovisual resources in the form of videos, overhead transparencies, computers and CD-ROMs are also frequently used. This division is currently offering two courses – SS/PY101 General Psychology and SS220 Contemporary Issues in Micronesia – online. The chair indicated that faculty in this division map between course outlines, instruction, assessment, and student outcomes. He further stated that there are different opinions about which method of instruction is best for certain types of courses. He said that social science courses are traditionally lecture intensive and so are the ones at the college. They also traditionally require written work such as reports and papers as do the ones at the college. [IIA1a(4)]

Students in the Hotel and Restaurant Management (HRM) program are taught in a variety of ways including classroom lecture, video, experiences in the teaching lab, off-campus field trips, internet research projects, front desk lab, visiting lecturers, experiences in the HRM teaching kitchen, experiences in the HRM teaching restaurant, bank visits, and monitored internship in the industry. The effectiveness of these methods is determined by classroom observation by the division chair and program director and discussions at weekly HRM faculty meetings where the first agenda item is always student/classroom management and content delivery progress. [IIA1a(4)]

The director of vocational education and faculty report that they use classroom instruction, group discussions, role-play, hands-on training, apprenticeships, and computer-based training. Computer Aided Instruction (CAI) is now the standard delivery mode for the electronic, telecommunications, and electrical programs. The carpentry, cabinetmaking, and building maintenance instructors use a combination of traditional and computer-based instruction. A vocational instructor at the Pohnpei campus reports that all instruction in the vocational programs is based on industry and community input. The director of vocational education states that vocational education requires students to take ownership of learning and that the methodology used in the various programs, including computer aided instruction, allows student to learn at their own pace and take ownership. [IIA1a(4)]

Faculty in the agriculture program at the National campus use lectures, demonstrations, guest speakers, field trips, and interactive sessions in their instruction. Also, the agriculture division is currently collaborating with the Agriculture Challenge Grant project to address the distance delivery systems in all Agriculture Development in the American Pacific (ADAP) colleges. They are currently offering AG101 Introduction to Agriculture online. This course is articulated with the University of Guam and Palau Community College. [IIA1a(4)]

Although a portion of the instruction at FSM FMI takes place in a traditional classroom, the majority of instruction is provided through use of hands-on, real-life or simulated activities. [IIA1(2)]

The director of Kosrae campus reports that he uses classroom observations and interviews with faculty to determine that delivery of instruction at Kosrae campus fits the objectives and content of the courses being offered there. Similarly, a faculty member from Chuuk campus reports that instructors submit course syllabi each semester, are evaluated by students, and are observed by their supervisors at least once a semester. [IIA1a(4)]

Considerable dialogue is taking place throughout the system regarding student learning outcomes and the most effective ways to deliver instruction to meet the learning needs of the students. As an example, the chair of the education division counts 116 pieces of email related to discussions of student learning outcomes, teaching them, and measuring them between April and July of 2003 alone. [IIA1a(5)]

IIA1b. Self Evaluation

The college attempts to utilize a wide variety of methodologies and modes of instruction to meet the diverse learning needs and learning styles of its students. However, some concerns were raised on questionnaires completed by division chairs, the VPIA, and campus directors. For example, the chair of the Division of Mathematics and Natural Sciences indicated that instructors in that division tend to use lectures to communicate material. [IIA1a(4)]

The chair of the Languages and Literature Division feels that faculty in his division adjust delivery of courses to meet the needs of the students which he documents by making classroom visits. However, he expressed concern that during the 2002-2003 academic year, due the large number of full-time and adjunct faculty in the division, he was unable to observe instruction in all of the classrooms. As a result, he plans to implement more peer-to-peer faculty review. [IIA1a(4)]

The faculty in the vocational program at Pohnpei campus indicated that student response to the computer aided instruction programs has been extremely positive and that there is some dialogue among the math, English, and vocational departments regarding enhanced use of CAI. [IIA1a(4)]

On a scale of one to ten, ten being excellent and one being complete failure, the chair of the Hospitality and Tourism Division rates the effectiveness of the course delivery system in the Hotel and Restaurant Management program as a seven. He indicated that it is difficult to deliver some complex content when students have weak basic reading, writing, and math skills. He said that the delivery systems in the program are sound, but must constantly be amended to ensure students are not being left behind. He further stated that the single most effective tool they have other than lecture is the teaching restaurant and hotel lobby where experiential learning takes place. [IIA1a(4)]

A faculty member from Chuuk campus also expressed that many of the students are not adequately prepared for the courses in which they enroll. He indicated that there is a tendency to downgrade instructional activities that are required in the course outline to fit the academic levels of the students.

This faculty member expressed another concern in that the State of Chuuk experiences

frequent power outages that force instructors to forego supplementary instruction and resort to the lecture mode under sweltering conditions. He further stated that the delays in the establishment of a new campus site impose barriers to minimum delivery of instruction. A member of the Chuuk campus administration who questioned the quality of instruction there due to the lack of textbooks, constant power outages, and inadequate classroom space shares this perception.

IIA1B. PLANNING AGENDA

1. Workshops on instructional methodology will be conducted for faculty throughout the system on a regular basis. Such workshops will be coordinated by the vice president for instructional affairs and conducted by college staff.
2. See Standard III for discussions and planning agenda items regarding Chuuk campus facilities.
3. The vice president for instructional affairs has implemented a monitoring system whereby division chairs from the National campus visit state campuses to observe instruction in the classrooms and determine whether or not instructors are adhering to the course outlines and using appropriate textbooks. This monitoring system will continue on an on-going basis. The vice president for instructional sffairs has indicated that the instructional department has the authority to discontinue the offering of courses at any campus within the college if it is determined that the quality of courses has been compromised. Since the possibility of compromised courses at Chuuk campus has been reported by a faculty member at the Chuuk campus, the vice president for instructional affairs will discuss the matter with the director of Chuuk campus and the campus will be placed on warning. The vice president for instructional affairs will also review with the Chuuk campus director the operations of the bookstore there to determine why instructors have not been able to secure adequate textbooks for their use and the use of their students.

> **IIA1c.** The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

IIA1c. DESCRIPTIVE SUMMARY

Progress in developing SLOs

Since the early 70's the college has required all course outlines to state both general objectives and measurable specific objectives. According to the course outline format found on page eleven of the *COM-FSM Curriculum Handbook*, specific course objectives are "[d]etailed statements about the minimum standard of performance expected of the learner in the course." [IIA1c(1)]

Through its Curriculum Committee, the college has established a policy of converting its course outlines to a student learning outcome format and developing mechanisms in individual classes, courses, and programs to assess student achievement of learning outcomes. [IIA1c(2)] Several key memoranda were written by the vice president for instruc-

tional affairs urging division chairs, campus directors, and their respective faculty to seriously address the need to establish student learning outcomes at both the course and program level. [IIA1c(3)]

In April 1999 the college sent a five-person institutional team to the Spring Assessment Institute in Palm Springs, California. This team was comprised of the vice president for instructional affairs, the vice president for support and student affairs, the director of research and planning, the chair of the Division of Education, and a state campus representative.

In September 2002, a self-appointed team of three persons, comprised of a faculty member, the director of learning resources, and the former director of vocational education, began to facilitate work with the division chairs and other faculty regarding learning outcomes and appropriate assessment strategies. Meetings in this regard were held on an individual basis with the division chairs, the Pohnpei campus director and with the Curriculum Committee as a whole. A session on student learning outcomes was also held with the campus directors during their December 2002 meeting. This team also met with the chairs as a group in February 2003 to initiate articulation of learning outcomes at the program level. A workshop for faculty and student services staff on assessment was conducted in August 2003. [IIA1c(4)]

The following is a summary of recent curriculum revisions and plans in the Division of Languages and Literature: [IIA1a(4)]

- EN110 Advanced Reading and EN120a Expository Writing I course outlines have been revised to reflect student learning outcomes;
- ESL088 Reading IV, ESL089 Reading V, ES 098 Writing IV, and ESL099 Writing V course outlines basically reflect student learning outcomes. Minor rephrasing of some of the outcomes may be needed, however, as these outlines were revised just prior to the recent student learning outcome initiative;
- The ESL079 Study Skills course is being re-done with student learning outcomes during fall 2003;
- EN120b Expository Writing II and EN/CO205 Speech Communication will be re-done with student learning outcomes by April 2004;
- The EN humanities courses need to be revised to reflect student learning outcomes; and
- Program student learning outcomes need to be established for the liberal arts and media studies programs.

The education division has been especially focused on the revision and development of courses with clearly delineated student learning outcomes in light of the plan to offer a bachelor's degree. This division has adopted a two-column format for specific student learning outcomes that specifies both the outcomes and a suggested assessment strategy for each. [IIA1c(5)] Specific outcomes are now also tied to general outcomes that will tie directly to program level outcomes. The division chair reports that approximately 70% of the education courses currently specify student learning outcomes with corresponding assessment strategies. It is anticipated that the entire education curriculum will be in this format by March 2004. [IIA1a(4)]

Other divisions have also revised course outlines to reflect student learning outcomes. For example, the Division of Natural Sciences and Mathematics has identified six program level outcomes and is now working to ensure that all mathematics courses can be mapped to these six outcomes. All eight courses in the Hotel and Restaurant Management program now have course outlines that list specific student learning outcomes. The instructors in the Division of Social Science have also identified specific student learning outcomes. [IIA1a(4)] Student learning outcomes are articulated in all vocational education and FSM FMI course outlines. [IIA1c(6)]

The current plan calls for the division chairs to complete specification of program learning outcomes by the end of the fall 2003 semester. The vice president for instructional affairs will travel to Chuuk and Yap campuses to conduct workshops on student learning outcomes and program evaluation during the fall 2003 semester. Program outcomes for programs being delivered by the state campuses will be completed by the end of January 2004.

Who develops outcomes?

Generally, course outlines with their student learning outcomes are developed by instructors who will be teaching the courses, in conjunction with other faculty in the division. The English program student learning outcomes were written by the division chair based on established English student learning outcomes in other colleges and with input from the division faculty. At the Pohnpei campus individual faculty work with the program developer in developing student learning outcomes for their courses. Vocational course outlines were developed by faculty with assistance from the director of vocational education and based on resources gathered from other recognized vocational institutions. [IIA1a(4)]

At its March 10, 2003, meeting the college's Assessment Committee adopted a motion that reads as follows: "Coordination of the development of standards and training for student learning outcomes and program level outcomes shall be the responsibility of the Assessment Committee." [IIA1c(7)] However, since that time there has been discussion concerning the best way to integrate this responsibility with the functions of other standing committees such as the Curriculum Committee, Student Services Committee and others to "close the loop" in the assessment-improvement cycle. [IIA1c(8)]

How is assessment done?

Learning outcomes are assessed against the specific assessment criteria set down in the course outlines by the faculty responsible for that course. Faculty are free to develop and employ their own systems of evaluation. For example, many faculty in the Division of Natural Sciences and Mathematics rely on quizzes, tests, midterms, and finals, while others also use take-home assignments. In the Division of Languages and Literature specific outcomes are also evaluated by faculty at the course level. Program outcomes have yet to be directly assessed, except by grades. Assessment in the hotel and restaurant management program is accomplished by the faculty through hands on lab examinations, written examinations, student papers, and performance in the teaching restaurant and hotel lobby. [IIA1a(4)]

Resolution by the Board of Regents

The following action was taken by the college's Board of Regents at its March 2003

meeting: [IIA1c(9)]

> The board adopted a resolution that the Board of Regents assign the responsibility to the president and/or designee, in consultation with the cabinet and appropriate committees, to refine, monitor and strengthen the college-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders at the college, and that a comprehensive assessment of instructional programs, learning resources, student services, finances, administrative units and the Board of Regents policy be established and take effect beginning with the 2003-2004 academic year.

Improvement

The college has a history of relying on its faculty for institutional program and course improvement. The chair of the division of languages and literature reports that the EN110 Advanced Reading course outline was modified as a direct result of poor student performance. The Hospitality and Tourism Division at Pohnpei campus uses evaluation of courses and programs to amend and update course outlines. In the Division of Social Science there is a regular feedback process between the division chair and the faculty for the improvement of instruction. The vocational programs at Pohnpei campus look to its advisory committee for suggestions as to how to improve programs and courses based on student achievement. Although efforts such as these have been made to use the results of course and program evaluation for improvement, mechanisms to support a formal systematic assessment and improvement cycle are currently not in place. [IIA1a(4)]

College level

To determine whether course content is college level, course outlines are compared with those commonly used in other colleges for similar courses and/or the content is mapped to college level texts. The college also relies heavily on the subject area expertise of its well-qualified faculty to assist in making such judgments. The acceptance of the college's courses by other institutions with which the college has articulation agreements and others is an indication that the courses are considered to be college level. [IIA1a(4)]

IIA1c. SELF EVALUATION

Although much has been accomplished by faculty in the development of student learning outcomes, much remains to be done. Concern regarding measurable specific objectives was expressed by the president in a May 2, 2001 memorandum to the vice president for instructional affairs which included the following: [IIA1c(10)]

> Before writing this memorandum I reviewed course outlines from each of the academic areas with attention to the specific objectives. In some of those outlines I noted phrases such as 'Develop a basic understanding of…,' 'Develop a working knowledge of…,' and 'Improve knowledge and understanding of….' Although no one can argue that these are [not] valuable goals, these statements mean different things to different people and, as a result, are difficult to measure in their current form.

> Also, the number of specific objectives in the course outlines reviewed ranged from six

to 57. Some objectives were very broad and comprehensive in scope, while others dealt with very discrete specific information.

By this memorandum I am asking the instructional department to conduct a systematic review of the college's course outlines to ensure that the specific objectives are stated in terms of measurable student learning outcomes. Course objectives that are not stated in such manner should be revised. Clear statements of specific objectives should facilitate a shared understanding of the expected student learning outcomes not only with a particular division at the National campus but also among all of the campuses in the system. Once the expected learning outcomes of our courses have been clearly specified, we will be in a position to determine the level of success reached by instructors in the various courses no matter where they are taught. Further, we will be in a position to address any gaps or deficiencies that may be noted.

Please be advised that, although I have signed course outlines that did not contain specific statements of student learning outcomes in the past, from this point forward I will be returning such outlines to you and the Curriculum Committee for revision. Please assist division chairs and faculty in the review and revision of course outlines should help be needed.

The Curriculum Committee has been requiring that all new or revised course outlines contain measurable student learning outcomes. However, the need for a systematic review of all of the college's course outlines to ensure they focus on measurable student learning outcomes remains. Course outlines for thirty courses being taught at the National campus during the fall 2003 semester were randomly selected and reviewed to determine currency. According to the vice president for instructional affairs, courses with approval dates within the past five years are considered current. Of the thirty outlines reviewed, twenty had been approved within the past five years. Of the remaining ten outlines, dates for eight of the outlines ranged from September 1977, to May 1995. Outlines for two of the courses, MM101 Journalism and MM 220 Advanced Video, were not on file and were noted as "new courses." There is a clear need to review all of the active course outlines for currency and update those found to be out of compliance with the college's policy. [IIA1c(11)]

Assessment at the program and degree levels is still in its beginning stages. The vice president for instructional affairs reports that currently there is no college-wide mechanism for program assessment. There is a need for a comprehensive, college-wide plan for the completion of this task as well as for the development of corresponding assessment measures. Such a plan must include consideration of the assessment results for improvement of the courses and/or programs. Responsibility for development of outcomes in areas where there is no clear "lead" person, such as the liberal arts degree and general education program, needs to be assigned in this plan. The role of the Assessment Committee in the coordination of the development of student learning outcomes needs to be clarified. [IIA1a(4)]

National campus faculty have played a key role in the development of courses and programs for the college as have the Pohnpei campus HRM and vocational faculty for those programs. The Certificate of Achievement in Hotel and Restaurant Operations

originated with Yap campus, while the Certificate of Agriculture and Food Technology originated with Kosrae campus. Input from faculty and administrators has been solicited system-wide as programs and courses are developed. However, overall there is a need for National and state campus faculty to share responsibility for the development and revision of course outlines for courses that are taught at two or more campuses. There is also a need to ensure that all faculty who are teaching the same course are achieving the same student learning outcomes with their classes no matter where the classes are being taught. [IIA1a(4)] The 1998 evaluation team made the following recommendation: "The visiting team recommends that the staff at the National campus make every effort to improve communications, regularly seek advice and opinion from the state campus staff relating to decisions directly affecting them…." Although the examples provided in this recommendation related to fiscal decisions, the intent of the recommendation clearly applies to other areas including instructional programs. A summary of attempts to improve communication with state campuses was provided in the Midterm Report. [IIA1c(11)]. These efforts have not been successful as exemplified by a statement made by a Chuuk campus faculty member who said, "Palikir (National campus) does not trust the state campus…" He further stated that "[t]here is a great deal of lip services and/or incompetence at Palikir in dealing with state campus needs (i.e., facilities, textbooks, salaries, etc.)." Communication within a campus may also be perceived as problematic. The same Chuuk campus faculty member reported: "COM-FSM Chuuk campus administration claims that it promotes open communication and that it promises certain logistics; however, too many faculty members claim that open communication is merely theoretical, rarely applied, and that promises are rarely fulfilled. Clearly the need to improve communication within the system as a whole and involve faculty and staff in the decision-making processes affecting instructional programs has not been adequately addressed."

Although the college's over-stretched Information Technology department has been supportive of the efforts being made to develop the capacity to deliver courses via distance, the three instructors who have been involved in this effort cite the need for attention to the following issues:

1) At times, instructors offering distance education courses have been without a functioning computer for extended periods of time;
2) Updating courses takes more than 24 hours; and
3) Instructors do not have access to the college's Common Gateway Interface (CGI) script which requires them to either work through PREL's Blackboard 5 or San Diego State University's script to enable students to use the "assignment send" button. [IIA1(18)]

A concern re: SLOs

One Division Chair expressed concern that, in the student learning outcome approach, "…intelligent people, some of them with doctorates in their field, are forced into some sort of pedagogical straight-jacket that they have academic quarrels with." There is some concern that all faculty are being required to accept a single pedagogical approach, although there appears to be acceptance of the need for more transparency and being able to prove that students are achieving course outcomes or objectives. [IIA1a(4)]

IIA1c. PLANNING AGENDA

1. The vice president for instructional affairs and the division chairs will develop and implement mechanisms to improve communication within the system as a whole and ensure the involvement of state campus faculty in the development and revision of course and program outcomes. The Chuuk campus director plans to add two email list-serves for Chuuk campus including one for management and one for department chairs. He indicated in an October 22, 2003 email communication that regular monthly meetings for instruction and management will be held. Chuuk campus is also reviving their news-letter, the *Chuuk Kampus Nius*, to enhance both internal communication and to dissemi-nate information to the community. Chuuk campus has also initiated a weekly radio program to inform the public of events, job openings, and other issues relative to the college.
2. The president's cabinet will develop a plan for the establishmeni and assessment of student learning outcomes at the course and program levels. The cabinet will be respon-sible for the overall coordination of the implementation of this plan. Responsibility for the actual development of instructional student learning outcomes at the course and program levels will be delegated to the vice president for instructional affairs, the division chairs, and faculty in partnership with their counterparts at the state campuses. The vice president for instructional affairs will also implement a mechanism to ensure currency of course outlines.
3. The college's Information Technology Division will develop mechanisms to ensure that instructors delivering courses via distance education have access to functioning comput-ers at all times, that courses are updated in a reasonable length of time, and that instruc-tors have access to the college's CGI script before spring 2004 semester.

> **IIA2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

IIA2. DESCRIPTIVE SUMMARY

Criteria for determining offerings

The criteria and process for determining to offer developmental or pre-collegiate courses are described in Section IIA1 above.

Continuing and community education courses/programs, short-term training courses/programs, and contract or other special programs are identified and offered, usually at the state campuses, in response to needs expressed to the college by agencies, governments, or the community. For example, the hospitality and tourism division conducted a local indus-try needs survey and has entertained requests through the Pohnpei Visitors Bureau, the state tourism office, the National Government Tourism Unit, and local hotels and restau-

rants for training. [IIA1a(4)]

The FSM FMI was established at the request of the FSM national government to provide programs in the areas of fishing, navigation, and marine engineering. These core programs, especially in the areas of navigation and marine engineering, are vital to the FSM's compliance with the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as amended in 1995 (STCW Convention). [IIA1(2)]

The Curriculum Committee reviews all for-credit courses and programs offered by the college. According to the *Curriculum Handbook*, a new, non-credit course proposal must also be reviewed and recommended by the Curriculum Committee and approved by the president. Such proposals may be initiated by a faculty member, an academic division or campus, an administrator, or a concerned citizen. The procedures for submission and review of proposals for non-credit courses are found on page nine of the handbook. Non-credit courses must also be approved by the Curriculum Committee.[IIA1c(1)]

The college does not offer study abroad programs or programs for international students.

Assurance of quality

The quality of instructional courses and programs is ensured through the hiring and retention of highly qualified faculty, the review and approval of course outlines based on student learning outcomes, use of common grading rubrics in some divisions, selection of appropriate textbooks, and establishment of articulation agreements with other institutions. Division chairs are required to observe lessons presented by the instructors in their divisions at least once a year. Students also evaluate instructors at least once a year. In addition, the agriculture division, Pohnpei campus, and business administration advisory committees were established provide feedback on the quality of the programs. [IIA1a(4)]

Improvement

Course evaluations are primarily done internal to a division or campus and are faculty driven. Revisions to improve courses and programs are the result of such evaluations. [IIA1a(4)] A review of Curriculum Committee minutes shows that from January 1998 through April 2003 a total of 154 courses were revised. Also during that same period, 24 programs were revised. [IIA2(1)] Further, the chair of the Division of Languages and Literature noted that as this division supports other programs as part of the general education core, the division works with other programs to determine areas of improvement. As an example, he cited the work being done with the Division of Education in revising the EN 208 Philosophy course during the fall 2003 semester. [IIA1a(4)]

IIA2. SELF EVALUATION

The evaluation of courses is currently primarily done by faculty on an internal basis within each division and campus. The college is still at a very early stage in its attempts to assess programs and courses based on stated student learning outcomes. However, it is the general feeling among the faculty and administration that once student learning outcomes are established and assessed on a regular basis, the college will be in a much better position

to assure itself and the public of the high quality of its programs and courses. [IIA1a(4)]

Trial audit, ACCJC review of FSM FMI

A visit to FSM FMI was made by the executive director and associate director of the ACCJC during October 2001 as part of the college's substantive change process. Although concern was expressed regarding the state of the facilities, FSM FMI received a positive review as a result of that visit. [IIA2(5)]

At the request of the FSM FMI director, the regional maritime training adviser of the secretariat of the pacific community conducted a trial audit of the institute in July 2001. The following is the conclusion included in this report: [IIA2(6)]

> The trial audit showed that the institute has a quality system in place, which complies with STCW 95 requirements. The issue of trainees' sea-time and commencement of other training courses, especially STCW upgrade courses, needs addressing

Since its inception, FSM FMI has offered a "sandwich" type of training in which trainees complete one course or a series of courses and then spend time at sea after which they return for more courses and so on until completion. Although this approach provides an opportunity for students to practice and master the knowledge and skills from the courses in actual situations, the system has been determined to be time-consuming and expensive.

In response to concerns regarding the drawbacks of the "sandwich" approach, the decision was made to convert the FMI programs to a two-year course plan which will be tailored towards the two-year college programs offered at US colleges. The institute's programs will still retain the modular format to provide entering and exit points for candidates who wish to upgrade their skills and levels but are not interested in earning college credits. Although plans originally called for the two-year programs to be offered beginning in the fall 2003 semester, the implementation has been delayed pending resolution of a question as to the possible need to obtain approval for substantive change prior to the start-up of the program. [IIA2(7); IIA2(9)]

Evaluation of IEP Program

The results of studies conducted on the effectiveness of the IEP have been less than stellar. The following is an excerpt from the *2001 Health Indicators* report prepared by the Division of Languages and Literature: [IIA2(2)]

> Transfer from IEP to National Campus – Success?

> The following two charts show that grades drop off significantly upon completion of the IEP and transfer to the National campus. You'll see a *grand total* of three A's given to IEP students in their first two semesters at the National Campus.

IEP grade distribution in ESL 065 and ESL 075 and ESL 085 and ESL 095:

IEP	A	B	C	D	F	W	I	P	CR	PN	N
Pohnpei 96								67	3	12	1
Chuuk 97	1	10	7								
Kosrae 97	2	8	6								
Pohnpei 97	9	71	98	26	5				2		
Chuuk 98	10	6	7								
Kosrae 98	10	16	5	2	3						
Pohnpei 98	24	92	55	41			6	2			
Yap 98	19	33	4								

Grade distribution in English courses at the National campus for the fall and spring term immediately post IEP:

IEP	A	B	C	D	F	W	I	P	CR	PN	N
Pohnpei 96		8	16	23	17	13		3			1
Chuuk 97		1	2	5	3	2		3			3
Kosrae 97				1				2	1		
Pohnpei 97		1	8	10	7	8		9	22		
Chuuk 98	2	5	9	11	6	4		3	2		1
Pohnpei 98	1	7	5	15	9	9		6	5		2
Yap 98		1	7	4	2	2					

In October 2000, the chair of the Division of Languages and Literature made the following recommendations regarding the IEP to the Curriculum Committee: [IIA2(3)]

- students enter IEP only if they don't have other ESL/college credits
(that is, straight out of high school)
- class sizes be kept to a maximum of 20
- only ESL trained instructors be hired to teach IEP
- IEP program should begin once a year. Students shouldn't be allowed
to enter mid-year.

In the absence of any central authority to set standards for the IEP, whether the director of academic programs or the vice presidents for instructional affairs, none of these recommendations were followed. Each section of the Intensive English Program is under the direct authority of each state campus. There is clearly a need to assess the achievement of student learning outcomes of both past and present students in the IEP program and take steps to improve the program.

The "IEP debate" comes back every year as there are constant questions as to whether Pell Grant covers IEP or not. The answer to this question has to do with interpretation of the Pell rules. Basically, Pell doesn't cover programs that are "all ESL" which is why IEP students are technically "degree students". [IIA2(4)]

A meeting regarding Intensive English Program issues was held with the State Campus Directors on October 16, 2003. However, the meeting focused primarily on the issue of Pell Grant eligibility for the students matriculating in that program and failed to resolve

concerns regarding the performance of students who move on to college level courses.

GPA studies

A study conducted by the Division of Languages and Literature compares the grades earned by students in EN120a, EN120b, and EN110 for eight semesters (Fall 1999 – Fall 2002) across all campuses. This study shows that while the National campus grades in the EN120a and EN120b courses vary by, at most, .5 of a GPA, the state campus grades in courses are highly erratic. [IIA2(8)]

The highly erratic nature of the grades for the EN120a, EN120b, and EN110 courses at the state campuses is a cause for concern in that the college purports to offer courses and programs of similar quality throughout the system. For example, grades for EN 110 for Spring 2000 at one State Campus averaged above 3.0. The next time the course was offered at the campus, the average grade was below 1.0. Moreover, a campus may report low reading and high writing averages. The next semester, these averages may be reversed. [IIA2(8)] Of major concern is a statement made by a Chuuk campus faculty member that "[t]o be sure, some instructors give failing students passing grades – undeservedly – but if grades were to be assigned as deserved, then a large proportion of below 100 students would never progress toward achieving receipt of (a) certificate or entering the AS degree program." [IIA1a(4)] Over the past years, there has been considerable time and effort spent in analyzing and trying to remedy this situation. The college welcomes the opportunity to establish and assess student learning outcomes for which all instructors must be held accountable no matter where or how the course is being delivered. [IIA2(10)]

An informal study done by the chair of the Division of Natural Sciences and Mathematics in 2000 on grades awarded by the campuses yielded the following results:

Campus	A	B	C	D	F	Promote	Retain
Chuuk Average	10%	28%	45%	17%	1%	83%	18%
Kosrae Average	12%	21%	31%	17%	19%	64%	36%
National Average	7%	15%	30%	19%	28%	52%	47%
Pohnpei Average	3%	15%	19%	17%	46%	37%	63%
Yap Average	7%	37%	44%	5%	8%	88%	13%
Grand Average	8%	22%	34%	16%	19%	64%	35%

"Promote" on the above chart was defined as Grades A-D. One can see a rather wide range of grades being awarded among and between campuses.

Program integrity

On the portion of the Standard IIA1 survey regarding how the instructional programs *develop integrity*, respondents mentioned their perception that courses that are taught both at the National and state campuses don't always follow the same course outlines and syllabi or use the textbook listed in the outlines. Frequently, students at the state campuses are not required to purchase textbooks for the classes as the National campus students are required to do. [IIA1(13)] A Chuuk campus faculty member indicated that:

"[i]nstructors tend to follow outlines when they are available. However, when text-

books are not available, instructors tend to produce their own handouts." [IIA1a(4)]

There is also concern that the way student learning is assessed in a course may not match the course objectives in the course outline. [IIA1(13)]

The organizational structure of the college shows the state campus directors report directly to the president. Although the Curriculum Committee reviews and approves part-time faculty for the state campuses, the vice president for instructional affairs and the division chairs at the National campus are not involved in the hiring or evaluation of full-time faculty for the state campuses. A review of documents from the Planning Council, Curriculum Committee, Board of Regents, and state campus directors meetings provides evidence that the lack of such clear lines has been a long-standing problem within the system. There remains an urgent need to address this issue. [IIA1a(4);IIA1a(10);IIA1a(11); IIA1a(12);IIA1a(13)]

IIA2. PLANNING AGENDA

1. The vice president for instructional affairs will send a letter to the college president communicating the concern of the Curriculum Committee regarding the lack of clear lines of responsibility and authority for instructional programs at the state campuses. In this letter, the VPIA will request that the organizational structure of the college be re-viewed and steps taken to ensure that the Department of Instructional Affairs has author-ity for overall program quality and integrity throughout the system, including all of the campuses. Under such restructuring, the VPIA must have the authority to hire and evaluate faculty, take steps to ensure that all faculty are adhering to established course outlines, developing corresponding syllabi, and assessing student learning outcomes. In addition, the VPIA must ensure that all faculty are using the prescribed textbooks. In that regard, mechanisms must be in place to ensure the availability of these textbooks to the students for purchase.

2. The vice president for instructional affairs, in collaboration with the state campus direc-tors, the chair of the Division of Languages and Literature at the National campus, and IEP faculty, will review the IEP program instructional issues, make recommendations regarding the implementation of this program, and ensure that such recommendations are instituted by the beginning of the spring 2004 semester.

3. The vice president for instructional affairs has implemented a monitoring system whereby division chairs from the National campus visit state campuses to observe in-struction in the classrooms and determine whether or not instructors are adhering to the course outlines and using appropriate textbooks. This monitoring system will continue on an on-going basis. The vice president for instructional affairs has indicated that the instructional department has the authority to discontinue the offering of courses at any campus within the college if it is determined that the quality of courses has been compro-mised. Since the possibility of compromised courses at Chuuk campus has been reported by a faculty member at the Chuuk campus, the vice president for instructional affairs will discuss the matter with the director of Chuuk campus and the campus will be placed on warning. The vice president for instructional affairs will also review with the Chuuk campus director the operations of the bookstore there to determine why instructors have not been able to secure adequate textbooks for their use and the use of their students.

> **IIA2a.** The institution uses established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

IIA2A. DESCRIPTIVE SUMMARY

Procedures for approval of new degree and certificate programs, new courses, non-credit courses, and non-credit programs are outlined in the *COM-FSM Curriculum Handbook*.

According to page one of the handbook, the Curriculum Committee is charged with reviewing, assessing, and advising the president on all matters pertaining to programs, curricula, and academic policies and procedures. Its functions include, but are not limited to, review of new and revised course outlines, new and revised certificate programs, new and revised degree programs, recommended curriculum guides, part-time instructors applying to teach COM-FSM courses, new and revised academic procedures and policies, matters referred to the committee by the president, and other curricular matters. The Curriculum Committee is comprised of members representing the administration, academic divisions, faculty, state campuses, and the student body. The following are members by position: vice president for instructional affairs (chair), vice president for support and student affairs, director of vocational programs, director of learning resources center, director of research and planning, coordinator of admissions and records, academic division chairs (languages and literature, science and mathematics, social sciences, business administration, education, agriculture, and hotel and restaurant management) all of whom are faculty, and state campus directors. Two additional faculty representatives are appointed annually in consultation with the Staff Senate and the vice president for instructional affairs. The president, in consultation with the Student Body Association, appoints a student representative. Faculty comprise a little over half of the membership of the Curriculum Committee. [IIA1c(1)]

The "Application for Program Implementation," found in the *Curriculum Handbook*, requires the following information: potential enrollment; projected cost per student; potential job placements; skills/competencies to be developed in the program; resources available to implement the program; information about whether or not the program is designed for transfer; and the proposed program's potential impact on other programs or the college system. The Curriculum Committee recommends programs to be implemented to the president and the cabinet. If the cabinet approves the program, it is then forwarded to the Board of Regents for their review and approval. [IIA1c(1)]

Central role of faculty

Faculty are central to the curriculum development process at the college in that they develop, redevelop, revise, and rewrite course outlines for approval of the Curriculum Committee. On a Standard IIA questionnaire, division chairs consistently cited the expertise and quality of the college's faculty and central role they have in the curricular decision-making processes. Citing the importance of a highly qualified faculty, the chair of the

Division of Natural Sciences and Mathematics indicated that, at times, decisions have been made to leave a vacant position unfilled rather than hire persons of lesser qualifications. [IIA1a(4)] Part-time faculty must have a minimum of 12 credits in the area they will be teaching to be approved. [IIA1c(1)]

The vice president for instructional affairs indicated that as the division faculty develop or revise course outlines, they work to ensure that the appropriate outcomes are incorporated. Members of the Curriculum Committee, in their review of the course outline, also ensure that the appropriate outcomes are included in the courses. However, he noted that there is still a need to improve on the assessment of these outcomes. [IIA1c(1)]

Improvement

Examples of improvements to courses and programs that have occurred as a result of evaluation include modification of the entire exit grading system for the developmental English courses, establishment of the "cohort" grouping system for the freshmen English courses, the ten-year work on the developmental math sequence, and the construction of a pig pen for the agriculture program to provide more hands-on experiences for the students. [IIA1c(1)]

IIA2A. SELF EVALUATION

Although one division chair noted that it has been more difficult to get new programs approved for implementation in the past two years than earlier due to the new application procedure, another division chair said that sometimes course outlines are rushed through Curriculum Committee and rubber stamped with little deliberation. [IIA1a(4)]

There appears to be adequate provision for the National campus faculty, including Pohnpei campus faculty, in the curriculum development process. However, there is a need to develop a mechanism to more fully involve faculty at the Chuuk, Yap, and Kosrae campuses in this process. An administrative respondent to the Standard II questionnaire from Chuuk campus requests for more delegation of responsibilities in the process of course and program development and improvement. Not only are state campus faculty frequently left out of the curriculum development and modification process, the chair of the Division of Languages and Literature cites a situation in which considerable change was made in 1999 in the way students progress from one developmental English course to another only to find that Chuuk campus faculty were unaware of this change two years later. National campus faculty cite attempts to involve State campus faculty in the course development and/or revision process but report little success in achieving true engagement. [IIA1a(4)]

IIA2A. PLANNING AGENDA

1. The vice president for instructional affairs and the division chairs will develop and implement mechanisms to ensure the involvement of state campus faculty in the development and revision of course and program outcomes. Such mechanisms will include notification of changes made by the Curriculum Committee.

IIA2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

IIA2B. DESCRIPTIVE SUMMARY

Determining competency levels/ SLO's

Faculty determines competency levels and measurable student learning outcomes with assistance provided in some instances by an advisory committee. For example, in the Division of Languages and Literature, measurable student learning outcomes are determined by revising course outlines so that former measurable objectives are phrased in the student learning outcome format. These revisions are circulated to each member of the division before being forwarded to the Curriculum Committee. Competency levels are assured by the use of common rubrics for entering and passing classes. These competency levels conform to the standards used at other institutions and, as a result, are considered to be college level. [IIA1a(4)]

The college has taken the position that if student learning outcomes are determined and the instructor includes authentic assessment which is then graded, then the direct evidence results in a piece of indirect evidence, the course grade. The course grade may be further corroborated through the use of external assessment measures. The grade assures that the student has met the competency requirements of the course. According to the chair of the Division of Social Sciences, the faculty in this division work toward a close mapping among course outlines, instruction, assessment, and student outcomes. [IIA1a(4)]

The student learning outcomes, or competencies, at the FSM FMI are clearly stated in the training modules and are made known to the students at the beginning of each course. Students are graded as either "Competent" or "Not Yet Competent" on each competency. [IIA1(2)]

Advisory Councils

According to the Pohnpei campus director, Pohnpei campus relied on its advisory council for the development of the *Pohnpei Campus Strategic Plan* that was adopted by the Board of Regents at its March 2003 meeting. The advisory council, which was comprised of primary stakeholders of all of the Pohnpei campus programs as well as faculty and staff, met on a monthly basis for a period of two years. In November 2002, the advisory council branched into three advisory councils – one for technology and trades, one for hospitality and tourism, and one program-wide council for other programs. [IIA1a(4)]

At the National campus, advisory councils/committees have been established to provide assistance to the Division of Business Administration, the Division of Agriculture, and the Division of Education. Two advisory councils provide support to the Division of Business Administration – the Computer Information Systems (CIS) Advisory Committee and the Business/Accounting Advisory Committee. In addition to members selected from the college faculty and staff, the CIS Advisory Committee includes members of the community

including the systems administrator for FSM Telecom, the manager of Trimarine, Inc., the proprietor of Digital Services, the assistant vice president for information technology for the Bank of the FSM, and the proprietor of Pohnpei Computer Consulting. In a similar manner, the Business/Accounting Advisory Committee includes the president of the FSM Development Bank, and a senior auditor from Deloitte & Touche in addition to members selected from the college faculty and staff. The Business/Accounting Committee met in spring 2002. The CIS Committee met in spring 2002 and again in spring 2003. The responsibilities of the committees are to review, modify, and update the programs. According to the chair of the business administration division, the committees have played a major role in evaluating the programs. The committees look at the job market requirements and assess whether the programs are providing those requirements. He indicated that it is as a result of this match-up that the programs have been modified and updated. The mission statements developed by the committees were based on this assessment. A March 3, 2003, memorandum from the division chair to the vice president of instructional affairs communicates the CIS program change recommended by the CIS Advisory Committee at its February 27, 2003 meeting. [IIA2a(1)]

The Agriculture Advisory Council, comprised of representatives of various agencies such as Water and Soil, State Department of Agriculture, National Division of Agriculture, Land Grant, and local farmers, was established to provide recommendations to the college for improvements and/or addition of appropriate needed courses and to inform the college of the needs of the community. [IIA1a(4)]

The chair of the Division of Languages and Literature indicated that the division does not have an advisory committee although there were plans for one to be established for the Liberal Arts and Media Studies programs. According to the chair of the Division of Natural Sciences and Mathematics, there are currently no advisory councils providing similar assistance to the division's degree programs although he hopes to establish a council to advise the marine science and health careers opportunity programs. An advisory committee for education was established by the former director of academic programs but met only twice. [IIA1a(4)]

Student Pathway

Each student is assigned an academic advisor. According to the *Student Academic Advisement Handbook*, the COM-FSM Goals for Advising are as follows: [IIA2a(2)]

1. Development of suitable educational plans relating to the students' IDP (Individual Degree Plan);
2. Clarification of career and life goals;
3. Selection of appropriate courses and other educational experiences;
4. Interpretation of institutional program requirements;
5. Evaluation of student progress toward established goals;
6. Development of decision-making skills;
7. Reinforcement of student self direction; and
8. Referral to and use of institutional and community support services.

The current policy regarding course syllabi, which may be found on page 16 of the

Faculty Handbook, requires an instructor to include the course description and objectives, outline of course structure organized by days or weeks, and grading criteria in addition to other information on the syllabus. Instructors must distribute the syllabus to students during the first day of class. [IIA1(16)] The *General Catalog* and program brochures provide outlines of the path to completing required coursework which is comprised of the student learning outcomes for each degree and certificate program offered by the college. For example, the course requirements for an Associate of Science Degree in Computer Information Systems is found on page 44 of the *General Catalog*, while a suggested schedule for completing such courses is found on page 45. [IIA1(1)] These requirements are discussed with the students during new student orientations. [IIA2b(1); IIA1a(4)]

The pathway for completion of each level of the programs available at FSM FMI is clearly articulated in the FSM FMI catalog. [IIA1(2)]

The chair of the Languages and Literature Division has provided examples of pathways for students to demonstrate achievement of the program level outcomes in this division. For example, one of the program learning outcomes states, "Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas." The defined pathway is as follows: Placement in a reading course, ESL088, ESL089, or EN110; Completion of EN110 Advanced Reading. [IIA1a(4)]

Student progress towards achievement of student learning outcomes in individual courses is regularly assessed by the faculty. The college is using grades to express the effectiveness of learning in the courses. [IIA1a(4)]

IIA2B. SELF EVALUATION

Although there has been major dialogue with respect to structuring the relationship between student learning outcomes and competency levels for degrees, certificates, programs, and courses, much work remains to be done. Along those same lines, initial efforts toward evaluation of courses and programs have been at an internal level within the divisions. With the exception of the program health indicators program review process implemented several years ago and then recently abandoned, little progress has been made in evaluation of student learning outcomes at the program and degree levels. [IIA1a(4)]

The advisory council(s) at Pohnpei campus have been functioning well. [IIA1a(4)] However, such is not the case with advisory councils at other campuses. In response to a query regarding the functioning of an advisory council at Chuuk campus, the chair of the Division of Vocational Programs responded that such a council has not yet been established. The Kosrae campus director reported that an advisory committee was organized to develop the strategic plan for Kosrae campus but became inactive after one or two meetings. No advisory councils or committees have been established for the vocational or other programs at Kosrae campus. [IIA2a(3)] Although advisory councils were formed for the agriculture and education Divisions, there is a need to re-activate these councils.

IIA2B. PLANNING AGENDA

1. The state campus directors and the division chairs will establish advisory councils for

each of the degree and certificate programs for which they are responsible. Care will be taken to nurture the work of these councils to ensure meaningful participation. Council members will evaluate current programs and provide input for the revision and improvement of these programs and the possible implementation of new programs.

2. The president's cabinet will develop a plan for the establishment and assessment of student learning outcomes at the course and program levels. The cabinet will be responsible for the overall coordination of the implementation of this plan. Responsibility for the actual development of instructional student learning outcomes at the course and program levels will be delegated to the vice president for instructional affairs, the division chairs, and faculty in partnership with their counterparts at the state campuses.

IIA2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

IIA2c. DESCRIPTIVE SUMMARY

The college purports to offer high-quality programs because highly qualified faculty are offering courses based on student learning outcomes that are referenced against like courses at similar institutions. The qualities of appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning are determined by the faculty for their own courses. This process is overseen by the division chairs, the campus directors, the vice president for instructional affairs, and the Curriculum Committee. The vice president for instructional affairs stated that the sequencing, depth and rigor that are tied to time to completion of programs follow the norms and commonly used procedures at institutions of higher education. When asked to comment on the "breadth" of the offerings in the languages and literature division, the chair commented that the division decides on the "breadth" of the humanities offerings and currently offers philosophy, religion, mythology, narrative fiction, introduction to literature, 19th century Pohnpei readings, poetry, and drama as humanities electives. He feels that the offerings in humanities demonstrate a "breadth" of topic. All of the faculty who teach these classes are experts in their respective fields. Courses in art and music are offered through other divisions. [IIA1a(4)]

Dialogue

The division chairs report a considerable amount of dialogue has occurred regarding the quality and level of programs offered by the various divisions or campuses or the college as a whole. Some of this dialogue can be found online. Other dialogue occurs at the cafeteria, on the sidewalks, in the cubicles, and out in the community. [IIA1a(4)]

On a more formal level, the division chairs at the National campus are scheduled to meet once a week with the vice president for instructional affairs to discuss issues such as sequencing of major core courses, the depth, breadth, and time for students to complete programs, and the development and implementation of new programs. The Curriculum Committee also considers the breadth and depth of courses and program offerings when it is reviewing programs. There are times when the Curriculum Committee has disapproved a proposed program or course due to lack of breadth or depth of the content. [IIA2a(4)]

The Division of Languages and Literature has recently established the "English Web" site in an effort to be totally transparent regarding the courses and outcomes of this division. [IIA1a(4)]

College level

Courses are determined to be college level primarily by comparing them to similar offerings at other institutions of higher education. Programs are evaluated basically the same way. The faculty look at how other schools are handling a program and then often follow the consensus. Textbooks also provide a referent to whether a course is collegiate or pre-collegiate level. As an example of dialogue with respect to college level content and offerings, faculty in the Division of Languages and Literature are currently engaged in an ongoing discussion regarding selection of a college level textbook for the EN110 Advanced Reading course. [IIA1a(4)]

IIA2C. SELF EVALUATION

The divisions rely on faculty expertise to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for the college's offerings. There are currently no formal structures in place to evaluate the variables identified in this standard.

IIA2C. PLANNING AGENDA

1. A formal process for evaluating the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for the college's offerings will be put into place by the Curriculum Committee with input from all stakeholders across the system.

> **IIA2d.** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

IIA2D. DESCRIPTIVE SUMMARY

Learning styles

Learning styles are formally assessed as part of ESL079 Study Skills which is taken by all freshmen who place in an ESL course. [IIA1a(4)] Students leave the class with a "profile" of who they are as a student and how they learn. [IIA2d(1)] Samples of these assessments are on file in the Division of Languages and Literature. Instructors for MS095 Prealgebra, MS/ED110 Math for Teachers, and certain sections of the EN110 Advanced Reading classes administer a learning styles inventory at the beginning of the semester. Instructors of these classes indicated that they try to accommodate each of the three main learning styles – visual, auditory, and kinesthetic/tactile — by providing a variety of modes of instruction. Students in the ED300 Education Psychology and ED330 Classroom Management classes completed a learning styles inventory during the spring 2002 and fall 2003 classes respectively. In both cases the results of these inventories were summarized and the implications were discussed with the students. Students were encouraged to build on their

strengths and develop strategies to overcome their weaknesses. Students in the education courses are exposed to how to administer and interpret learning styles inventories with their elementary students. In these cases discussions center on how these students could use such information to improve student learning in Head Start and elementary classrooms. [IIA2d(2)] A faculty member at Chuuk campus has conducted research on the needs and learning styles among Chuukese students in his own classes over the past five years. He intends to design and develop a field-testable instrument to assess needs and learning styles and determine how instruction meets those needs and styles sometime in the coming year. [IIA1a(4)]

The college is fortunate to have on its faculty someone who has expertise in the field of learning styles. She indicates that during the earliest part of the semester she presents similar content in at least three different ways during the class period and observes students' behavior to see which method seems to be working for them. Further, she strongly believes that everyone learns through multiple modalities and, as a result, employs an extremely wide variety of teaching and assessing modalities in all of her courses. She has had numerous formal and informal conversations on this topic with colleagues, largely because other faculty know of her background and interest in this area and seek her out for consultation. [IIA2d(2)]

The keynote speaker for the 2003 Staff Development Day at the National campus, a faculty member from Kapiolani Community College, focused on identification of student learning styles and how to better meet the diverse learning needs of students. In a survey of the faculty, two respondents specifically mentioned the impact this workshop had on their ability to identify learning styles and better accommodate student needs in their classes. [IIA2d(2)]

In addition to the above examples, faculty indicated that they often determine the learning styles of the students and the mode of instruction that best matches these learning styles informally. For example, the chair of the hospitality and tourism division indicated that evaluation of student learning styles often comes down to the instructor assessing the particular strengths and weaknesses of students in a given class in the areas of language skills, ability to write, and the ability to perform math problems germane to the course. He further stated that many of the hotel and restaurant management students excel when hands-on learning models are utilized. Instructors in this division are encouraged and often required to incorporate hands-on learning tools in order to successfully deliver content. The director of the Kosrae campus has observed instructors there using large group lectures, small group work, field trips, and online modes of delivery. [IIA1a(4)]

One instructor recounted her experiences in becoming aware of the importance of accommodating various student learning styles as follows: [IIA2d(2)]

I have to be honest and say that my teaching methods are actually from trial and error. When I first started teaching in 1996 here at the College I basically did lecture and test (midterm and final) which I thought were effective, however, I found out that some of my students were not doing so well. The next semester, I started to include some group work and midterm presentation and I found that the success rate went up a little. Then I read an article on the things that Collette Higgins discussed in our last Staff Development Day which was that students have different learning styles so with

that I experimented on doing such things as lecture with outline, group work, group and individual presentation, projects like 3D maps for our Geography class, and videos. I learned after a few years of trial and error that mixing different types of instructional methods is always good – keeps the instructor and student on their toes.

This instructor also indicated that conversations with other faculty regarding matching methodologies to student learning styles have taken place both within her division as well as with other faculty. She noted that after Staff Development Day, many instructors were "stirred up," talking about integrating pictures into their presentations and having more activities than just lectures. [IIA2d(2)]

Delivery modes
The majority of faculty at the college and across the curriculum use multiple means of delivering the content and orchestrating student engagement with the subject matter. In an informal survey among National and state campus faculty, the following means were noted: combining lecture with overheads and/or PowerPoint presentations; incorporating local examples; using authentic materials such as actual financial statements from one of the local governments or corporations; providing visual information such as diagrams, graphs, charts, tables, number lines, and drawings; using manipulatives; field/practicum experiences; hands-on exercises; labs (science and computer); and group work. An expository writing II instructor stated that "… if an essay, or a story, or a question can be approached from a variety of angles (what do you like about it, what do you hate about it, how can this apply to a Micronesian context), then the chances of the experience having long term educational value are also increased." An instructor at Kosrae campus determines the learning styles of her students by asking them how they like to be taught. The students told her that if she just talks in front of them, they will not be able to grasp what she is saying, but if she illustrates her points on the board, they will understand better. As a result of this informal survey, she has incorporated illustrations, discovery methodology, group activities, laboratory methodology, and research work into her courses. An instructor at Yap campus indicated that she tries to use different teaching strategies to match the students' interests and prior knowledge. Chuuk campus respondents to the Standard IIA questionnaire also listed a variety of methodology and teaching strategies being used by faculty there. [IIA2d(2)]

Classroom and course assessment
Methods of classroom assessment employed by faculty at the college include: asking questions throughout the class period; having students recite formulas and rules (math), assigning daily homework, in-class student verbal presentations; student demonstrations; walking around and doing spot checks while students are working; randomly selecting students to give oral responses; having students keep a learning log to record what they learn every day; having students briefly list what they learned and what is still not clear at the end of a class period; in-class group work; and in-class assignments. Faculty indicated they use the following methods to assess learning outcomes of a course: written tests; demonstrations; portfolios; quizzes; projects; and written papers. [IIA2d(2)]

The chair of the social science division stated that in this division they are striving for a close mapping between course outline objectives and evaluation instruments. He and the faculty in the division discuss this mapping often. Faculty each keep a binder with all of their course evaluation instruments as a reference and reminder of the link between course outlines and student learning outcomes. In the geography and history classes that he teaches, he has chosen to use a very direct mapping between the specific objectives of a unit and the assessment. The objectives simply become the test questions and hopefully the student learning outcomes, too. With regards to learning styles, social science evaluation instruments primarily measure verbal and analytical abilities, that is, the ability to read and understand the material as well as the ability to cognitively manipulate it and synthesize it and then verbally (mostly in writing) expound upon it. [IIA1a(4)]

IIA2D. SELF EVALUATION

Although faculty report that they use a variety of techniques to assess learning outcomes, the development of authentic assessment methods based on measurable learning outcomes is still in a rather early stage at the college. A half-day workshop for National and state campus faculty on assessment was conducted at the beginning of the 2003-2004 academic year which prompted valuable discussion on ways to directly and indirectly assess student learning outcomes. However, much remains to be done in this regard.

Two of the respondents on a faculty survey regarding learning styles indicated that they do not make an attempt to determine the learning styles of their students. One indicated that with a class of thirty or more, it is not feasible or possible to accommodate individual preferences across the board and to cover the course material. He further stated that in his classes, he teaches in a manner that is comfortable to him. However, this individual does attempt to accommodate student needs at a broader level by taking cultural differences and academic preparedness or lack thereof into consideration. [IIA2d(2)] The chair of the Division of Natural Sciences and Mathematics feels that teaching is a skill college professors have to develop on the job. [IIA1a(4)]

Although some of the faculty are formally using learning styles inventories, on a Standard IIA questionnaire, the vice president for instructional affairs indicated that determining the diversity of learning needs of the students is an issue that the college has not addressed well in a formal manner. The college has developed programs to address the lack of academic preparation of its students. However, other than the presentation at Staff Development Day, little has been done in a formal way to promote identification of student learning styles. [IIA1a(4)]

IIA2D. PLANNING AGENDA

1. The division chairs, with assistance from the faculty and their counterparts at the state campuses, will develop a *Faculty Orientation Handbook* to be provided to all faculty. Workshops on student learning styles and methods of instructional delivery will be arranged by the vice president for instructional affairs and delivered system wide on a regular basis. Division chairs will mentor their respective faculty. A special effort will be made to match the methods of instructional delivery with the student learning outcomes

of the courses. The VPIA, division chairs, and their counterparts at the state campuses will use the videotape series on college teaching and mentoring faculty recently acquired by the Learning Resources Center.

> **IIA2e.** The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

IIA2E. DESCRIPTIVE SUMMARY

The college's *Policy on Instructional Program Evaluation* was passed by the president's cabinet on November 1, 2001, and reads as follows: [IIA2e(1)]

Program evaluation at the College of Micronesia-FSM is a part of the institution's overall planning and assessment processes. It provides the divisions and the state campuses an opportunity to evaluate a program and its goals and objectives as they relate to the college's mission. Program evaluation is done annually using the following health indicators: program enrollment, graduation rate, average class size, students' seat cost, completion rate for key courses, students' satisfaction rate, and students' rate of employment and transfer.

The procedures that accompany the policy summarize the information to be provided in a program evaluation including the following: program goals; program history; program description; program admission requirements; program degree requirements; program courses and enrollment; program faculty; program outcome analysis using the health indicators stated earlier; and recommendations for improvement. This policy and accompanying procedures are included in the *Instructional Policy and Procedures Manual* as INS 3.9. [IIA2e(1)]

The college's performance-based budget is based on outcomes that are similar in many ways to the program health indicators cited in the *Policy on Instructional Program Evaluation*. Reports on the progress made towards achievement of these indicators are required on a quarterly basis by the provisions under Compact II. (See Standard IIID.) The vice president for instructional affairs indicated that some of the divisions have used data on some of the indicators to modify their programs. For example, the Division of Business Administration used the data to expand their programs into the third year in business and accounting. [IIA2e(2)] Others have used the data to step up their efforts to recruit students for their programs. The Division of Natural Sciences and Mathematics implemented the use of computer labs to increase the completion rate in their developmental courses based on information gathered through the program review process. [IIA2e(3)]

IIA2E. SELF EVALUATION

Chairs reported that within their respective divisions, faculty have undertaken efforts to review their offerings and make modifications to improve student learning.

A formal effort was undertaken by the Division of Natural Sciences and Mathematics to evaluate the outcomes of the math program. [IIA1a(6)]

However, in response to a question relative to program evaluation on the questionnaire, one division chair asked: [IIA1a(4)]

…what happened to program review??? We don't do 'health indicators' anymore. The college has no common, yearly way of reviewing programs. We used to. I guess that wasn't the kind of information we wanted, but it hasn't been replaced by anything.

The vice president for instructional affairs indicated that the program review process based on the health indicators model was implemented for three years and then abandoned. It has not been used for the past three years. Many respondents to the questionnaire left this section blank which was interpreted to mean that they did not have sufficient information to respond. The vice president for instructional affairs reported that while evaluations have been conducted for degree programs, the certificate programs have not been evaluated. [IIA1a(4)]

The *Policy on Instructional Program Evaluation* was recently revised to include measurement of student learning outcomes at the course and program levels. It is anticipated that this policy will go to the Board of Regents for review and adoption at its October 2003 meeting. A proposed "Action Plan for the Program Evaluation for School Year 2003-2004" was also disseminated by the vice president for instructional affairs.

There is a need to fully implement this plan. [IIA2e(5)]

In the FY 2004 performance-based budget, the only division to link course completion or graduation to grades and to successful completion of learning outcomes is the Division of Natural Sciences and Mathematics. There is a need to link institutional assessment, the performance-based budget, program review, and strategic planning for all of the college's offerings. [IIA2e(4)]

IIA2E. PLANNING AGENDA

1. The action plan for program review disseminated by the vice president for instructional affairs will be implemented during school year 2003-2004. The Curriculum Committee will provide oversight for the implementation of this plan.
2. The cabinet will put in place mechanisms to ensure links between the performance-based budget, the strategic plan, program review, and resource allocation for the purpose of continuous instructional improvement or programs and services to the students.

> **IIA2f.** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

IIA2F. DESCRIPTIVE SUMMARY

The following policy was adopted at a March 10, 2003, meeting of the college's Assessment Committee: [IIA2f(1)]

> COM-FSM is committed to excellence and the ongoing improvement of student learning outcomes by using data and analysis in a systematic cycle of evaluation, integrated planning, implementation, resource allocation, and re-evaluation of its programs and services at all levels, wherever offered, and by whatever means of delivery.

The procedures associated with the implementation of this policy have not yet been developed. There is also now some re-thinking of the role of the Assessment Committee (See Standard I).

The Pohnpei campus advisory councils provide assistance as the campus engages in ongoing, systematic evaluation and integrated planning. This process assists the campus to maintain its focus on assuring students achieve relevant outcomes, particularly in the vocational areas. [IIA1a(4)]

Responses to the Standard IIA questionnaire reflect the general perception among the division chairs, campus directors, and vice president for instructional affairs that the college embraces the notion of ongoing planning to assure currency and measure achievement of its stated learning outcomes. One chair commented that having been part of constant planning meetings, he would say that yes, the college understands constant planning. Another chair commented that the college embraces the idea of ongoing planning at the level of instructor, division, and Curriculum Committee. [IIA1a(4)]

IIA2F. SELF EVALUATION

Although there has been considerable discussion regarding the need for ongoing planning to assure currency and measure achievement of stated student learning outcomes, the college's current strategic plan is based on indirect measures and outcomes rather than student learning outcomes. There is a need for the language of the strategic plan, the performance-based budget, and academic plans to reference student learning outcomes at the course, program, and institutional levels using consistent language. [IIA1a(4)]

The notion of ongoing planning has been embraced by many at the college. However, currently there is no mechanism in place to ensure that the institution engages in ongoing, systematic evaluation and integrated planning and makes improvements based on the outcomes of this process. There is a need for such a mechanism to be developed and implemented.

IIA2F. PLANNING AGENDA

1. The cabinet will put in place mechanisms to ensure links between the performance-based budget, the strategic plan, program review, and resource allocation for the purpose of continuous instructional improvement of programs and services to the students.

IIA2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

IIA2G. DESCRIPTIVE SUMMARY

In May 2003, the social science division tested an exit exam instrument for its Micronesian studies program. The exam, which tested for some basic knowledge and analytical skills, was administered to the graduating class of Micronesian studies majors. This division is proposing to implement a binding exit exam on its Micronesian studies majors in May 2004 whereby if students do not pass the exam with a "C" or better, they will not matriculate out of the program. Students who do not pass the exit exam will be allowed to re-take it until they do. If approved, this will be the college's first program level binding exit exam. It is acknowledged that binding exit exams raise the stakes considerably. At the same time, it is hoped that such exams will require students to "put it all together" and demonstrate the kind of global content and cognitive skills they should possess upon completion of their program course requirements. [IIA2g(1)]

Validity and test bias issues

The chair of the Division of Social Science indicated that they have validated the effectiveness of the exit exam as well as the lack of bias in that all faculty at the time (three Micronesians and one non-Micronesian) worked on the instrument and decided on the types of questions to be asked. After administering the first test, they decided to re-word a few of the questions that may have been ambiguous for students. They reviewed models of exit exams for liberal arts programs and learned that these test for both content knowledge and ability to think about knowledge. As a result, they included some historical content knowledge questions as well as questions that required students to analyze their society, government and politics. They also included a passage to read, analyze, and write about. [IIA2g(1)]

The programs at the FSM Fisheries and Maritime Institute (FMI) are offered in modular format and are competency based. The "Criterion for Assessment" used at FMI is found on page 12 in the catalog and is summarized below: [IIA1(2)]

CRITERION

Scores, First Attempt	Scores, Second Attempt	Status
80% to 95%		Competence Achieved
60% to 79%	95 to 100%	Oral Examination only
Less than 60%		Re-Examination and Oral

The percentage mark set for a grade of "Competent" can vary from one subject or module to another, but the range for a grade of "Competent" at a student's first attempt for any examination at the Institute will always lay within the 80% to 95% range. The wide range of competency scores above takes into account those courses which require a higher level of competency. As an example, problems in navigation involving celestial navigation including chart work will require a score of 95% for a student to achieve competence. If a student scores less than 95% on their first attempt, the student may be given an oral examination for their second attempt but must now achieve a score of between 95% and 100% to be deemed competent. If a student scored less than 60% on their first attempt, he/she would require a re-examination and/or oral examination and achieve a score of between and 100% to be given a competency grade for that subject area.

If a student fails an examination, he/she will be allowed to take the examination again 3 days after the initial attempt. Any subsequent failure will render the candidate as having failed the module and the student will have to re-enroll in that module when the module is again offered for enrollment.[IIA2g(2)]

No other divisions or campuses reported using exit exams.

IIA2G. SELF EVALUATION

The Division of Social Science chair stated that there is a need to think deeply and further develop the exit exam instrument before administering it as a binding exam in the spring. He indicated that based on what they learned from the trial test, the division faculty have seen the need to emphasize some things more in their classes from the start so that the students really do acquire the program level outcomes and are better prepared for the exit exam. In fact, the SS150 Micronesian History course outline was revised as a result of this review. The chair further stated that he felt it to be rather strange in that in the Micronesian studies program courses they already teach the students everything they should know to pass the exit exam with flying colors, yet they had dismal results on the trial last spring even though students passed the courses with a "C" or above. He said that this could mean one of two things: either the students quickly forget what they learn in a course or else the instructors thought the students had a better grasp of the material than they actually did. Either way, the results have given the social science faculty the resolve to try to ensure that they somehow help students master the material. Lastly, he stated that, in the final analysis, they are experimenting with this concept and learning as they go. [IIA1a(4)]

There is a need for expertise in the area of testing and evaluation of exit tests as they are being selected and/or developed. The Division of Languages and Literature has included an assessment and evaluation position in the division's FY 2004 budget. It is hoped that this person will be able to provide assistance to faculty as exit tests are developed.

IIA2g. Planning Agenda

1. The assessment and evaluation specialist being hired by the Division of Languages and Literature will assist the divisions as exit tests are being developed to address issues of biases, reliability, and validity associated with testing.

IIA2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

IIA2h. Descriptive Summary

Student learning outcomes stated in the course outlines, which are on file in the office of the vice president for instructional affairs, form the basis for student evaluation and the award of credit. [IIA2h(1)] Faculty are required to prepare a course syllabus for each course taught which must include the course number and title, the semester, the name of the instructor and office telephone number, office location and office hours, course description and objectives (student learning outcomes), textbooks and other materials needed, outline of course structure organized by days or weeks, grading criteria, goals based on course outline, and absence policy. As stated on page 16 of the most recent *Faculty Handbook,* the course syllabus must be distributed to students the first day of class and a copy must be submitted to the vice president for instructional affairs. [IIA1(16)]

The unit credit at the college is the semester credit. Sixteen contact lecture hours equal 1 credit; 48 laboratory/seminar hours equal 1 credit; and 48 workshop hours equal 1 credit. For students transferring from institutions on the quarter system, two-thirds of a semester credit equals 1 quarter credit. [IIA2h(2)]

IIA2h. Self Evaluation

Since the early 70's the college has required that course outlines include measurable specific objectives (now known as student learning outcomes). These course outlines and accompanying syllabi include a mechanism for evaluating a student's performance in the course which is typically attainment of a certain percentage (a minimum of 60%) of the total points possible in that course or a system whereby certain projects or papers or other activities constitute a set percentage of a grade. There has not been a history of tying the attainment of specific course objectives or outcomes to the grades. However, over the past year, as the college began to review programs and courses to include measurable student learning outcomes at all levels, there has been considerable dialogue regarding how grades can be mapped to attainment of specific learning outcomes. The Division of Natural Sciences and Mathematics and the Division of Education have taken steps to establish these links in one or more of their courses. Also, the nexus described and illustrated in Standard I has been developed to help clarify the relationship between SLO's, assessment, grades in courses, external evaluation, and the program. [IIA1a(4)]

There is a particular need to review the general education program to specify program outcomes, accompanying assessment criteria, and links to the grading system. [IIA2h(3)]

The definition of credit used by the college is perceived to be in line with that typically used by institutions of higher education as evidenced by the course-by-course and program articulation agreements between the college and other colleges and universities. [IIA2h(4)]

IIA2H. PLANNING AGENDA

1. The vice president for instructional affairs, together with the Curriculum Committee, will develop a mechanism to link student learning outcomes at course level to grades and, ultimately, course credits.

> **IIA2i.** The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

IIA2I. DESCRIPTIVE SUMMARY

Dialogue

Over the past 18 months there has been considerable institutional dialogue concerning the learning expected of students in order for them to earn a degree or certificate beginning with a presentation to a plenary session of Staff Development Day on "Issues in Student Learning Outcomes and Accreditation" on February 22, 2002. [IIA2i(1)] In September 2002 a self-appointed team of three persons (one faculty, one administrator, and the current director of learning resources) began to dialogue with each other and others at the college as to the best approach to the establishment and assessment of student learning outcomes. A log of activities of one of the team members shows a series of meetings with division chairs, the Curriculum Committee, campus directors, and individual faculty which focused on student learning outcomes. [IIA1c(4)] These meetings generated a constant flurry of email discussion among the division chairs and other faculty reflecting a diversity of opinions on the issue. [IIA1a(5)] The self-study process and the development of documents associated with the substantive change and eligibility processes relative to the establishment of a four-year program in education also prompted further dialogue across the divisions and campuses.

IIA2I. SELF EVALUATION

Dialogue on the awarding of degrees and certificates based on student learning outcomes resulted in general agreement among the division chairs that if measurable student learning outcomes that are clearly related to the established program outcomes are the basis for awarding course grades, then passing course grades could be used as evidence that students have achieved the outcomes of the courses (see Standard A2h for further discussion). [IIA2i(2)] However, there appears to also be agreement on the need for external measures of outcomes.

IIA2I. PLANNING AGENDA

1. The vice president for instructional affairs, together with the Curriculum Committee, will develop a mechanism to link student learning outcomes at course level to grades and, ultimately, course credits.

> **IIA3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

> **IIA3a.** General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

IIA3A. DESCRIPTIVE SUMMARY

General education requirements

The General Education Program for Academic Programs is comprised of 29 credits in the following areas: English communication skills (9 credits); mathematics (3 credits); natural sciences (7 credits); social sciences (3 credits); computer applications (3 credits); physical education (1 credit); and humanities (3 credits). The General Education Program for Academic Programs was approved by the Board of Regents at its May 1998 meeting. [IIA3a(1)]

The General Education Program for Vocational Programs ranges from 12-29 credits and was approved at the December 2002 teleconference meeting of the BOR. [IIA3a(2)]

General education philosophy

The general education philosophy is found on page 34 of the catalog and reads as follows: [IIA1(1)]

> The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development which will encourage students to formulate goals and develop values for the enrichment of their lives.

> Consistent with this philosophy, students who have taken general education courses should be able to:

1. speak, read, write and listen effectively;
2. observe, clarify, organize, analyze, synthesize, and evaluate individually and in a group;
3. interpret and use mathematical concepts, ideas and other quantitative information to solve problems;
4. describe the aesthetic significance of an object, work or experience;
5. interpret current events and issues;
6. make informed judgments about the past;
7. organize, analyze and communicate information by means of computers;
8. retrieve and process information utilizing various media;
9. observe and interpret natural and social phenomena; and
10. identify and analyze cultural and social values.

The Curriculum Committee is responsible for considering and approving each course for the general education programs. [IIA1a(4)]

There appears to be general agreement among the respondents to the Standard IIA questionnaire that the general education courses require students to understand the basic content and methodology in the major areas of knowledge. The process used in determining the basic content and methodology for the general education program is through dialogue among faculty members and comparisons with the general education programs of other institutions. [IIA1a(4)]

The required course outline format includes sections on general and specific student learning outcomes and methods of instruction. [IIA1b(1)]

The Division of Natural Sciences and Mathematics has studied students' ability to apply their understanding of the math content to subsequent coursework and has determined that promotion rates have improved over the past decade. The vice president for instructional affairs noted that completion rates for upper-level courses are much better than the lower-division courses. Based on that information, he believes that skills and objectives of lower-division courses are helping students to succeed in the upper-division courses, although no formal study has been done to support that observation. The college has not yet conducted a comprehensive survey of employers of its graduates to determine how successfully they apply the knowledge, skills, and values achieved through their programs at the college. [IIA1a(4)]

IIA3A. SELF EVALUATION

According to responses from the Standard IIA questionnaire, student learning outcomes were not the basis for determining what courses should be in the general education core. General education is currently guided by its own separately developed goals. A committee was formed to review the general education program, but it has yet to meet. [IIA1a(4)]

Although the college's philosophy of the general education program has been established and published in the catalog, the outcomes for this program have yet to be formalized. Once formalized, methods to assess achievement of each must be identified and implemented in a consistent fashion.

One division chair commented that each division takes care of its own little area of general education and rarely considers the "general education core." [IIA1a(4)]

Although there have been some informal attempts at collecting follow-up information on the college's graduates, there is a need to establish a formal, institutionalized mechanism for collecting and disseminating such follow-up information.

IIA3A. PLANNING AGENDA

1. A mechanism for collection of follow-up data on students who have graduated from and/or left the college will be included in the overall assessment plan to be developed by the president's cabinet.

IIA3b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life long learning: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

IIA3B. DESCRIPTIVE SUMMARY

The standards that have been developed to determine if general education students have attained the capabilities listed in this standard are set in the individual course outlines. As stated in IIA3a above, the general education courses demonstrate student achievement of comprehensive learning outcomes only insofar as the underlying courses demonstrate student achievement of comprehensive learning outcomes. [IIA1a(4)]

To determine whether the criteria used in the individual courses assure that the required skill level meets collegiate standards, the course developer(s) check similar courses offered at other institutions and see if they are consistent. The fact that most of the college's general education courses are accepted at institutions with which the college has articulation agreements is further evidence that the courses meet collegiate standards. Faculty also reference extant texts in the development of their courses. [IIA1a(4)]

The college currently uses grades based on direct evidence of achievement of student learning outcomes as measures of student attainment. [IIA1a(4)]

The specific student learning outcomes stated in a course outline are required to be measurable which implies that some expected skill or knowledge level is specified.[IIA1c(1)]

IIA3B. SELF EVALUATION

General education course outlines were reviewed to establish whether or not they meet this standard. Course outlines reviewed included EN110 Advanced Reading, EN120a Expository Writing I, EN120b Expository Writing II, MS100 College Algebra, SS150 History of Micronesia, and CA100 Computer Literacy. In addition, for the purposes of this study, three science courses were reviewed – one with lab and two without lab. The courses selected for review included SC101 Health Science, AG101 Introduction to Agriculture, and

SC120 Biology. Likewise, the following four humanities courses were reviewed: AR101 Introduction to Art; MU101 Introduction to Music; EN201 Introduction to Literature; and EN208 Introduction to Philosophy. One physical education course — PE102 Snorkeling – was reviewed. These courses were selected for review as they typically enroll a large number of students. The results of this review are summarized below. [IIA3b(1)]

Written communication is included in the objectives of several courses. Examples are as follows:

1) EN110 Advanced Reading, specific objective 3.1: "Student will be able to write a summary of a text that demonstrates an understanding of the main ideas of the text";
2) EN 120a Expository Writing I, general objective one: "Student will be able to utilize all stages of the writing process; prewriting, drafting, revising when composing academic papers";
3) EN120b Expository Writing II, specific objective 11: "Student will be able to write an argumentative essay supported by research; and
4) MS100 – College Algebra, general objective five: "Students will acquire the ability to read, write, listen to, and speak mathematics."

Information competency is included in the objectives of the following courses:

1) EN120b Expository Writing II, specific objective seven: "Students will be able to conduct research using the internet, CD-ROM, and library" and specific objective eight: "Student will be able to demonstrate the ability to incorporate research into a research paper"; and
2) MS100 College Algebra, general objective seven: "Students will acquire the ability to use appropriate technology to enhance their mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of their results."

Computer Literacy is met by including CA100 Computer Literacy as one of the college's general education requirements. This course provides the students with basic knowledge of computer operating systems and word processing. Students also learn to interact and use computer application programs effectively in business and everyday life. Other general education courses incorporate the use of computers in their course objectives and methods of instruction including:

1) EN120a Expository Writing I, general objective seven: "Student will be able to utilize word processing software such as MS Word to format, draft, save, revise, and print compositions. Also, monitor spelling, grammar, and mechanics through the use of electronic technology"; and
2) MS100 College Algebra, methods of instruction: "The instructor, in addition to lecture, will incorporate appropriate levels of technology (computer, calculator, etc.)."

Scientific and quantitative reasoning is incorporated in the following courses:

1) SC120 Biology, specific objective 11: "Solve problems in Mendelian genetics involving monohybrid crosses, dihybrid crosses, sex linkage, multiple alleles (using ABO blood groups as examples), and incomplete dominance";
2) AG101 Introduction to Agriculture, specific objective four: "Students will be able to explain the major concepts behind integrated pest management and outline a strategy for controlling garden pests";
3) SC101 Health Science, general objective six: "Student will be able to describe the process of conception as well as the influence of heredity and environment to the developing human organism´; and
4) EN120b Expository Writing II, specific objective ten: "Students will be able to demonstrate knowledge of different rhetorical styles and their uses in humanities, science, and social science research".

Critical analysis/logical thinking is incorporated into the following general education courses:

1) SS150 History of Micronesia, specific objective unit 5.3: "Student should be able to discuss the genesis of free association status and compare and contrast free association to commonwealth, territory, and the trusteeship";
2) EN110 Advanced Reading, general objective two: "Student will be able to read a literary text analytically, seeing relationships between form and content";
3) EN120a Expository Writing I, specific objective one under "Example Essay": "Student will be able to analyze reading selections which illustrate effective number and choices of examples";
4) EN120b Expository Writing II, specific objective 11: "Student will be able to write an argumentative essay supported by research";
5) AR101 Introduction to Art, specific objective two: "Student will be able to illustrate the concept of proportion in comparing two or more models in a drawing"; and
6) EN201 Introduction to Literature, specific objective six: "Students will develop an awareness of the different ways that literature can be interpreted."

The ability to *acquire knowledge through a variety of means* is included in the following general education courses:

1) EN110 Advanced Reading, specific objective 1.2: "Student will be able to *recognize* the implicit assumptions and values underlying a written work";
2) EN120a Expository Writing I, specific objective number two under "The Essay": "Students will be able to *compose* a thesis statement that expresses an opinion, attitude, or idea, and limits the topic to one controlling idea";
3) EN120b Expository Writing II, specific objective four. "Students will be able to *conduct* interviews and surveys for research purposes";

4) MS100 College Algebra, course content 1a: "Students will be able to *solve* linear equations and their applications";

5) SC101 Health Science, specific objective nine: "Student will be able to *name and describe* the organs of the digestive system";

6) AG101 Introduction to Agriculture, specific objective two: "Student will be able to *plan, prepare, cultivate, care for, harvest and market* a commercial vegetable garden";

7) SS150 History of Micronesia, specific objective unit 1.9: "Student should be able to *illustrate* the various material cultures of Micronesian societies";

8) CA100 Computer Literacy, specific objective nine: "Student will be able to *customize* the computer display and add short cut to the desktop";

9) MU101 Introduction to Music, specific objective two: "Student will *read* and *follow* rhythm notations"; and

10) PE102 Snorkeling, specific objective three: "Student will *perform* surface dives and retrieve objects from ten feet of water".

Also, in the delivery of general education course objectives, instructors use a variety of methods and modes of instruction to enhance students' acquisition of knowledge. The various methods and modes of delivery are described in Standards IIA1a and IIAb.

IIA3B. PLANNING AGENDA

1. The Curriculum Committee will ensure that the college's general education program includes comprehensive student learning outcomes, with accompanying assessment strategies, in the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

> **IIA3c.** General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being an effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

IIA3C. DESCRIPTIVE SUMMARY

The only course that directly addresses this standard is EN208 Introduction to Philosophy, which is a required course in some majors and a humanities elective in others. The chair of the Division of Social Sciences indicated that there are some social sciences courses that implicitly and sometimes explicitly address this standard.

IIA3C. SELF EVALUATION

The same general education course outlines that were reviewed for A3b were also used in evaluating this standard. The results of this review are summarized below. [IIA3c(1)]

Topics related to *ethical principles* are found only in EN208 Introduction to Philosophy, course objective three: "To familiarize students with the main branches of Western philosophic thought; metaphysics; logic; ethics, politics; aesthetics"; and in EN208 course objective six: "To familiarize students with the "existentialist" movement and problems of ethics."

With respect to *civility and interpersonal skills*, the only general education course that specifically addresses these skills is EN120a Expository Writing I, which emphasizes in all parts of its objectives students' ability to read and respond to other students' work in the peer review process. Other courses include these skills not in the objective but through the methods of instruction. Some samples are:

1) PE102 Snorkeling, group practice and group discussion of subject;
2) AR101 Introduction to Art, classroom demonstration by students and group discussion on artwork; and
3) SS150 History of Micronesia, guest speakers to address specific topic of interest.

Respect for cultural diversity: Evaluating course outlines to find objectives and means of assessing students' learning outcomes in reference to the idea of respect for cultural diversity was very difficult. Such objectives either are not clearly stated or are not addressed in course outlines. However, it should be taken into consideration that "respect" is a valued part of the Micronesian island cultures. Young Micronesian students are taught at home and community to respect their elders, leaders, and teachers. To respect means to obey and not question authority and defying it means rejecting an essential aspect of being Micronesian. A lot of students at the college who take this value at heart thus become a challenge to instructors as indicated in Standard IIA1 .

The college promotes the value *historical sensitivity* for the students by including SS150 History of Micronesia as one of the required general education courses. Also, students are required to take a humanities course, which, depending on the selection, may enhance their aesthetic sensitivity. Courses that are seen to enhance *aesthetic sensitivity* include:

1) AR101 Introduction to Art, general objective four: "It explores the visual elements of drawing: transition of colors, value, shadow, dark-light, and intensity";
2) EN201 Introduction to Literature, specific objective two: "Students will become familiar with dramatic comedy, tragedy, satire, romance, and fantasy"; and
3) EN208 Introduction to Philosophy, course objective three: "To familiarize students with the main branches of Western philosophic thought: metaphysics; logic; ethics; politics; aesthetics".

Evidence of inclusion of objectives that promote students' willingness to assume *civic, political, and social responsibilities locally, nationally, and globally* was difficult to find. There appears to be a need to integrate such learning outcomes in the general education course outlines.

Although the above citations show that the characteristics included in this standard are being included in the general education program, such inclusion may have been incidental

rather than purposeful. Although most respondents to the Standard IIA questionnaire felt that the development of the characteristics included in this standard are important for the college's general education program, except for the objectives included in the philosophy course, none of the division chairs were able to cite how these characteristics are being developed in the courses they teach. The chair of the Division of Education summed up the current situation when he said, "I hope someone is addressing this…." Once the program outcomes for the general education program have been established, there is a need to review all of the general education course outlines to ensure the inclusion of the elements of this standard.

IIA3C. PLANNING AGENDA

1. The Curriculum Committee will ensure that the college's general education program includes comprehensive student learning outcomes in the areas of appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

> **IIA4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

IIA4. DESCRIPTIVE SUMMARY

All of the program structures of the college's degree programs include focused study in at least one area of inquiry with the exception of the AA in Liberal Arts which, by design, provides an interdisciplinary core.

IIA4. SELF EVALUATION

Ensuring that all of the degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core is the responsibility of the Curriculum Committee. A review of the program requirements in the *General Catalog* shows the college meets this standard.

IIA4. PLANNING AGENDA

None

> **IIA5.** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

IIA5. DESCRIPTIVE SUMMARY

All vocational courses now being offered at the Pohnpei campus have been developed with local industry representatives, Apprenticeship Committee input, and a government liaison. Thus, local employers are seeking graduates from these programs and are also prepared to send existing employees to attend programs. The college is currently certified by the US Department of Labor to offer apprenticeship programs in certain trade areas. [IIA1a(4)]

The college relies on the vocational faculty to assess the students' ability to meet licensure or certification requirements. The college acquires information about its students' ability to meet licensure and certification requirements through personal interviews, surveys, and discussion/dialogue with employers and by discussions with the graduates themselves. Since the information is first hand, it is considered reliable. [IIA1a(4)]

Students who complete the vocational certificate programs seek jobs inside and outside the FSM. The staff meets with the graduates who obtain jobs in Pohnpei to determine how they are faring and also encourage them to join the apprenticeship program for additional training for licensure. [IIA1a(1)]

The system for determining competency used by FSM FMI is described in Standard A2g.[IIA1(2)]

IIA5. SELF EVALUATION

Students who complete the certificate programs face stiff competition with expatriate skilled laborers who are ready to work long hours and expect a lower wage. Often expatriates come to the FSM with several years of experience in their respective trades. This situation provides a major challenge for graduates of the college's vocational programs. [IIA1a(4)]

Another major concern is that without more government involvement with vocational programs, including the apprenticeship program, things will only move slowly in the direction of developing a large local skilled workforce. There is also a need for the FSM to establish licensing and/or certification requirements for the vocational and trade areas. [IIA1a(4)]

IIA5. PLANNING AGENDA

1. The college administration will work with the FSM administration and members of Congress to put in place government policies that support employment of FSM citizens and vocational education programs.
2. The college administration will work with the FSM administration and members of Congress regarding the establishment of FSM certification and licensing standards in the vocational and trades areas.

> **IIA6.** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

> **IIA6a.** The institution makes available to its students clearly stated **transfer-of-credit** policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

IIA6a. DESCRIPTIVE SUMMARY

Transfer policy

The college's policy regarding transfer students and transfer credit is found in INS 4.2 of the *Instruction Policies and Procedures Manual*. [IIA6a(1)] This policy is a compilation of relevant policies that are found on pages 14, 20, and 24 of the *General Catalog*. According to these policies, credits earned with course grades of "C" or better in other colleges or universities may be transferred if the courses are substantially equivalent to offerings at the college. The Office of Admissions and Records (OAR) requires an official transcript directly from the previous institution(s) to consider transfer of credits. Transfer credits are also awarded on a course-by-course basis according to established articulation agreements between the college and the transferring institution. Students transferring from other institutions must earn at least 30 credits of the major at COM-FSM. According to the coordinator of the Office of Admissions and Records, course descriptions from the catalogs of the institutions from which students are transferring are reviewed to determine if the courses are equivalent. The recommendation of the OAR is reviewed and approved or disapproved by the vice president for instructional affairs. The transfer policy for FSM FMI is found on page eight of the FMI catalog. [IIA6a(2)]

Articulation agreements

The college has entered into a number of articulation agreements with other institutions including Chaminade University (Honolulu), the University of Hawaii at Hilo, the University of Guam, Eastern Oregon State University, San Diego State University, Hawaii Pacific University, Guam Community College, Honolulu Community College, the University of Phoenix, the University of Idaho, Brigham Young University (Hawaii), the University of the Ryukyus, National University, and Waseda University (copies of these agreements are included as INS 4.1 of *the Instruction Policies and Procedures Manual*). [IIA2h(4)] The president approves articulation agreements based on recommendations provided by

the vice president for instructional affairs, the Curriculum Committee, and the president's cabinet (see INS 4.4 of the *Instruction Policies and Procedures Manual*). [IIA6a(3)]

IIA6A. SELF EVALUATION

Transfer Policy

The college's transfer policy is found in the *Instruction Policies and Procedures Manual* has been cut and pasted from three sections of the *General Catalog*. During the fall 2003 semester, the Curriculum Committee adopted a revised transfer policy which is currently undergoing further review and action.

Data on transferring students

The college's database does not include a mechanism to track students who transfer to other institutions. To get an idea of the number of students who transfer and the institutions to which they transfer, the log of financial aid transcript (FAT) requests from 1999-2000 was reviewed. (The requests for 2001 and 2002 were made electronically and not recorded on the log.) This review showed that in 1999 a total of 154 students requested FATs and in 2000 a total of 104 students requested FATs. Of the 154 FATs requested in 1999, 88 were for four-year institutions. Of the 104 FATs requested in 2000, 39 were for four-year institutions. During 2000 an unusually large number of FAT requests were received from Palau Community College (PCC). It was determined that the majority of these requests were for students from Kosrae. Although the reasons for the spike in transfers to PCC during this period are not clear, it was noted that there was a cholera epidemic on Pohnpei during this time. Also, there was some confusion as to how the outstanding balances for a group of students from Kosrae were going to be covered, and there may have been some active student recruitment by PCC within the FSM at that time. [IIA6a(5)]

The college's database also does not include a mechanism that allows for easy identification of students who have transferred credits to the college. To get an idea of how many students have transferred credits to the college over the years, Office of Admissions and Records staff pulled approximately 2100 records from the files at random and identified those students who had transferred credits to the college. Among these, a total of 21 Individual Degree Plans were identified showing credits and the institution from which they were transferred. As a result, it is estimated that approximately 1% of the students have transferred credits from another institution. [IIA6a(6)]

The staff at OAR indicated they determine whether or not to accept credit by comparing the course description of the course(s) from the student's transcript to the course(s) offered at the college. [IIA6a(7)] There is a need to modify this procedure to ensure that credits transferred to the college are based on the determination that the student learning outcomes are equivalent.

Articulation agreements

The vice president for instructional affairs provided a table in response to a request for a summary of the current status of the articulation agreements. A review of this table shows a concerted effort on the part of the VPIA to keep the articulation agreements with the college current. [IIA6a(4)]

The college has articulation agreements with most of the colleges and universities for which there is a pattern of transfer with the exception of Northern Marianas College, Palau Community College, and the University of the South Pacific. At one time, the chief academic officers of the colleges and universities in the Pacific region were actively pursuing articulation agreements between and among institutions that were members of the Pacific Postsecondary Education Council. This council has not met for over a year. There appears to be a need for the college, on its own, to pursue individual articulation agreements with NMC and PCC.

A number of the college's students transfer to the University of the South Pacific on Australian Government scholarships. Feedback received from these students indicates that, because there is no established articulation agreement between USP and COM-FSM and because USP operates on a British system, students frequently must begin their USP programs at the beginning. There is a need to initiate the establishment of an articulation agreement with USP.

IIA6A. PLANNING AGENDA

1. The vice president for instructional affairs has produced a draft transfer policy for review. The VPIA, in coordination with the Curriculum Committee, Admissions Board and faculty and staff, will ensure that such policy incorporates "The Elements of a Good Transfer Policy." This policy will be presented to the Board of Regents at its December 2003 meeting for review and action.
2. The director of research and planning will establish a mechanism to gather data on students who transfer to other institutions, especially on those who transferred to institutions with which the college has articulation agreements. This data will be made available to program managers and decision-makers who wish to follow up on the success of students at receiving institutions.
3. The Office of Admissions and Records, in conjunction with the vice president for instructional affairs, will develop a mechanism for reviewing student learning outcomes of courses being proposed for transfer against the student learning outcomes of similar courses at the college to determine course equivalency for purposes of transfer of credit.
4. The vice president for instructional affairs will initiate the articulation process with NMC, PCC, and USP by December 2003.

IIA6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

IIA6B. DESCRIPTIVE SUMMARY

The COM-FSM Board of Regents adopted a policy on program deletion at its September 2001 meeting that can be found in the *Instruction Policies and Procedures Manual* (INS 3.10.2). [IIA6b(1)] The college's policy on program deletion requires that a decision to

delete a program be based on the results of a program evaluation and review process that indicates the program may no longer be viable or on a lack of funds to support the program. Under the policy, the division chair or state campus director gathers program evaluation and review information and prepares a deletion memorandum to be submitted to the Curriculum Committee chair for review of the committee. This deletion memorandum should have the following attached to it: 1) justification for program deletion: plans and implementation date for phasing out the program; and 2) plans for students currently enrolled in the program, if any. If the Curriculum Committee supports the recommendation for deletion, the action is forwarded to the president who, in consultation with the president's cabinet, either rejects the recommendation or forwards it to the Board of Regents for approval.

Minutes of Curriculum Committee meetings from January 1998 through April 2003 show that four courses and four programs have been deleted under the *Program Deletion Policy*. [IIA2(1)]

IIA6B. SELF EVALUATION

For the most part, there is the perception that the college has provided assistance to students who were partially through a program when the requirements for that program were modified through its academic advisement process. (See Standard IIA2b.) However, there is a special group of elementary teachers who have been on various Individual Development Plans since the late 70's and early 80's who are now faced with an ultimatum issued by the Pohnpei State Department of Education to complete an AS degree by the end of the current school year or lose their jobs. The requirements for the AS Degree in Teacher Education have been modified. Improvements over the years have resulted in more rigorous learning outcomes. Additionally, these teachers have amassed credits in various workshops and other courses which are no longer a part of the degree requirements. The college's current course substitution policy allows for the substitution of only one course that may be needed for purposes of graduation. There is a need for a course substitution policy that would provide the vice president for instructional affairs more discretion in substituting courses with similar learning outcomes in order to assist students such as those described above.

IIA6B. PLANNING AGENDA

1. The Curriculum Committee will review the college's course substitution policy to determine if it is advisable to allow the vice president for instructional affairs greater discretion in substituting courses with similar learning outcomes.

> **IIA6c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

IIA6c. Descriptive Summary

Clear and accurate information

The *General Catalog*, which is updated on a biannual basis, contains clear and accurate information about educational courses and programs and transfer policies. The catalog is available both in print form and on the college's web site. The college describes its degrees and certificates in terms of their purpose, content, and course requirements in the *General Catalog*. [IIA1a(4)] The course outlines contain the same information in addition to the student learning outcomes at general and specific levels. According to the *Faculty Handbook*, the course syllabus is to be distributed to the students during the first day of class and a copy submitted to the vice president for instructional affairs. [IIA1(16)] Some faculty have their course outlines and syllabi on line. Most of the division chairs indicated that they require faculty in their divisions to submit syllabi to them as well as the vice president. [IIA1a(4)] The college's transfer policy is also included in the *General Catalog*. [IIA1(1)]

Instruction matches course outlines

Division chairs are required to observe faculty in their division at least once a year and are able to verify that sections of courses adhere to course learning objectives at that time. In the Division of Languages and Literature, each new faculty member receives a packet of past syllabi plus the course outline for each course he/she will be teaching. Generally the division chair assigns someone to assist the new faculty member if it is their first semester. The chair of the Division of Social Sciences indicated that he tries to keep close tabs on verifying whether instructors are adhering to the course learning objectives by requiring faculty to keep all of their course assessment instruments in a binder so he and the other faculty in the division can review them and reflect on them. [IIA1a(4)]

IIA6c. Self Evaluation

While some divisions are attempting to ensure that faculty are adhering to course learning objectives, at least one chair indicated that he feels the college just has to trust the faculty in this regard. However, such an approach may be especially difficult when considering the distance and communication challenges involved between the National and state campus faculty who may be teaching the same course. Currently, there does not appear to be a formal mechanism in place to ensure that all faculty, including state campus faculty, are adhering to approved course learning objectives. There is a need for the development and implementation of such a mechanism. Of special concern is the comment by the director of Kosrae campus on the Standard IIA questionnaire regarding Standard IIA6 which indicated that "syllabi are developed, but rarely."

In December 2002 two National campus faculty traveled to the state campuses with the expressed purpose of monitoring the quality of instruction. One of these faculty members found adherence to approved course outlines and textbooks to be erratic. The reviewer recommended that there be more commitment by state campuses to follow approved course outlines and use approved textbooks. There also needs to be more fiscal and administrative support provided by the college to support state campus textbook needs. The reviewer further recommended that, in light of the fiscal constraints, the college should seriously look at the roles and functions of the state campuses with regards to the types of courses and programs offered (See Standard IIA2).

A review of the college's web site showed that a number of publications, policies, and other information presented in that format are out of date and/or in need of updating. For example, some of the information provided on the National campus {http://www.comfsm.fm/national/}, including information on dormitory and meal fees, admission application deadlines, and student services information, is different from that provided in the *Catalog*. There is a need to ensure that information presented to the students, faculty, staff, and the public is consistent regardless of the format in which it is presented. [IIA6c(1)]

IIA6C. PLANNING AGENDA

1. The vice president for instructional affairs will send a letter to the college president communicating the concern of the Curriculum Committee regarding the lack of clear lines of responsibility and authority for instructional programs at the state campuses. In this letter, the VPIA will request that the organizational structure of the college be reviewed and steps taken to ensure that the Department of Instructional Affairs has authority for overall program quality and integrity throughout the system, including all of the campuses. Under such restructuring, the VPIA must have the authority to hire and evaluate faculty, take steps to ensure that all faculty are adhering to established course outlines, developing corresponding syllabi, and assessing student learning outcomes. In addition, the VPIA must ensure that all faculty are using the prescribed textbooks. In that regard, mechanisms must be in place to ensure the availability of these textbooks to the students for purchase.

2. The vice president for instructional affairs, the vice president for support and student affairs, the director of personnel, and the comptroller, in collaboration with the information technology division, will update all institutional publications and policies, including the *General Catalog*, on the web site by January 21, 2004. The *Catalog* and related instructional policies will be updated by November 3, 2003.

IIA7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

IIA7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

IIA7A. DESCRIPTIVE SUMMARY

Academic freedom is protected through Section 5 of Public Law 7-79 which established the College of Micronesia-FSM. This section reads as follows: [IIA7a(1)]

Section 5. Organizing Principles. The College, in accordance with recognized professional standards, shall have a representative governance structure to insure institutional autonomy, academic freedom, principles of equity, and insulation from political interference in order to serve the public interest.

The college's board-approved policy on academic freedom and responsibility appears in the *College of Micronesia-FSM Personnel Policy and Procedure Manual* (page I-1), the *Faculty Handbook* (page 27), in the *Instruction Policies and Procedures Manual* (INS 2.9), and on the college's website. This policy states that "…each member of the faculty is entitled to freedom within his/her classroom to discuss his/her field of expertise." Each faculty member is also "responsible for setting forth clearly and objectively differing opinions in that particular field." Under this policy, each faculty member "is also responsible for not introducing into his/her instruction controversial matter which has no relation to his/her subject." [IIA7a(2); IIA7a(3); IIA1(16)]

IIA7A. SELF EVALUATION

Division chairs, state campus directors, and the vice president for instructional affairs were polled for information regarding awareness and implementation of the college's academic freedom and responsibility policy. The overall perception is that the policy is being adhered to throughout the system. The vice president is not aware of any complaints filed to his office in this regard. One chair mentioned a situation several years ago when some students complained to him regarding a philosophy instructor who taught about Islam and other religions in addition to Christianity. Micronesia being a very Christian country, the students were concerned that other religions were being discussed. However, the chair is confident that the information was presented simply as an educational pursuit. Two other chairs also referred to the lack of constitutional separation of church and state and the sensitivity that is sometimes involved in teaching scientific fact. [IIA1a(4)]

The academic freedom and responsibility policy is included in the documents stated

above but is not included in the college's *General Catalog* and *the Part-Time Faculty Handbook*. [IIA7a(4)]

There do not appear to be mechanisms in place to ensure consistent adherence to this policy among the faculty.

IIA7A. PLANNING AGENDA

1. The vice president for instructional affairs and campus directors will ensure that discussion among their respective faculty occurs each semester to facilitate greater understanding and implementation of the academic freedom and responsibility policy. The VPIA, in consultation with the division Chairs, state campus directors, and the faculty, will develop a mechanism to ensure that the policy is being followed.
2. The VPIA will include the academic freedom and responsibility policy in the next printing of the college's *General Catalog* and *Part-Time Faculty Handbook* and will prepare inserts for these publications in the interim.

> **IIA7b.** The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

IIA7B. DESCRIPTIVE SUMMARY

The following academic honesty policy was adopted by the college's Board of Regents at its December 1998 meeting: [IIA7b(1)]

> To ensure the integrity of the educational process and the institution, the College encourages academic honesty, and therefore does not condone cheating, plagiarism, or any related form of academic honesty which prevents an instructor from being able to assess accurately the performance of a student in any facet of learning. Students found guilty of academic dishonesty, cheating, plagiarism, and facilitating academic dishonesty will be liable to dismissal or suspension from the College.

This policy is included in the catalog, the *Student Handbook*, and the *Faculty Handbook* and is included in the *Instructional Policy and Procedures Manual* as INS 6.9. The same policy has been adopted by FSM FMI. Students are informed of the policy at new student orientations and faculty include statements in their syllabi and discuss it with their classes. [IIA7b(2); IIA7b(3); IIA1(16); IIA1(2)]

According to a report submitted to the commission in September 2003, the languages and literature Division now includes citation and plagiarism sections in all of its writing courses (ESL 098, ESL 099, EN 120a, and EN 120b) and its study skills course (ESL 079). [IIA7b(4)]

IIA7B. SELF EVALUATION

The college has published an academic honesty policy that includes consequences for dishonesty. However, the results of an informal survey among faculty, both at the National

and state campuses, show that not all faculty interpret and implement the policy in the same way. Of the 31 respondents to the survey, 23 indicated that they had encountered plagiarism or cheating among their students during the fall 2002 and/or spring 2003 semesters. Those faculty who had encountered cheating or plagiarism indicated that copying work from the internet, textbook, or other published material without citing references appropriately and copying sections or whole papers from other students is the most common type of violation. Students repeating accounting courses are sometimes found to be using the workbook from the previous course attempt. The most serious offense cited was the case where a student attached a $50 bill to his final exam with a plea to pass the course. (This student was suspended from the college for a year.) Consequences applied by the faculty who responded to the survey range from throwing out the work and requiring a make-up assignment with lowered scores to giving an "F" or "0" on the paper or assignment on first offense and being reported to a division chair and VPSSA for suspension or dismissal on the second offense. Most faculty apply some combination of warning for first offense and failure of the course for second offense. All respondents indicated that they include their academic honesty policy on their syllabi. [IIA7b(5)]

The vice president for support and student affairs received five referrals to his office for cheating or plagiarism during the fall 2002 and spring 2003 semesters. In all but one of these cases the instructors had already disciplined the students by removing them from their classes with grades of "F." The vice president met with these students individually to discuss the policy and gave them warnings. The other case was the one mentioned above that involved attempted bribery. [IIA7b(6)]

Two faculty expressed concerns that the students may not be aware of the procedures to follow when writing papers and how to cite work taken from a source. Both felt that there should be greater emphasis on teaching this skill. The newly implemented effort cited by the languages and literature division should be supported. Other faculty indicated that usually after a warning and some explanation regarding the need to cite work appropriately that students make a serious effort to avoid plagiarizing on future work. [IIA7b(5)]

Two other faculty members feel that the primary reason students plagiarize in their writing assignments is that they cannot read the material they use as sources for their papers. One said that "[i]f the students don't understand the sources for their papers, they are left with no choice but to plagiarize or write nonsense." He said that in a similar situation, he would do the same thing. [IIA7b(5)]

Another faculty member stressed the importance of teaching students, especially the first-year students, what cheating and plagiarism are because many are coming from backgrounds that tolerate such behavior. As a result, he frequently reminds students of the policy, provides numerous examples, and teaches students how to properly cite references. [IIA7b(5)]

There also appears to be a lack of consistent understanding of the policy among the faculty and administrators. Many faculty understand the policy to mean that students should be dismissed or suspended if they plagiarize or cheat. However, it is clear from the survey that only a few faculty members are actually going that far in their implementation of the policy. One faculty member pointed out that the policy states that students who violate the policy are "liable" to dismissal or suspension. This gives the faculty a certain amount of room for interpretation of this policy. [IIA7b(5)]

Also, on a Standard IIA questionnaire, one division chair stated that he feels the verb used in the policy is rather weak in that it states "…the College *encourages* academic honesty." [IIA7b(5)]

IIA7B. PLANNING AGENDA

1. The vice president for instructional affairs will include discussion of the academic honesty policy at faculty meetings to foster a more consistent understanding and implementation of the policy. State campus faculty will be included in such discussion.
2. The vice president for instructional affairs will initiate a review and possible revision of the current academic honesty policy to ensure language that is clear and of sufficient strength. Clear steps to be followed by the faculty should be included in the revised policy. The vice president for instructional affairs, the division chairs, including their state campus counterparts, will implement a mechanism to ensure that the academic honesty policy is uniformly applied at all campuses.

> **IIA7c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

IIA7C. DESCRIPTIVE SUMMARY

The college has a student conduct and due process policy that is published in the catalog and the *Student Handbook*. All incoming students are provided copies of these publications. [IIA7b(2)]

Although the college does not have a specific code of conduct for faculty, staff, or administrators, Section XV Employee Discipline and Protection of the *College of Micronesia-FSM Personnel Policy and Procedure Manual* includes guidelines on employee discipline, responsibilities of the college with respect to criminal activity, and sexual harassment. All employees are to be provided with a copy of this manual.[IIA7a(2)]

The college does not seek to instill specific beliefs or worldviews.

IIA7C. SELF EVALUATION

The college currently does not have a code of conduct for faculty and staff. The vice president for instructional affairs has indicated his intention to develop such a code for consideration of the faculty, staff, and eventually the Board of Regents.

Former and current administrators have expressed the need to revise "Section XV: Employee Discipline" to make it clearer for all concerned. An attempt was made to revise the policy during Fall 2002. As of this writing, no revisions have been approved. [IIA7a(3)]

IIA7C. PLANNING AGENDA

1. The vice president for instructional affairs will draft a code of conduct for faculty and staff to review by June 2004.
2. The Personnel Committee will review Section XV of the personnel manual to make it clearer. The revised section will be ready for review of faculty and staff by June 2004.

> **IIA8.** Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

IIA8. DESCRIPTIVE SUMMARY

COM-FSM does not offer curriculum outside of the FSM.

IIA8. SELF EVALUATION

N/A

IIA8. PLANNING AGENDA

N/A

Standard IIA Evidence

Standard IIA1

IIA1(1) *General Catalog 2003-2005*
IIA1(2) *FSM FMI Catalog*
IIA1(3) Graduation programs 1999-2003
IIA1(4) SETTI grant material
IIA1(5) FSM 2nd Economic Summit materials
IIA1(6) Request from Pohnpei State Public Safety Division
IIA1(7) Secretarial science needs assessment
IIA1(8) (Kosrae) Certificate of Achievement in Agriculture and Food
   Technology needs assessment data
IIA1(9) (Yap) Certificate of Achievement in Hotel and Restaurant
   Operations needs assessment data
IIA1(10) Brochures, other information on CES program
IIA1(11) *College of Micronesia-FSM Annual Reports: October, 1999-*
   September 30, 2000; October, 2000-September 30, 2001
IIA1(12) FSM FMI April 1, 2003 Newsletter
IIA1(13) Questionnaire on how well College's instructional programs meet
   its mission
IIA1(14) Results of questionnaire on mission [A1(13)]
IIA1(15) Curriculum Committee minutes showing SS150 as a core
   requirement for all programs
IIA1(16) *Faculty Handbook*
IIA1(17) Course outlines for MS 100, MR 120, EN 1010, ED 305, SS 220, and
   ESL065/075
IIA1(18) Email memo from distance education instructors

Standard IIA1a

IIA1a(1) Sample entrance and placement test scores
IIA1a(2) Evidence that placement tests are examined for biases
IIA1a(3) Tables summarizing English placement data; studies on math placement test
IIA1a(4) Questionnaires completed by VPIA, division chairs, and
   campus directors (August/September, 2003)
IIA1a(5) Sample emails re: assessment of student learning outcomes
IIA1a(6) Report on math program outcomes

Standard IIA1b

IIA1b(1) Course outline format

Standard IIA1c

IIA1c(1) *Curriculum Handbook*
IIA1c(2) Curriculum Committee minutes showing discussion of converting
       course outlines to student learning outcomes format
IIA1c(3) Memoranda from VPIA re: student learning outcomes
IIA1c(4) Summary of work of the SLO committee
IIA1c(5) Sample course outlines from education division
IIA1c(6) Sample vocational and FSM FMI course outlines
IIA1c(7) Minutes of March 10, 2003, meeting of Assessment Committee
IIA1c(8) Memoranda, etc. re: idea of integrating assessment with Curriculum
       Committee and Student Services Committee
IIA1c(9) Actions & Directives of Board of Regents meeting, March, 2003
IIA1c(10) May 2, 2001, memorandum from COM-FSM president to vice president
       for instructional affairs re: SLOs in course outlines
IIA1c(11) Table showing review of course outlines for National campus fall 2003
       offerings for currency

Standard IIA2

IIA2(1) Tables showing new, revised, and deleted courses and programs
IIA2(2) *2001 Health Indicators Report* from Division of Languages and Literature
IIA2(3) Memorandum from chair of Division of Languages and Literature
       October 2000 re: IEP
IIA2(4) Summary of current status of IEP program by Chairperson of Languages
       and Literature Division
IIA2(5) Report from ACCJC re: substantive change visit to FSM FMI
IIA2(6) Audit report on FSM FMI by SPC July 2001
IIA2(7) April 2003 FSM FMI Newsletter
IIA2(8) GPA studies by Division of Languages and Literature
IIA2(9) Project proposal: "To Provide for a Quality Education System for FMI"
IIA2(10) *Response to Addendum to the Bachelor of Education Substantive Change*
       Study for WASC (ACCJC) and to the Eligibility Readiness Report for WASC
       (ACSCU)

Standard IIA2a

IIA2a(1) Communication from chair of the Division of Business Administration and
       memoranda re: advisory committees
IIA2a(2) *Student Academic Advisement Handbook*
IIA2a(3) Responses to query re: status of advisory councils
IIA2a(4) Minutes of Curriculum Committee and division chairs meetings
       to show discussion of issues related to assessment and student learning
       outcomes

Standard II2d

IIA2d(1) Email message from chair of the Division of Languages and Literature
IIA2d(2) Responses from informal faculty survey on learning styles and modes
of delivery

Standard II2e

IIA2e(1) Instructional Program Evaluation Policy
IIA2e(2) Documents showing 3rd year business and accounting programs based on
Health Indicators data
IIA2e(3) Documents showing addition of computer lab for Division of Natural
Sciences and Mathematics based on health indicators data
IIA2e(4) Page from FY 2004 performance-based budget for Division of Natural
Sciences and Mathematics
IIA2e(5) Action plan on program evaluation

Standard II2f

A2f(1) March 10, 2003, minutes of meeting of Assessment Committee

Standard IIA2g

IIA2g(1) Email memorandum from chair, Division of Social Science
IIA2g(2) Documents re: origin of competency tests for FSM FMI

Standard IIA2h

IIA2h(1) Sample course outlines
IIA2h(2) Policy concerning credit (INS 6.5)
IIA2h(3) Notes from meeting with division chairs, February 2003
IIA2h(4) Articulation agreements (INS 4.1)

Standard IIA2I

IIA2i(1) PowerPoint presentation from February 22, 2002
IIA2i(2) General agreement among division chairs re: grades linked to SLO's

Standard IIA3a

IIA3a(1) Actions & directives of May 1998 and December 2002 meetings of Board of
Regents
IIA3a(2) Actions & directives of December 2000 meeting of Board of Regents

Standard II3b

   IIA3b(1) Results of review of general education courses for 3b

Standard II3c

   IIA3c(1) Results of review of general education courses for 3c

Standard IIA6a

   IIA6a(1) Transfer Policy INS 4.2
   IIA6a(2) Email communication from coordinator of office of admissions and records
   IIA6a(3) Approval of articulation agreements INS 4.4
   IIA6a(5) Review of FATs
   IIA6a(6) Transfer IDPs
   IIA6a(7) Email communication from coordinator of office of admissions and records
        re: transfer of credit

Standard IIA6b

   IIA6b(1) Program Deletion Policy

Standard IIA6c

   IIA6c(1) Review of College's website

Standard IIA7a

   IIA7a(1) Public Law 7-79
   IIA7a(2) *Personnel Manual*
   IIA7a(3) Academic Freedom and Responsibility Policy INS 2.9
   IIA7a(4) *Part-time Faculty Handbook*

Standard IIA7b

   IIA7b(1) Actions & directives of December 1998 meeting of Board of Regents
   IIA7b(2) *Student Handbook*
   IIA7b(3) Academic Honesty Policy INS 6.9
   IIA7b(4) *Response* report sent to ACCJC September 2003
   IIA7b(5) Results of faculty survey on Academic Honesty Policy
   IIA7b(6) Email communication from VPSSA re: Academic Honesty Policy

Standard II7c

   IIA7c(1) Communication re: proposed revision of Section XV Employee Discipline

Standard IIB:

Student Support Services

IIB. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB. Descriptive Summary

College of Micronesia-FSM admission criteria is listed on page 13 of the *2003-2005 College Catalog*. After admission, students are given English and math placement tests to determine which classes will be most appropriate for them. Evidence that these admissions criteria are applied can be seen in the college's enrollment statistics. [IIB(1)]

The Office of Admissions and Records (OAR) provides services to every student taking credit and non-credit courses at the College of Micronesia-FSM.

The Office of Admissions and Records is primarily responsible for maintaining student records for all COM-FSM campuses. It also offers the following services to students:

- admission and registration of students
- readmission of students
- assistance to international students who wish to enroll at the college
- responsibility for orientation for incoming freshmen and/or transferees
- security, maintenance, and certification of student schedules throughout each term
- posting of grades
- evaluation of prior records, e.g., high school, college transcript, or GED
- graduation checks
- processing of transcripts of permanent records
- assistance to eligible veteran students in processing and certification of benefits
- processing of forms required of COM-FSM students, e.g., applications for admission and readmission, changes of major, transcript requests, enrollment verifications, adding/dropping courses, withdrawing from course(s), changes of grade memorandum, applications for readmission and/or admission to third-year degree programs, and applications for graduation. [IIB(2)]

The Office of Admissions and Records also disseminates information to the public through a wide variety of publications and activities, such as:

- fall semester orientation for incoming freshmen/transferees and special orientations
- publication of *College of Micronesia-FSM: Admissions and Records-Student Guide, Fall Semester, 2003*

- *Student Advisement Manual* published by the office of the vice president for instructional affairs (VPIA)
- *Student Manual* published by the office of the vice president for support and student affairs
- informational brochures published by the various academic divisions of the college
- memoranda and/or circulars defining and/or amending outstanding policies.

The Office of Admissions and Records is located in the administration building on the National campus and is open for service from 8:00 a.m. to 5:00 p.m. on Monday through Friday.

The Office of Admissions and Records provides the following services geared towards supporting and enhancing learning and instructional activities:

- provides mid-term deficiency notices
- provides advisors with the academic history of their advisees
- provides key offices and divisions of the college (particularly instructional affairs and research and planning offices) with statistical reports, such as enrollment, retention, and graduation statistics
- awards recognitions and commendations to students for academic excellence (e.g., honor roll, dean's list, and president's list)
- places on academic probation students whose cumulative GPA falls below 2.00 and suspends students who remain on academic probation for two enrolled semesters.

The research and planning office conducts routine surveys of the orientation and registration processes to systematically assess how well it addresses student needs through these services. The data is used for service improvement.

IIB. SELF EVALUATION

The policies of the Office of Admissions and Records are published in the college's general catalog for the knowledge and better understanding of the students. Supplemental materials containing the same information in summary are published by key offices and divisions of the college to be distributed freely to students. For example there is a *COM-FSM Office of Admissions and Records: Student Guide, Student Handbook* and other informational brochures.

The Office of Admissions and Records conducts regularly scheduled orientations for incoming freshmen and transfer students. These activities are geared at increasing student awareness of various policies.

The Office of Admissions and Records maintains and operates an electronic database of student records enabling it to process reports (e.g., enrollment statistics, grade reports, and mid-term deficiency notices) in a timely manner. However, this database needs upgrading. Specifically, the database needs a feature that would enable it to generate cumulative GPAs.

IIB. PLANNING

1. An upgrade to the program features of the OAR's electronic database will be included in the FY2005 budget submission. An upgrade to the database will enable the office to generate correct cumulative GPAs, student's individual degree plans, and transcripts so as to expedite information going to and from the state campuses.

    This upgrade will also allow OAR to include and update student records in the electronic database of those students who attended the college prior to 1994. They will also be able to include appending data such as address, social security number, and date of birth to further complete existing student records.

2. The Office of Admissions and Records will continue with the process of fully implementing the synchronization of OAR's electronic database system-wide, for efficient and on-time delivery of reports.

3. The office will put up a visible board displaying the schedules of classes for a given academic semester in lieu of posted schedules of classes printed 8.5 x 14 paper beginning in fall 2004.

4. Beginning fall 2004, the OAR will conduct regular surveys, in addition to student registration and orientation surveys, to assess OAR's effectiveness in carrying out its services.

5. A web page will be published for the OAR in the official website of the college. On this website, students will be able to request transcripts and other information. Applicants will be able to browse admission and other academic policies. This is expected to be completed by fall 2004.

6. The Office of Admissions and Records will require students to sign a new form as required by the Family Educational Rights and Privacy Act (FERPA) beginning spring 2003.

IIB1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support learning and enhance achievement of the mission of the institution.

IIB1. DESCRIPTIVE SUMMARY

The services of the Office of Admissions and Records are available at all college campuses. However, certain services are limited at the state campuses due to a lack of resources. For example, the processing of grade reports, transcripts, most Individual Development Plans (IDP), enrollment verifications and graduation checks are done at the National campus.

The sports and recreation department at the National campus determines whether students are benefiting from the wide variety of programs being offered through repeat attendance, student feed back, and oral evaluations. The sports and recreation department implemented a number of new programs in 2003. These changes were based on the results and findings of a campus-wide student survey conducted and compiled in the spring of 2003. [IIB(3)]

There is a sports and recreation coordinator at Pohnpei campus organizes activities

specifically for Pohnpei campus students. Pohnpei campus students are also free to participate in any National campus student activity.

There are minimal planned activities and equipment at the other state campuses and FMI.

The Student Support Services Program (SSSP) is run through a US federal grant. The program was implemented in fall 2001 at National, Yap, and Pohnpei campuses. This program is aimed at aiding in student retention. One hundred students are served by the grant at the National campus. The students are chosen on the basis of an application and students receive a small stipend for participating in the program.

The SSSP program hires and uses qualified staff and tutors who have similar work and life experience as the student participants. These staff and tutors are good role models because they have overcome barriers similar to those confronting our student population. Staff members undergo relevant training on- and off-island to update and improve their skills. SSSP uses a comprehensive and holistic approach to assess the quality of its staff and student support services. SSSP further complies with the monitoring requirement described in the SSSP proposal by monitoring the academic progress of participants through the use of instruments such as mid-semester evaluations from instructors, meeting with students to review their Individual Achievement Plans (IAP), tutoring, and student/staff contacts. [IIB(4)]

IIB1. SELF EVALUATION

The Office of Admissions and Records services are available at all locations. However services may be delayed at state campuses, due to the time required to route paperwork.

There is a good sports and recreation program with varied activities including sports, dances, picnics, karaoke, and other activities at the National campus and Pohnpei campus. However, there are few sports and recreation programs at the other campuses.

By using evaluation instruments, the SSSP meets its goals in the following manner:

- The progress reports and results of assessments provide solid assurance of the quality of the program;
- Staff are able to determine that organized enrichment activities and tutoring have direct positive learning development in students who actively take part;
- The progress tracking devices are effective and efficient in providing the program staff with concrete information to aid efforts in updating, modifying and evaluating student support services;
- Twice a semester evaluation of tutors has proven effective and resulted in once-a-month workshops designed to address specific problems found in evaluations; and
- Consistent use of these instruments allows us to effectively deliver our services and assure their quality.

Although the evaluation instruments outlined above are specifically called for in the SSSP proposal, only the National Campus SSSP is in full compliance and consistent. Yap and Pohnpei SSSPs are not consistent in using the evaluation instruments.

The SSSP grant currently serves only 160 students at National campus. The students are chosen based on need and an application. When there are vacancies in the program, the SSSP posts signs for interested students to apply. Most or all of the students at the college fit the "need" criteria of the SSSP. Many faculty have noted that the kinds of students who read the bulletin boards and fill out applications are not the ones most in need of the services of the SSSP. Therefore, the results of the program may skew positive, because the base clientele of the SSSP program are already above average for COM-FSM students.

IIB1. Planning

1) The sports and recreation department at National and Pohnpei campuses will continually monitor the programs they offer students both in content and in attendance.

  They will continue to develop, prior to the beginning of each semester, a full schedule of activities and programs based on the student evaluations, administrative review and attendance from the previous semester.

2) The sports and recreation department will develop and implement better tools for gathering statistical information from participants (students, faculty and staff) in order to improve the accuracy and reliability of data collected by the 2004-2005 school year.

  Student evaluations will continue to be conducted on a semester basis and from these findings program modifications, additions and deletions will be made accordingly.

3) The Student Support Services Program at Yap and Pohnpei both need to fully comply with the SSSP proposal and the *Employment Manual* for tutor evaluations. This matter was addressed in a September meeting and in handouts (responsibilities and time frame) provided to all staff. The director of SSSP will follow up on late reports and employee evaluations and, through the VPSSA, will request full compliance as required by the college.

IIB2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
•Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
• Educational Mission
• Course, Program, and Degree Offerings
• Academic Calendar and Program Length
• Academic Freedom Statement
• Available Student Financial Aids
• Available Learning Resources
• Names and Degrees of Administrators and Faculty
• Names of Governing Board Members

b. Requirements
• Admissions
• Student Fees and Other Financial Obligations

• Degrees, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
• Academic Regulations, including Academic Honesty
• Nondiscrimination
• Acceptance of Transfer Credits
• Grievance and Complaint Procedures
• Sexual Harassment
• Refund Fees

d. Locations or publications where other policies may be found

IIB2. DESCRIPTIVE SUMMARY

The information mentioned in Standard IIB2 is precisely and accurately provided in the college's *General Catalog* that is updated, revised, and published every three years. The printed catalog is distributed freely to all new students. Continuing students, however, can access a copy of the current catalog from the office of the VPIA. The catalog can also be accessed via the college's official web site. However, only the printed version of the 2004-2005 catalog is an official COM-FSM document and material in the printed catalog takes precedence over the web version in all questions regarding student and program requirements.

Specific information can be found in the General Catalog on the following pages:

Catalog Information	Page
a. General Information:	
Official Name, Address(es),	Title Page
Telephone Number(s) of the Institution	Title Page
Web Site Address of the Institution	Not included
Educational Mission	5
Course, Program, and Degree Offerings	7-8
Academic Calendar and Program Length	1-4, 7-8
Academic Freedom Statement	Not included
Available Student Financial Aids	16
Available Learning Resources	10-12, 25-26
Names and Degrees of Administrators and Faculty	128-131
Names of Governing Board Members	128
b. Requirements	
Admissions	13-15
Student Fees and Other Financial Obligations	16-18
Degrees, Certificates, Graduation and Transfer	7-8, 33-99
c. Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	21-23
Nondiscrimination	12
Acceptance of Transfer Credits	14
Grievance and Complaint Procedures	29-31
Sexual Harassment	Not included
Refund Fees	17-18

Locations or publications where other policies may be found:

- *Student Guidebook* published by the Office of Admissions and Records every fall semester
- informational brochures published by the academic divisions and student support services
- *Student Financial Aid Manual* published by the Financial Aid Office (FAO)
- *Student Handbook* published by the office of the VPSSA
- *Student Advisement Manual* published by the office of the VPIA
- various memoranda and circulars posted on bulletin boards strategically located around the campus.

The materials mentioned above provide comprehensive details of policies that are simply outlined in the general catalog. Further, some of these materials contain new or amended policies that may not be available in the catalog.

As expected in a developing institution, such as COM-FSM, changes continually occur. Those requirements in effect at the time of publication or admissions (except where specific statements of exceptions are made) will remain in effect for the student. The college reserves the right to add, delete, supplement, and/or amend at any time the information, requirements, policies and practices contained in the catalog.

Prior to publication, the contents and arrangement of the catalog are thoroughly reviewed by a committee headed by the VPIA. The VPIA keeps the master copy of all the college's general catalogs.

IIB2. SELF EVALUATION

The college's catalog is the official source of reference for efficiency, consistency, and facility of operation. Published editions are current only to the date of publication. Printed catalogs are distributed free to all new students. Continuing students can access copies of the printed current catalog at the office of the VPIA. An electronic version of the printed catalog can be viewed or printed from the college's official web site.

Informational brochures and similar materials are published and distributed freely by various academic divisions and student support services units. These materials contain details of the policies and guidelines outlined in the general catalog as well as amended or new policies or guidelines that may not be available in the most current printed catalog.

IIB2. PLANNING

1. The college's web site address will be printed prominently in the next catalog, on its front or back cover and/or the title page.
2. An academic freedom statement will be included in the next catalog.
3. A statement of the policy on sexual harassment will be included in the next catalog.
4. A FERPA statement must be included in the next catalog.
5. A nondiscrimination policy statement must be included in the next catalog.

IIB3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

IIB3. DESCRIPTIVE SUMMARY

The Office of Admissions and Records is primarily responsible for maintaining student records for all college campuses. See Standard IIB for a listing of the services of the OAR.

The sports and recreation department does not determine the support needs of students but rather supplements and supports those departments that do. This is accomplished through providing the use of the FSM-China Friendship Sports Center facilities for educational and learning purposes such as English speech classes, audio/visual classes, and physical education classes.

The counseling department conducts surveys of student drinking patterns during alcohol and drug awareness activities. These give the counselors a better understanding of student attitudes toward drinking and the information necessary to address this problem. No formal surveys have been made of other student attitudes, needs or activities in such areas as study habits, sexuality, career guidance, or work preparedness. Counselors also pay attention to anecdotal assessment for example, noting the number of pregnant students and speaking with instructors. Counselors also keep records of the number of visits to their offices and of the type of issue addressed. Records are kept in the office of the VPSSA regarding referrals for infractions of college rules and of repeat offenses.

The Student Support Services Program uses the SSSP proposal as a guide and collects information from OAR, the Financial Aid Office (FAO), and students to complete needs assessments of participants and to ensure the accuracy of information. The various needs assessment instruments used include the following:

- needs assessments completed by participants upon acceptance
- transcripts and grade reports
- personal and academic counseling
- review of applications, IAPs, IDPs and course schedules
- systematic evaluations by staff, tutors, students, and those involved directly or indirectly with the program.

These comprehensive assessment instruments provide accurate and consistent results to assist the program staff in designing appropriate responses to the needs of each individual student. The assessments target specific areas of need on each campus and for each student participant.

IIB3. SELF EVALUATION

The research and planning office regularly conducts a survey that provides solid evidence of overall satisfaction with the orientation/registration process. Based on the fall semester 2002 survey:

"…601 of the 994 students who registered completed the survey. The survey results demonstrate very high level of student satisfaction with the registration process in the areas the students were asked to evaluate …." [IIB(5)]

No means currently exists of concretely determining or assessing how well this addresses the needs of the students.

The counseling department needs to develop more assessments to better understand student needs and concerns.

The Student Support Services Program uses the five instruments previously mentioned. Plans for direct services to students are drawn from meetings and contacts with students within the first few days and weeks of the semester. The collection of student course schedules after registration has proven to be useful in quickly responding to students' academic needs.

The frequent flow of students into the SSSP office on a daily basis increased with the establishment of computer labs in SSSP offices on Pohnpei and National campuses. This increases daily contact with students.

The systematic evaluation of SSSP tutors and staff directly working with students is still inconsistent at Yap and Pohnpei. Although National campus staff review IAPs and IDPs, it is not on a regular basis.

IIB3. PLANNING

1. The Office of Admissions and Records will conduct surveys to:

- identify the support needs of the students
- determine how to address these needs
- assess/evaluate how well it provides services to students.

2. The counseling department will conduct a drinking pattern survey biennially to keep abreast of substance abuse issues. Further, the counselors will complete development of an outreach plan. This will include assessment of student needs and outcomes and will be in place for the 2004-2005 school year.
3. Beginning spring 2004, the Student Support Services Program counselors and coordinators will review IAPs and IDPs every semester. Through early intervention, students needs can be addressed early and proper assistance provided. This information will be documented and shared among staff.

IIB3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

IIB3A. DESCRIPTIVE SUMMARY

The services of the Office of Admissions and Records are available at all COM-FSM campuses.

Headed by the coordinator of admissions and records, the office is under the direction of the vice president for support and student affairs. Personnel assigned to provide OAR's operational services for students at the state campuses report to their campus director.

The Financial Aid Office is part of the team responsible for achieving a primary goal the college: to provide students with a sound postsecondary education. The first duty of the FAO at the college is to act on behalf of the college and the U.S. government in properly authorizing the expenditure of federal funds intended to assist needy students in attaining a postsecondary education. A second, and equally important, duty of the FAO is to act on behalf of the students in obtaining the necessary funding to complete their education at the college. The Financial Aid Office provides financial aid services to students at both the National and state campuses.

The *Student Financial Aid Handbook*, which is published every year, provides general information about the college. It also contains policies of the college that pertain to financial aid. The policies and procedures are updated every year to accommodate new regulations established by the Financial Aid Committee and the US Department of Education. *The Student Financial Aid Handbook* is distributed during orientation at all the campuses. [IIB(6)]

The recently conducted student survey indicates that the sports and recreation department at the National campus does assess student needs. [IIB(3)] Every identified problem mentioned in the survey was corrected and, within reason, new programs requested by a number of students have been implemented. All programs at the National campus are open to Pohnpei campus students and personnel as well. In addition Pohnpei campus has a sports and recreation coordinator. Chuuk, Yap and Kosrae campuses and FMI have minimal equipment or coordination.

Counseling is provided by three counselors at the National campus, one counselor at Pohnpei campus, and two counselors at Chuuk campus. Counseling is part of the responsibility of student services specialists at Kosrae and Yap campuses. At FMI, instructional staff provide counseling.

Student Services Support Program participants are required to engage in structured assessment testing so that program staff and participants can determine the specific areas in which participants need assistance. The assessment tests, entrance exam scores, transcripts, needs survey and other documents are part of this structured comprehensive assessment effort used by the staff to ensure all participants receive the services that fit their needs. This results in an Individual Achievement Plan being written with the input of the counselor, education specialist and coordinators.

Various enrichment opportunities expose SSSP participants to activities that are not usually available to them due to geography or limited financial resources. These activities also involve students with the college community. Students who become involved on their campuses are more likely to develop a connection with the institution and thus be more successful academically.

Further, in compliance with Section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA), SSSP ensures that all activities and services are accessible to all individuals including those with disabilities. This too encourages and enforces the program's mission.

IIB3A. SELF-EVALUATION

The Office of Admissions and Records provides equitable services accessible by college students at all campuses. Each state campus has assigned OAR personnel to provide local service to students. However, certain services are limited due to the lack of resources available at the state campuses. Presently, if OAR personnel wish to transmit documents through the Ariel system, they have to request this from the Learning Resource Center. This causes a question of the confidentiality of records in compliance with FERPA.

The Financial Aid Office at the National campus processes financial aid to three thousand plus students through out the college system. Delivery of aid to students continues to be a problem at the state campuses because of their geographical locations.

The sports and recreation department at the National campus has learned that personnel need to consistently concentrate on obtaining student input and conducting student surveys to determine future programs, instead of deciding themselves what might be best for the students. There is a need for more modern equipment for sports related activities. The department is interested in acquiring machines such as life cycles, treadmills, and stair masters where a student's heart rate and calorie utilization can be measured. Unfortunately, these machines cannot be obtained until a proper air-conditioned building is constructed. Another need is to provide suitable grounds and funds to construct a baseball field, swimming pool, and track facility. Pohnpei state campus students also use the National campus programs and facilities, in addition to their own programs. Kosrae, Chuuk, and Yap campuses and FMI have minimal recreational programs.

Efforts are underway to refurbish an existing building to accommodate cardiovascular equipment and a budget is being developed to purchase reconditioned equipment. This equipment, when it arrives, will be the first modern cardiovascular equipment on the island of Pohnpei. Because of budget restraints, progress will be slow in providing a baseball field, swimming pool and track facility. However, students may now participate in these activities at other facilities and locations.

Counseling is chronically understaffed. National campus has only recently hired sufficient personnel to meet the needs of the students, Chuuk campus is seeking a second counselor to begin immediately. Pohnpei campus has one counselor to meet the needs of its students. Counseling at Kosrae and Yap campuses is provided as one of many jobs done by student services specialists. Any counseling provided at FMI is provided by the instructional staff.

The Student Support Services Program counselor, education specialist and coordinators are responsible for going through the assessment process as often as necessary. Since fall 2002, pre-tests and post-tests have been consistently administered and documented. IAPs and IDPs have been completed for all participants since the first year of the program, but not all were regularly reviewed or updated, especially for those students who did not see the counselors or coordinators for assistance. Learning styles inventory and LASSI became required for all participants beginning fall 2003. The process has started at the National campus and will continue on Yap and Pohnpei campuses. However, instruments such as the IAP, IDP, learning styles inventory and LASSI are not always done on time or consistently for all participants.

The SSSP is available only at the National, Pohnpei and Yap campuses. At National

campus, it is only available to 160 students.

IIB3A. PLANNING

1. The Division of Information Technology will fully-implement wide area networking (WAN) on the Office of Admissions and Records' electronic database enabling state campuses to extend a wider variety to services to students by fall 2004.
2. The Office of Admissions and Records will research a system, such as Ariel, of communication that would speed up transmittal of paper documents from the state campuses to the National campuses by fall 2004.
3. The Financial Aid Office will provide financial aid information to students and parents via the college website beginning in spring 2004.
4. The sports and recreation department will continue to evaluate, from the student's perspective, each existing and new sports and recreation program to determine if they are fulfilling student needs and requests. Also, on a semester basis, sports and recreation will survey students regarding current and proposed programs to better understand and implement programs and activities that meet the desires and needs (physical fitness, health and leisure) of the students.
5. Because the goal of a fully staffed counseling department may be elusive in the current financial climate, counseling personnel at Kosrae and Yap State campuses will be given priority for any staff development funds available to counseling and will be encouraged to take advantage of all appropriate opportunities.
6. Counseling personnel at Kosrae and Yap campuses will receive training from other counseling personnel when there is an opportunity to do so.
7. A request for a corporate grant will be submitted proposing a system-wide program of career exploration, work preparedness, and job placement. If this project is funded all campuses will receive these services.
8. The Student Support Services Program staff members responsible for completing the comprehensive assessment of student needs will be required to employ the whole process systematically, including those in Yap and Pohnpei campuses. The education specialist and counselor will regularly remind those whose are responsible for collecting this information for office files each semester. This will ensure the assessment process is carried out in a timely manner. The central office will continue to provide any revised forms to the SSSP offices at Yap and Pohnpei campuses.

> **IIB3b.** The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

IIB3B. DESCRIPTIVE SUMMARY

The learning environment of the sports and recreation department contributes to a developing sense of fair play, healthy exercise, and good sportsmanship.

In addition to individual counseling, the counseling department provides career and

job seeking information and activities such as Career Day, job fairs, and resume workshops. In conjunction with peer counseling staff, it also provides information and counseling on such subjects as alcohol use, sexual issues, and decision-making skills. This information and counseling help students make responsible choices.

The counseling department at Pohnpei campus holds various enrichment activities twice a month. These include drug and alcohol awareness programs, presentations by members of the community, cultural appreciation activities, and other events.

The Student Services Support Program provides cultural, social, and academic enrichment opportunities every semester, including summer semester. Enrichment activities, in conjunction with the civic and community services activities organized by the Student Body Association and the recreation and sports department, provide an environment that promotes the civic responsibility, intellectual, aesthetic, and personal development of student participants. The Student Support Services Program encourages participation in these activities by:

- email, verbal reminders, and flyers encouraging students to take part in these activities
- an incentive points program that awards students money via the supplemental Pell grant
- supporting participants who were involved in the Ms. Pohnpei pageant
- organizing cultural enrichment activities
- sponsoring social and cultural activities that bring together students from Pohnpei and National campuses
- organizing mini academic enrichment activities such as workshops, speakers, and presentations
- providing students with a calendar of activities of both SSSP and the college.

A good learning environment is one that responds effectively and efficiently to student needs and makes changes and modifications in its components as needed for the benefit of individual students. The Student Support Service Program provides a good learning environment where active learning takes place, resources are provided and shared, mission and vision are communicated well and understood by staff and students. All activities are organized and planned with the goal of improving student learning. SSSP also provides the following tools and support systems that encourage a good student-learning environment.

- technology resources for students and staff
- learning resources such as books and calculators for students and tutors
- space for tutoring and workshops
- trained staff and tutors
- monthly meetings for staff and tutors for up-to-date progress reports on services and the learning environment
- email accounts and telephone to discuss, share and solve problems.
- services, tutors and staff evaluations
- academic enrichment programs such as the summer bridge program, annual

kick-off event, study marathon, and orientation programs.

Staff nurses provide health services at National and Pohnpei campuses. The nurses provide first aid, treat minor injuries such as sprains, dispense over-the-counter medication and contraceptives, and assist in transporting more seriously ill or injured students to off campus medical facilities. The nurses keep medical records on all students and work closely with public health and other agencies to protect student health. For example during a recent measles outbreak in the Marshall Islands, the nurses determined which students, faculty and staff needed immunization and arranged for them to receive it. The nurses provide leadership for such health-related activities as World AIDS Day and the health fair. The nurses also take an active part in all alcohol awareness and sex education activities.

The residence halls on National campus provide an environment that encourages personal development, civic responsibility and creates conditions that motivate and inspire students to devote time and energy to study.

A dormitory manager supervises the residence halls, with the assistance of five dormitory advisors who work in shifts so that one is always on duty. Besides the dormitory manager, there are two advisors in the men's dormitory and three advisors in the women's dormitory. There are four live-in resident assistants (RA) to ensure that the residence halls are clean and safe and that dormitory students' needs are met. The dormitory manager and advisors are responsible for planning, organizing, and directing the operations of student residence halls including supervision of clerical, housekeeping, security, and other personnel. The dormitory manager and advisors ensure that the residence halls are safe and clean and that students are in compliance with the rules and regulations of the dormitory and of the college. They are also involved in planning and organizing activities for the residents. There are four RAs working in both dormitories during the fall 2003 semester. Resident assistants are resident students working as staff to help assist students in the residence halls by organizing activities and helping to enforce dormitory policies.

There are also residence hall associations and a Spiritual and Social Growth Club. These groups consist of students who volunteer to help the dorm management organize bible study groups and other recreational activities for the residents.

The following activities were established for residents of the dormitories. The following activities are performed and supervised by dormitory and recreation staff:

- Free transportation is provided for residents to enable them to go to church and participate in off-campus activities such as social nights, movies and shopping trips;
- Residents participate in a general clean up once a month to keep the residence halls clean;
- Safety inspections are done for both halls every two months to make sure that there are no dangerous conditions;
- Staff perform two inspections (one announced, one unannounced) each semester to check for cleanliness and safety;
- A fire drill is required at the beginning of each semester;
- Residents have the use of four computers in the dormitory office;
- Two general meetings are held every semester by the management and the vice

president for support and student affairs in order to give information to residents and to provide them with the opportunity to share complaints or suggestions for the improvement of the dormitories;

- Meetings are called when there is an emergency or issues that need immediate attention; and
- Sex education information sessions are held every month. This is conducted by qualified student services staff who discuss issues of human sexuality and reproductive health with the students. A curriculum is under discussion for this series.

The cafeteria assures the quality of its services by meeting the daily need for good and healthful meals for the students. The cafeteria consistently tries to find ways to provide tasty meals that meet the dietary and nutritional needs of students. Cafeteria staff are trained to promote friendliness and accommodate to students and staff. The cafeteria program supports learning by helping students retain good health and have the energy to accomplish day-to-day school activities.

The cafeteria often receives special requests from the various student groups or college divisions. All valid requests coming from those organizations are accommodated through the business office. These may be requests for take-out meals, preparation and cooking of meals for particular events or activities, requests for marinated meat for barbecuing, or the use of the cafeteria tools, utensils, and cooking equipment.

IIB3b. SELF EVALUATION

The sports and recreation department at National campus evaluates its efforts by means of student feed back, student surveys, word of mouth, and attendance at sport center sponsored events and activities. There is a need for better and more extensive communication of up-coming events to students, faculty, and staff with the latter two groups assisting in promoting student participation. This problem area has been partially corrected by the recent erection of two large student bulletin boards at prime locations on campus. Secondly, all faculty and staff members are now receiving up-to-date email announcements of planned sports and recreation events.

Beginning with the 2003-2004 academic year, alcohol awareness activities led by the counseling department are being held through the year, rather than during one week in October. By spreading the activities over the school year, students will be constantly reminded of the effects of alcohol abuse. A Substance Abuse Advisory Council (SAAC), made up of community members as well as college personnel decided that during the 2003-2004 school year, alcohol awareness activities will be held bimonthly. Surveys need to be developed to measure the effect of these activities and determine which format provides the better result for the students.

Counseling provides some career exploration and work preparedness activities such as Career Day, job fairs and resume and interviewing workshops. The 2002-2003 school year was the first year for some of these events. Assessments need to be developed to better determine student needs and how best to meet them.

As required, all Student Support Services Program activities are evaluated and surveyed by student participants and staff. All activities received positive feedback from

students, staff, and other persons involved. [IIB(7)] Objectives and goals are regularly checked against student performance and participation in the program. The systematic collection of data on student participation in program activities and services validate the objectives and goals of the program.

The incentive point programs organized and co-coordinated by SSSP are well attended by our participants. In addition, the activities organized by the college and attended by SSSP staff draw a great number of our students as well.

Although activities are evaluated, this is not done as consistently as it should be. However, verbal evaluation and comments on activities provide good feedback for the planning of future events. Evaluations ask students about the type of activities (cultural and academic) that they would like the program to organize. The academic enrichment programs such as the summer bridge program, semester orientations, workshops and guest speakers serve SSSP goals. When student learning outcomes are compared with activity goals, results indicate that students do learn from these activities.

The comprehensive assessment tools and resources offered at SSSP offices support the student learning environments. At the National campus all assessment tools and resources listed above are provided and used.

A line of communication among the three SSSP offices is greatly needed. At present, information is shared partially and sometimes after decisions and actions have been made and implemented. The distance between the offices, especially in Yap, is part of the problem. There are no arrangements for tele-conferencing monthly staff meetings so each coordinator can take part. At Pohnpei campus, there is still a need for more systematic collection of service and tutoring statistical information. Both Yap and Pohnpei campuses need to do this on a semester basis and share the results with the National campus where academic programs are organized and information recorded and filed for the annual performance report.

The health services at National and Pohnpei campuses provide adequate primary assistance for minor illnesses and injuries. However, there is no provision for more serious health problems beyond transport to off campus medical facilities where the students are treated at their own expense. There is no student health insurance. There are no health services available at Yap, Chuuk, or Kosrae campuses. There is no health care for even minor illnesses or injuries if the National or Pohnpei campus nurse is away for any reason.

All the ongoing activities in the residence halls and on campus help the residents in their home and living situation. Programs, activities and support foster the growth of better, more engaged and happier students. Such activities also decrease attrition.

A resident survey is conducted every semester and the results are used to improve the services in the residence halls. One area that is consistently rated as "needs improvement" is more consistent enforcement of the rules and regulations by residence hall staff. [IIB(8)]

Some of the rooms in the dormitories need to be modified to give sufficient space for 1) computer labs, 2) a receptionist area and 3) office space for the staff. The dorm office should be open 24 hours a day, seven days a week to monitor the halls.

The services offered by the cafeteria to different student body groups have been consistent and produce positive feedback from students. Cafeteria staff are constantly reminded of the fact that the program is here for the students, thus keeping the focus of the service on them. Any negative feedback is evaluated and necessary adjustments are made.

IIB3b. Planning

1. The National and Pohnpei campus sports and recreation departments will update their services in accordance with surveys and feedback.
2. The state campuses need expanded sports and recreation programming. However, budget constraints make any expansion unlikely in the near future.
3. The counseling department, with the assistance of the SAAC, will devise a means of keeping statistics on the number of students who participate in substance abuse prevention activities and solicit feedback and input from the students regarding their needs and attitudes. This will be ready for the 2004-2005 academic year.
4. In order to assure more timely collection and reporting of statistical information, the director of SSSP will implement a reporting activity calendar noting deadlines.
5. Research into getting health insurance for the students has been done, however the cost of insurance coverage for them has been prohibitive. The comptroller and other appropriate bodies will present health insurance proposals. The college will work on a way to offer at least voluntary health insurance for students beginning fall 2004.
6. The maintenance division, dormitory manager, and VPSSA will be responsible for the modification of dorm rooms to increase space for a computer lab, reception area, and office. This will begin in FY2004 and continue during FY2005.
7. Dormitory managers, the VPSSA and the director of maintenance will implement 24-hour security coverage for the dormitories to begin in the 2004-2005 school year.
8. The dormitory managers, dorm staff, recreation supervisor and recreation staff will continue provide an approved activities calendar each semester.
9. The residence hall staff will promote national unity by assigning students from different island groups to room together.
10. Four additional RAs will be hired spring 2004 to assist the work in the dormitory.

> **IIB3c.** The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

IIB3c. Descriptive Summary

Academic advising is primarily the responsibility of the office of the vice president for instructional affairs and is carried out by the faculty and professional staff. There is a *Student Academic Advisement Handbook* and annual advisement workshops for faculty and other advisors. [IIB(9)]

In support to this program, the Office of Admissions and Records provides advisors designated by the VPIA with the academic history of their advisees. However, if the need arises, OAR personnel advise students who solicit it for such questions as how to improve GPA and what courses to take or repeat.

The counseling department provides quality counseling, information, and activities for the students at National, Chuuk and Pohnpei campuses. Students may drop in on their own, be informally referred by an instructor, or be officially referred by the VPSSA. Coun-

selors are available for academic, career, and personal counseling to students, as documented in quarterly reports. [IIB(10)] Counselors provide information and assistance to students transferring to other schools to continue their education. In conjunction with the Financial Aid Office, counselors provide information, applications and assistance for students seeking scholarships.

Academic counseling services were built into the Student Support Services program as one of its core services. The counselor, coordinators and education specialist are charged with this responsibility on their respective campuses. Each semester students are asked to see these individuals to review IAPs, IDPs, and course selection. Later the program looks at the individual students receiving academic advising and studies their improvement compared to those who do not use the counseling services. The program also looks at the overall success of all 160 participants and the total number who use the counseling services. As a result of these evaluations, recommendations are made to the staff performing these services. Program-wide calendars containing counseling activities that coincide with the college's advising and registration schedule are disseminated to all students and staff for use. The evaluations look at the whole academic advising and counseling program, noting the success rate of specific individual students who used the services and their grade reports, IAPs and IDPs.

There are peer counseling centers at each campus. The purpose of peer counseling centers are to encourage youth to make healthy, safe and positive choices that will protect them and their communities. They will then lead their peers and the broader community toward a future that is healthy, safe, and happy with optimum wellness for all. The peer counseling centers also educate communities, especially teachers, on population awareness, the benefits of family planning, and the prevention of sexually transmitted infections including HIV/AIDS.

IIB3c. SELF EVALUATION

All full-time college faculty are required to perform academic advising duties. Although there are workshops each year, they often consist of simply going through the counseling handbook. The college currently has no way of evaluating the quality of the academic advisement given to the students. The quality of advisement can be somewhat erratic because not all faculty are aware of the policies that affect the students.

An example of this is an initiative undertaken by the Division of Languages and Literature. The division began placing incoming students in English courses by group. This "cohort group" system assigns each student a day and time for their English courses for their first semester at the college. This was done partly because advisors, from both faculty and staff, were not reliable in placing their advisees in the correct English courses.

The emphasis of the counseling department has been on taking care of present matters with little time for assessment, gathering of statistics or planning. More work needs to be done in these areas. Further, the counseling department faces a challenge in that Micronesian society is generally unaware of the uses of professional counseling.

The Student Support Services Program finds that students who actively participate in the academic services and use the counseling and academic services provided by the staff are doing well in their courses. In the fall semester 2002, 88.75% of the 160 total participants

were in good academic standing. In spring 2003, 88.13% continued to be in good academic standing. In fall 2002, 9% of those who were in poor academic standing (below 2.0 GPA) were from the National campus and 20% were from Pohnpei campus. In spring 2003, 8% of those with poor academic standing were from National campus, 20% from Pohnpei campus and 13% from Yap campus. These results suggest that early academic intervention is needed as well as close monitoring of at risk students. This will be accomplished through direct immediate counseling with students throughout the semester, while proper academic programs are provided to reinforce the learning environments.

The Student Support Services Program at the National campus consistently provides academic counseling to all students who are active in the program which is about 80% of the 160 total participants. Based on their monthly reports, Yap and Pohnpei campuses do minimal academic and personal advising, although the need for this is reflected in the students' failure rate and the fact that they are not aware of their status and continue to register for classes resulting in academic suspension.

The coordinator of the Peer Counseling Center and peer educators have been trained by family and marriage counseling professionals. Students show their trust in the center personnel by revealing their personal, relationship, and family problems.

Peer health education based on social learning and health behavior theories is a proven, effective way to reach young people with the information and skills that will motivate them to make healthy decisions for themselves.

The center provides an outreach program, including information, education and communication materials, presentations and distribution of condoms.

Peer educators have a high turnover rate because they have to be students of the college. Once they leave school, they are no longer eligible to be a peer educator.

IIB3C. PLANNING

1. The members of the counseling department at the National campus have begun to meet regularly to plan outreach activities and better evaluation tools. A plan will be in place for the 2004-2005 school year.
2. Pohnpei campus will begin holding a parent's night in spring 2004 to help bolster family and community support for counseling.
3. Trained counselors are needed at Yap and Kosrae campuses and at FMI and a second one is needed at Pohnpei campus. Although budget issues will have to be addressed, these services should be provided.
4. An annual seminar bringing together the counselors from all campuses will be held, beginning fall 2004.
5. Beginning in fall 2003, SSSP students who are placed on continued academic probation on Yap or Pohnpei campus must see the coordinators for counseling before registration.
6. The Yap and Pohnpei SSSP coordinators will identify counseling and/or advising training to attend before spring 2004. The director will assist in locating a relevant training where both can receive adequate training.
7. To solve the problem of peer educators turnover, the Peer Counseling Center will change the requirements so that a peer educator must be youth and work full time, but is not required to be a student.

IIB3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

IIB3D. DESCRIPTIVE SUMMARY

The college promotes an appreciation of cultural similarities and differences in a variety of ways. Students in the dormitories are assigned roommates from other islands. For some sports competitions, students form teams representing their state or island group and in others students mix together to form multicultural teams. In classes, students are assigned to work together on projects without regard to their cultural background.

The counseling department at Pohnpei campus holds various enrichment activities twice a month including cultural appreciation activities.

The Student Support Services Program employs various practices, enrichment opportunities, and awareness activities to promote an appreciation of diversity on campus and broaden students understanding of the world around them. For instance:

• The first Friday of the month combines cultural, social, civic, and academic workshop/presentations where students interact with college personnel, community members, and specialists in their field;
• Cultural enrichment activities are held, such as field trips to historically and/or culturally significant places, presentations, and demonstrations; and
• Guest speakers are invited to speak on specific topics identified by the students.

These awareness activities expose students to significant cultural practices or sites. They also teach them to appreciate, accept and acknowledge differences in each other's backgrounds, skills and social and cultural practices and provide them with the opportunity to become adept at the skills and crafts of different cultures. The students are informed of every activity organized by the SSSP and college through calendars, emails, flyers, and encounters with program staff.

IIB3D. SELF EVALUATION

The college's mission statement and academic programs show an appreciation of diversity through their content. However, beyond the SSSP activities above, there are few, if any, student activities held that specifically address the appreciation of diversity.

IIB3D. PLANNING

1. The vice president for support and student affairs and appropriate staff will plan activities with the specific goal of enhancing student appreciation of diversity.

> **IIB3e.** The institution regularly evaluates admissions and placement requirements and practices to validate their effectiveness while minimizing biases.

IIB3E. DESCRIPTIVE SUMMARY

Admission to the college is based primarily upon evidence of the student's ability to profit from the educational program of the college. The admissions policy is established by the Board of Regents and administered by the president of the college through the Admissions Board.

The Division of Natural Sciences and Mathematics found existing externally created placement tests were not placing students in appropriate classes. At the recommendation of an administrator from the University of Guam, the College developed and deployed its own mathematics placement test.

This advice led to the redevelopment of a placement test originally developed in 1993 and 1994. A further change was to use the mathematics placement test as the mathematics entrance test to the College. This means that students are placed at the time that admissions criteria are met.

The mathematics test is an internal instrument and hence can be studied, altered, and controlled by the division. These allows the division to make changes based on studies of the results.

The English portion of the entrance test has a reading, grammar, and essay section. The reading and grammar sections are much like those found on standardized tests. Although the subjects may be obscure, the student can answer the questions from the context of the reading without prior knowledge. Essay questions are vetted by the English department to detect biases. The essay portion of the entrance test is new as of spring 2003.

IIB3E. SELF EVALUATION

The Admissions Board and languages and literature division have made a commitment to changing the English portion of the entrance test. As the entrance test is used by high schools in the FSM to determine the quality of the high school, changes in the entrance test must be carefully considered.

In order to effect this change and to have an unbiased and predictive test, the college has hired an assessment specialist.

IIB3E. PLANNING AGENDA

1. The assessment specialist will work with the Admissions Board on changes to the entrance test.
2. The math/science department will do a study of the effectiveness of the math placement exam by March 2004.

IIB3f. The institution maintains student records permanently, accurately, and confidentially, with provision for secure back up of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

IIB3F. DESCRIPTIVE SUMMARY

The primary function of the Office of Admissions and Records is maintaining student records for all COM-FSM campuses.

Paper files maintained by OAR include 12,264 student records (as of March 2003) and other paper documents, such as grade sheets and enrollment lists. Paper documents are securely kept in locked steel cabinets. A system for file maintenance is in place where student files are systematically arranged by campus and by type of student.

In fall 2003, a bolted door and window grills were put in place for the OAR to enhance security. Confidentially of student records is maintained stated in the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended.

Electronic files maintained by OAR include an electronic database of the records of those students' who have attended the college. The database stores records back to 1994 Systems security is in place so that only authorized personnel can have access to the database.

Two database-processing assistants are charged to maintain the system under the supervision of a database manager.

Personal computers assigned to OAR personnel have systems security in place to avoid unauthorized access of electronic files.

All Financial Aid records for individual students and their families, as well as all conversations between students and members of financial aid staff, are considered confidential. Only Financial Aid Office personnel have access to hard copies of student records. Information about a student's financial aid applications and records are transmitted only to authorized college personnel as necessary to administer student awards and manage the program. The financial aid administrator controls transmittal of this information and authorizes access only to appropriate personnel. Financial aid staff members respond to individual inquiries about student applicant information and do not release any information unless authorized by the student in writing.

All hard copies of financial aid records are stored in fireproof cabinets. The software copies are backed up every week by the IT personnel. However, they are not stored in different locations as required by federal regulation.

The counselors are aware of the need to maintain confidentiality in all aspects of student records. All file cabinets and desks in the counseling department have locks and keys. In addition, counselors' offices are locked whenever they are out of their offices.

Student files are kept and maintained at the SSSP National office for all of the 160 participants. However, duplicates of the files for the 60 students enrolled at the Yap and Pohnpei campuses are kept in those offices. Only coordinators and selected tutors have access to the files and records to ensure confidentiality of information and efficiency of file management. Confidentially is covered in tutors' workshops and staff meetings.

IIB3f – Self-Evaluation

The Office of Admissions and Records securely and accurately maintains the paper documents and electronic files of student records. These records are systematically arranged for easy access and retrieval. Recent renovation of the office will further enhances the security of these records.

In addition, OAR strictly observes the provisions of the Family Educational Rights and Privacy Act as a basis for record confidentiality.

Trained personnel maintain the admissions office electronic files under the supervision of a qualified database manager. Systems securities are in place so as to avoid unauthorized access and existing IT in-house policies are used as references or guidelines in properly maintaining the database.

The college is presently attempting to synchronize the electronic database systemwide. When fully-operational and implemented, this will further OAR's efficiency in delivering quality services to students and patrons.

All staff of the Financial Aid Office understand the importance of confidentiality.

The counseling department maintains all records in a manner consistent with confidentiality.

The Student Support Services Program recognizes the importance of regulations for file management and confidentiality; however, file cabinets have been found unlocked. The SSSP does not yet have a computer backup for student files.

IIB3f. Planning

1. The Office of Admissions and Records will publish a record management manual designed for the specific needs of OAR.
2. The Office of Admissions and Records will increase storage room for archives by fall 2004.
3. The Office of Admissions and Records will update records in the database to include those who attended the college prior to 1994 as well as input other missing data.
4. The Office of Admissions and Records will publish a FERPA manual to specifically outline guidelines and policies to be observed in compliance with the provisions of the Privacy Act.
5. The Financial Aid Office will purchase a more advanced server that can easily do backup. This will be in place by spring 2004.
6. The Financial Aid Office will work with IT personnel to do regular backup and store records in different locations.
7. The Student Support Services Program will ensure the file cabinets are locked every day and that confidential documents are kept securely.

> **IIB4.** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

IIB4. DESCRIPTIVE SUMMARY

The Office of Research and Planning conducts routine surveys of orientation and registration processes to determine students' levels of satisfaction with orientation and registration activities. These surveys are geared at further improving the kind of services the office extends to students. No surveys covering different activities have been initiated.

The sports and recreation department reviews and evaluates each event, program, and activity immediately after its conclusion in terms of the following four criteria:

1. Was it well publicized and timely?
2. Was it well attended and well organized?
3. Did the students receive value (enjoyment, exercise, etc.) from the activity?
4. Do the students wish to have this event again?

From the results extracted from the information above a decision is made to maintain, modify, or eliminate such programs from future activity calendars. Such a program that has been maintained after a trial period is Saturday night at the movies. A program that was modified and maintained is the three on three basketball tournament. A program that has been eliminated is the women's pool tournament, because of lack of interest.

The counseling department determines the needs of students mainly by anecdotal reports from student, faculty, and staff. Records are kept of the number of participants in activities and events sponsored by counseling. Records are also kept of repeat alcohol infractions to determine whether counseling is helping to lower the number.

The Student Support Services Program employs various means of providing systematic review of student support services. The SSSP uses IAPs, IDPs, evaluations, reviews, and checks of whether or not objectives have been met in order to evaluate their services.

The cafeteria reviews and evaluates its performance through student requests, comments, suggestions, and word of mouth. They also receive feedback from people directly involved with student support and evaluation and recommendations from the comptroller. This is done on a regular basis. The results gathered from these are the basis for determining which areas need modification or improvement. The cafeteria's performance is evaluated based on:

1. The kind and quality of foods being served to students. Are the meals balanced and nutritious? Are there variations in the daily and weekly menu?
2. Are the students satisfied with the meals?
3. Is the service of the cafeteria fast enough so that students do not have to wait long for their meals?
4. Are requests from the different student body groups being attended to?

IIB4. SELF-EVALUATION

The Office of Admissions and Records relies largely on feedback from students for the improvement of services. The office has always been open to hearing concerns and suggestions from students, staff, and faculty.

The research and planning office believes that feedback mechanisms, such as systematic gathering through surveys, are essential tools to further improve the quality of services extended to students. Thus, the office can effectively identify concerns and needs that must be addressed to provide services that best meet the needs of the students. However, the present survey routinely conducted through the efforts of the planning office is limited to determining students' levels of satisfaction during orientation and registration processes.

A continuing need exists to upgrade the sports and recreation data collection process for evaluating the success of each program and the criteria to be used in determining which new program should be added to meet students' leisure time needs.

While the counseling department does keep record of and evaluate some activities, more tools need to be developed. New evaluation instruments should determine the needs of the students and to evaluate the effectiveness of counseling programs.

The Student Support Services Program needs to look into other evaluation tools to measure specific improvement in student performance as a direct result of each different type of activity organized by the program. This evaluation should be done in terms of specific points and percentages as used in other programs.

The cafeteria has been gathering feedback, recommendations, comments and ideas from students, staff and faculty. Attention is paid to staff and customer interactions so as to be aware of the day-to-day operations and performance of the cafeteria in giving service to them.

IIB4. PLANNING

1. The Office of Admissions and Records will conduct surveys that provide assessments in order to improve service to students.
2. The Office of Admissions and Records will put up a suggestion box as another mechanism of gathering feedback from students.
3. The counseling department will form a plan for the assessment of student needs and methods of evaluating current activities. This plan will be in place by the 2004-2005 school year.
4. Beginning fall 2003 and continuing each semester, Student Support Service Program participants will meet with a counselor, coordinator or education specialist as the first of 3 required meetings each semester.
5. So as to have a more open and consistent communication between the cafeteria and the students, the food services manager and/or the cafeteria assistant supervisor will regularly conduct meetings with the president of the different student body groups to tackle concerns regarding cafeteria services. The food services manager will develop a questionnaire to gather the same information from staff and faculty.

Standard IIB Evidence

[IIB(1)] COM-FSM OAR Database and Official Enrollment Lists
[IIB(2)] College Catalog
[IIB(3)] Sports and recreation department student survey results
[IIB(4)] Student Support Services Program grant proposal
[IIB(5)] Student orientation/registration survey
[IIB(6)] *The Student Financial Aid Handbook*
[IIB(7)] SSSP office files
[IIB(8)] Resident hall surveys
[IIB(9)] *Student Academic Advisement Handbook*
[IIB(10)] Counseling department quarterly reports

Standard IIC:

Library and Learning Support Services

Standard IIC Abstract

Among the six campuses of the College of Micronesia-FSM, the quality and sufficiency of the library and learning support services varies greatly in size, resources, and staffing.

The National campus Learning Resources Center (LRC) provides facilities, collection resources, and services that are in general sufficient to support the learning needs of the students, the reference needs of the faculty, and support the mission of the college. State campus libraries in Kosrae, Pohnpei, and Yap campuses provide students and faculty with suitable library facilities and a minimum of basic references, resources, and services to support student learning. Chuuk campus and FMI libraries require plans, effort, and funding to address inadequate facilities, insufficient materials, and limited technology resources to meet student and faculty information needs. Chuuk campus library needs additional staff to address increased student enrollment.

IIC1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location and means of delivery.

IIC1. DESCRIPTIVE SUMMARY

The library at the National campus of the college is called the Learning Resources Center and is more commonly referred to as the LRC. Its primary mission is to provide students and faculty with informational resources and services primarily to complement and supplement the academic and curricular programs of the college. [IIC(1)] The Learning Resource Center also serves the community at large as the only academic and research library in the Federated States of Micronesia and hosts a special Micronesia-Pacific research collection. According to FSM Public Law I-48, it has been designated to eventually receive the archives for the Federated States of Micronesia. The LRC is a modern, two-story building located in the heart of the campus. The collection totals over 46,000 volumes. To date, a little over 36,000 volumes are fully cataloged in electronic record format and listed in the online public access card catalog.

The four state campuses and the Fisheries and Maritime Institute support student and faculty with their information needs by providing small resource library facilities and small collections. The exception is Kosrae campus. Through a memorandum of understanding with the Rose Mackwelung Public Library, Kosrae campus students and faculty use the facilities and collection resources of the public library which is located immediately adjacent to the Kosrae campus facilities.

These smaller libraries at each of the branch campuses are funded and managed independently of the Learning Resources Center (LRC) at the main campus in Palikir. The National campus LRC collaborates with the other campus libraries in a support capacity role to provide assistance to the state campus libraries in matters related to technical aspects of library automation systems, classifying and cataloging materials, recommendations for collection development and acquisitions, training for staff development, and interlibrary resource sharing.

The facilities and resources available to faculty and students at each campus vary in size, quality, and number of staff.

The National Campus Learning Resources Center

Located in Palikir at the national campus, the Learning Resources Center is a modern and spacious facility that offers 17,768 square feet of space. The LRC is fully furnished, temperature controlled with air conditioning, and is brightly lit and well maintained. A total of 150 seats ranging from library tables and chairs, sofas and lounge chairs, computer desks, and individual study carrels are available on the first floor.

The first floor is home to the several collections. These collections include the reference, general collection, and the general serial collection. Computing resources on the first floor include two computer banks with a total of 40 computers networked to printers, 25 provide full internet access and 15 are for general applications work. Additionally, six computers are available for email access. A separate room contains a collection of materials identified as curriculum resources. This room is referred to as the curriculum resource center. Additional space includes separate rooms serving as the director's office, a technical services/processing room for four LRC staff members, and a conference room that is also a staff lounge.

The Media and Instructional Technology Center (MITC) is also located on the first floor. It includes a radio and video telecommunications room and two viewing rooms that can be opened to accommodate a large group of approximately one hundred people. The MITC also includes audiovisual equipment storage and viewing room, a photography dark room, and a video production center. Additional space includes the coordinator's office and a large reception area.

The second floor of the LRC houses several special collections. The Micronesia – Pacific collection is contained in a closed stack section of the second floor with a lockable glass door entrance to the section. The archive collection is also located in a separate closed section of the second floor. The main floor area contains the US government document and United Nations publications collections. The main seating area referred to as the New Zealand room provides an additional 50 seats on the second floor with a combination of library tables and chairs, sofas, and lounge chairs.

Computer stations for searching the online catalog are available. Several computers are also available for viewing CDs that are part of the US government documents collection. Presently, however due to electrical problems on the second floor, only a limited number of computers on the second floor can be plugged in simultaneously. Additional space on the second floor includes the office for the Micronesia-Pacific collection librarian and a processing workroom for cataloging materials.

The National campus LRC is open 68 hours per week. Additional hours are added during the week at mid semester and for the last two weeks of the regular semesters to accommodate student needs and to address increased demand for reference services and computing resources.

The LRC staff consists of 15 full time staff positions: a director, assistant director, four librarians, three library technicians, five library assistants, and a secretary who also serves as library assistant. The director, the academic/reference librarian, and the cataloging librarian all hold master's degrees in library science or related fields. All library technicians

and assistants currently serving in the LRC have several years experience and on the job training skills development. They have all have participated in numerous staff development trainings, workshops, and conferences. However, at present none has completed a particular program to earn a certificate or accredited credential in library science related to their positions.

The assistant director's position and one library assistant position are currently vacant. Approximately 20-24 students are hired under the college work-study program each semester to assist in various work areas in the LRC. Occasionally, students with special technical skills are hired on short term contracts to provide technical assistance in special projects such as the *FSM Digital Library and Archives* project. The MITC staff includes a director, media technician, and two media assistant positions. Currently, one of the media assistant positions is vacant. When all positions are filled, the overall LRC staff total is nineteen positions.

The LRC collections currently total more than 36,000 print volumes as listed in the electronic catalog. This total includes 201 print serials, 1,930 videotapes, and 1,223 CDs.

The LRC subscribes to an online journal database through EBSCO and has access to over 500 journals in full text version and abstracts of an additional 400 journals. Since March 2003, the students and faculty also have access to the full EBSCO journal database services through the website of Pacific Resources in Education and Learning (PREL). PREL subscribes to all databases offered by EBSCO and thus makes available full text or abstracts of over 1,800 journals.

As of fall 2003, approximately 80% of the collection at the LRC has been cataloged electronically into the OPAC, the Online Public Access Catalog. The public access catalog can be viewed on computers stationed within the LRC on both floors. Currently, students and faculty must visit the library to search and find materials using the electronic catalog. Software is in place for the migration to a web based online public access card catalog for searching collection holdings. A major effort to complete the retro-conversion of the older paper catalog records of the Micronesia-Pacific collection is ongoing. Also, a major initiative to review and edit all of the electronic MARC catalog records created to date is underway. This is being done in preparation for the migration of the electronic card catalog to the web based version that will be accessible from any computer with internet access and browser. Completion of the MARC records clean up and migration to the web based online card catalog is expected to be complete by the start of the spring 2004 semester.

An estimated 10,000 pieces of materials belonging to three separate collection areas are still undergoing inventory, cataloging, or electronic cataloging retro-conversion and are not listed in the online electronic catalog. These materials include documents for the Trust Territory Archives collection and college archive materials, 30 boxes of curriculum materials donated by Eastern Oregon University for the curriculum resource center collection, and a backlog of materials for the Micronesia Pacific collection awaiting retro-conversion and cataloging.

In the LRC, there are 48 computers available for student use for various purposes. A computer bank of 20 computers with internet access is designated for research purposes. Another bank of 20 computers is set aside for general applications for completing class assignments. However, application software programs are available on all 40 computers. These computers are networked to laser printers. By instructor request, other course

specific software programs such as Integrated Accounting, Visual Basic, and MS Access are installed on selected computers in the LRC for students to complete assignments outside of regular class times. Six additional computer stations are available specifically for email access. The 40 computers in the two computer banks described above were purchased in the summer of 2002.

Additional computing resources are open to students in the English lab and math/science lab during designated hours. These computer labs have 30 computers each with internet access and provide application software, and course specific software.

Photo copying service in the LRC is available.

The library hosts a website that offers information on hours of operation, a description of the LRC, and a reference tools page. Recently, the LRC launched the beginning of the *FSM Digital Library and Archives* website. Efforts are ongoing to digitize materials such as local newspapers, vertical files, and documents from the Trust Territory of the Pacific Islands archives to support student and faculty requests for access to resources that are held in the Pacific collection.

The LRC uses the Library of Congress cataloging system. The cataloging, circulation, and patron records functions are fully automated using Follett library software products. This software was adopted by the LRC in 1997 and upgraded in 2000. The software program also includes a report module that allows staff to generate statistics on circulation, check outs by collection category, shelf lists, as well as data on cataloging work efforts.

At the first floor entrance there are two sets of security gates that have sensors to detect and sound an alarm if materials with magnetic strips imbedded in the pages are being removed illegally from the library. The security gates also have a counter to tally patrons entering the library. The LRC takes a reading of the tally count monthly.

The following is a more detailed list of the collections, electronic information resources, and services available at the LRC:

General Collection: This collection contains over 9,500 titles covering various subject areas. Approximately, 1,500 new titles were purchased during the FY 2003 fiscal year.

Reference Collection: The reference collection currently includes 2,452 titles consisting of general references and key subject area references. Recent editions of general encyclopedia sets were recently ordered.

CD-ROM Reference Collection: This collection contains over 1,218 titles. The core of this collection was purchased with funding under a Title III grant prior to 2000. New titles are added annually. The CD-ROMs received by the LRC as part of the US government documents collection are handled separately from this collection.

Online Journal Database: The LRC subscribes to *EBSCO Academic Abstract Full Text Ultra*, an online database of 950 periodicals indexed and abstracted. The total number of periodicals in full text is 480 with 158 peer reviewed. This service includes indexing of the *New York Times*. In March 2003, Pacific Resources in Education and Learning (PREL) subscribed to a more comprehensive set of full text database services with EBSCO and has made the resource available through their website to all educators and students in the

PREL service region. The full version offers full text articles from over 1,200 journals

Newspapers and Serials Collection: The LRC receives 210 print journals covering general topics and supporting the major programs. Another 154 journals, newsletters, and serial publications are part of the Pacific collection. The library subscribes to 11 newspapers.

US Government Documents: The LRC serves as a partial depository library of US government documents. The current paper based holdings are 1,552. Many US government documents are shifting to electronic formats. The government documents librarian has attended a workshop to become familiar with these resources. The LRC has conducted workshops to familiarize LRC staff with the on line resources.

United Nations Documents: This is a partial depository collection with approximately 450 paper titles on hand. The publications are reports, pamphlets, statistics, and other assorted documents published by various agencies within the UN such as UNESCO. Recently, the LRC was added to the World Health Organization (WHO) mailing list and will receive publications through the Asia/Pacific WHO office located in Japan.

Micronesia/Pacific Research Collection: This special collection of materials contains over 12,500 items. The collection covers a broad range of topics about Micronesia and the Pacific with a stronger emphasis on Micronesia. It includes materials published by the South Pacific Commission, now known as the Secretariat of the Pacific Community.

Pacific Vertical Files: Over three decades worth of clippings make up this collection which currently consists of approximately 915 pieces of newspaper clippings, articles, brochures, and photos about Micronesia and the Pacific gleaned from newspapers, journals, and other sources.

The FSM National Archives: FSM Public Law 1-48 established the college as the receiver for the FSM archives. On hand at the present are the materials created during the era of the Navy and Trust Territory administrations of Micronesia that were transferred to the college at the close of the Trust Territory headquarters in Saipan. Additionally, college documents are being transferred and included in the archives.

Curriculum Resources Center: Known also as the CRC, this collection was started in 2000 to support the needs of pre-service and in-service teachers enrolled in COM-FSM courses leading to teacher certification. The collection currently contains over 3,000 pieces. It includes children's and young adult literature, non-fiction content reading books to support elementary level science and social studies, curriculum standards, teaching idea and resource books, instructional aids, hands on kits for teaching science and math, and curriculum sets of student texts, teacher manuals, and workbooks. This collection focuses on the curriculum for grades K-8. Additional materials included CD-ROMs, videotapes, and audiocassettes. A small listening and viewing station is available in the CRC to preview media materials.

Paperback Collection: Approximately 1,286 popular fiction novels are available for recreational reading. The LRC subscribes to a paperback service plan and orders 20-25 new titles per month for this collection.

Japanese Language Collection: This collection offers approximately 200 titles in Japanese. The collection includes translations of popular novels and reading materials to support the Japanese language courses.

FSM Digital Library and Archive: This library and archive is the result of a collaborative project between libraries and archives across the four FSM states. The goal of the website is to increase access to information about the FSM and to make available unique items held in the FSM. This site has initially established 12 categories where information will be posted. To date, the project has involved scanning assorted Trust Territory era documents and a series of FSM government newsletters covering a 20 year period.

The MITC Video Collection: This collection of 1,781 videos includes locally produced videos and commercially produced videos purchased to support the curriculum.

MITC Communications Services—The PEACESAT video teleconferencing system and single-side band (SSB) radios located in the MITC serve as links to other parts of Micronesia and the rest of the world. The center for PEACESAT project is at the University of Hawaii at Manoa.

MITC Video Production: The MITC staff provides media coverage of college and community events, produces the annual recruitment tape, and collaborates and assists the faculty and students enrolled in courses in the media studies program.

Other MITC Services: The center offers two viewing rooms that can be combined to hold up to 100 people for meetings, workshops, and conferences. Audiovisual equipment for classroom use is available. The center also provides sound equipment, signs, and brochures for college events. The MITC also manages the production of student IDs.

Interlibrary Loan Systems: A special arrangement with University of Guam provides the LRC a cost effective and timely way to provide interlibrary loan and document requests for books, journal articles, or other materials not held in FSM libraries. Through a special arrangement with the University of Guam's John F. Kennedy Memorial Library, the JFK Library fills COM-FSM requests at a rate of $3.00 per request and the shipping costs for materials they must borrow from other libraries on our behalf. The Pacific Islands Association of Libraries and Archives recently published an updated *Union Serials List* of the journal holdings of major libraries in the region.

The University of Hawaii at Manoa's Hamilton Library assists the LRC with resource sharing in conjunction with two special projects affiliated with the university. One program is the Land Grant sponsored project, Agriculture Development in the American Pacific (ADAP). The other is a Sea Grant funded project, Pacific Resources for Aquaculture Infor-

mation Sources and Education (PRAISE). The college has both Sea Grant and Land Grant projects and thus has access to the resources and assistance of the ADAP and PRAISE librarians at the University of Hawaii library.

In 2003, the LRC joined the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC). The association hosts a distributed list of the catalog of holdings of 47 libraries worldwide. Membership in this association allows the LRC to search catalog holdings of member libraries for help in locating and obtaining scientific articles.

To support its mission and goals, the National campus LRC has current and active memberships in several professional associations. Through these memberships, the college is allowed to participate in regional activities, expand opportunities for sharing, and have timely access to information concerning the issues, trends, and development for libraries and archives. The following is a partial list of the LRCs current memberships:

- Pacific Islands Association of Libraries, Archives and Museums (PIALA). The LRC co-hosted the 2003 annual conference this year in collaboration with Pohnpei State libraries and the Pohnpei State and FSM Historic Preservation offices;
- Pacific Asia Regional Branch, International Council of Archives (PARBICA). The LRC's archives librarian was awarded a grant through the Canada Fund to participate in the 2003 annual conference of this association;
- International Federation of Library Associations (IFLA). The LRC assistant director was selected and provided a grant to represent the FSM and participate in an IFLA sponsored workshop on resource sharing and availability of publications in the Pacific. Unfortunately, security concerns after September 11, 2001 tragedy prevented her from participating as all air traffic through Guam was grounded. *The FSM Country Report* was given electronically however and served to foster awareness in the Pacific region of the library resources and developments in the FSM;
- American Library Association (ALA). The ALA includes the Association of College and Research Libraries (ACRL). The LRC has membership in various subsections and interests groups under ALA membership including library management, information technology, collection development, special libraries, and reference services. The LRC receives several journals, newsletters, and publications about all aspects of library operations and management;
- PIC: Pacific Islanders in Communication;
- Australian Society of Archivists;
- National Archives of Australia;
- International Association of School Librarianship (IASL)

State Campus Libraries and FSM Fisheries and Maritime Institute
Available facilities, reference and print materials, electronic information resources, media materials, and services vary from campus to campus. Number of staffing and professional qualifications of the library staff varies as well.

Information presented in the following descriptions was gathered in several ways.

First, the director of the Learning Resources Center conducted on site visits at each library during the 2002-03 academic school year. The site visits were part of ongoing library projects and were also used to gather information in relation to the self study. Interviews were completed with each campus director and the library staff member in charge of the library during the 2002-03 academic year. The interviews took place either at the same time as the on site visits or when the state campus director was at the National campus for other matters. Each state campus library staff conducted a user survey of students and faculty during the spring 2003 semester. The surveys were prepared by National campus library staff, with the exception of those used in Chuuk. Chuuk prepared a 10 question survey to use rather than the one developed at the National campus.

Additional information about the state campus libraries was gathered through follow up phone calls and in email correspondence with individual state campus library staff or campus directors.

Chuuk Campus

The Chuuk campus library lacks a permanent facility and has moved twice during the past year into temporary locations. The library is currently a very limited space. The main shelving and seating area is approximately 39' x 24'. There are two small rooms that accommodate some bookshelves. A small room with windows facing the general seating area serves as the office and a workroom for the librarian. The library has poor ventilation, poor lighting, few shelves, and is very small. At present it hold four tables and space for 24 seats. It is also prone to flooding. There are eight working computer stations with internet access.

The students may visit the library Monday through Fridays between the hours of 7:30-5:00 pm. Hours are extended until 8:00 pm the week before final exams. The collection has a very limited number of references, general collection materials, and media resources available for students and faculty. Some of the library materials are currently being stored in a shipping container and are inaccessible. The library staff consists of two full time members, one librarian technician, and a library assistant. However, like most librarians across the FSM, the key library staff member has many years of experience as a librarian, but lacks a formal credential in librarianship. The recently hired library assistant is a recent graduate of the college. He previously served as a work-study student at the National campus LRC where he gained some basic skills in library services. He is currently receiving on the job training in library techniques and patron services.

During FY2003, the Chuuk campus moved the library location and the library collections were boxed up and moved to a metal shipping container for storage. There is no inventory of what materials were transferred to the container. The Upward Bound program in Chuuk has received donations of books and they are sharing these resources with the regular college students. The library has an online card catalog operating in the library with records of the holdings of both the Chuuk campus and National campus libraries. According to the Chuuk campus librarian, the electronic cataloging records of holdings are not up to date and many were lost in a computer hardware failure during one of the many power outages on Chuuk.

In November 2003, the director of the National campus LRC went to Chuuk to assist in assessing the current collection, to develop a collection and acquisition plan for Chuuk

campus library, and to assist with plans to provide additional shelving space to accommodate materials currently in storage or on order.

The library uses the Follett library automation software programs. Web based upgrades were installed by National campus LRC staff last year. However, without books on the shelf, the software is of limited use at present. Circulation procedures are conducted manually at present.

Access to electronic information resources within the library is limited to eight computers with internet access and application software. Email service is not provided or permitted. There are two computer labs adjacent to the library with computers connected to the college network and the internet. These labs are generally reserved for the computer classes and Intensive English Program students and offer very limited open access to the general student population.

The Chuuk students and faculty have access to the EBSCO full text journal database of electronic journals via the college's subscription or through the PREL website.

Unique at Chuuk campus is the Educational Media Project. This project produces and collects videos and audio recordings focusing on Chuuk. The project is temporarily housed in the campus director's office. Audio Visual equipment available for faculty and student use consists of a TV, VCR, and overhead projectors.

A document delivery system is available and functioning for document sharing between the National campus and Chuuk campus. Chuuk campus students and faculty can request documents and materials through interlibrary loans from the National campus.

Kosrae Campus

Through a memorandum of understanding, the faculty, students, and staff of Kosrae campus have access to the Rose Mackwelung Library. This library is located adjacent to the campus. The library is under the management of the Kosrae Department of Education and has a mission to serve the public high school students and the community. The library building has 4,000 square feet of space. The main library areas consist of a large room with shelves around the perimeter. There are several large tables and chairs that can accommodate approximately 25-30 students. A special area has been set aside for a small collection of materials related to Micronesia and Kosrae. Another area is sectioned off for the computers. The library has an office for the staff that also serves as a room for processing and cataloging materials. A conference room is also part of the facilities. At present there is no security system in place to detect patrons removing materials illegally from the collection.

The library's regular hours of service are Monday through Friday from 8:00 to 4:00. The staff normally consists of four full time staff: an acting head librarian and three library assistants. The acting head librarian has served in the library for many years and has recently assumed responsibility for managing the library. While skilled in library techniques and patron services and having many years of experience, the current librarian has yet to earn a recognized credential in library studies. The library assistants have developed skills in library techniques and services through on the job training and workshops. However, they have not completed any formal library certification program.

There are total of 26 computer stations available in the library for research purposes. Fourteen were purchased by Kosrae campus. The library has been included in the college's wide area network so that internet access is available on all computers in the library con-

nected to the network. A separate computer lab with 25 computer stations with internet access is also available to students at Kosrae campus.

The collection at Rose Mackwelung Library consists of approximately 2,500 pieces of materials with approximately 700 references, 600 non-fiction titles, 1,000 fiction, and 20 newspapers and journals. The majority of the materials were donated from institutions such as Chico State College and the Mormon Church. The library has a small special collection of materials and documents pertaining specifically to Micronesia and to Kosrae in particular. About 100 videos and 75 CD-ROM titles are available. At the close of the Title III project in 2000, the library was provided $2,000 for the purchase of reference materials to support the student and faculty needs at Kosrae campus. During the 2003 academic year, Kosrae campus, Rose Mackwelung Library, and the National campus LRC staff worked collaboratively to identify and order $10,000 in reference materials for the library in an effort to support courses and programs offered at Kosrae campus. The library receives the Pacific Daily News from Guam regularly. Journal subscriptions are limited and most are donated.

Through grant projects in association with the college, the library adopted Follett library automation software programs to electronically catalog the collection. Due to hardware failures, the system did not operate for many months and electronic cataloging efforts were halted. As a result, the library is currently not up to date in developing their online public access card catalog system.

The library was provided an Ariel document delivery system for document resource sharing. Interlibrary loans and document delivery requests can be sent to the National campus.

Students and faculty have access through the internet to the EBSCO full text journals database subscription.

Pohnpei Campus

Pohnpei campus has a library, approximately 43 x 39 feet. It is located in the main building at the campus. This building also houses two computer labs. The library seats 25 and is furnished with an assortment of study tables and computer workstations. The stack area and shelving space is very limited. The library is open regularly Monday –Friday from 8:00 - 5:00. During midterm and final exams, the library opens some evenings and on weekends.

One full time librarian normally staffs the library with assistance from approximately four work-study students per semester. When possible, additional help is hired on a short-term contract basis to assist during midterms and final exam weeks. Similar to colleagues at several of the campus libraries, while possessing the skills and having the benefit of participation in numerous workshops, conferences, and on the job training activities, the current Pohnpei campus librarian has yet to obtain a specific credential in a recognized program of library and information studies.

The Pohnpei campus collection consists of 2,104 pieces of material including 66 references, 236 non-fiction, 85 fiction, 839 newspapers and journals, 85 vertical files, 55 Micronesia/Pacific related collection materials, and 562 other materials. Media resources available include 28 CD-ROMs and 100 videos.

According to the Pohnpei campus director and librarian, many information resources

that support specific courses are housed with the faculty member responsible for the course. This decision was made due to the limited shelf space available in the library. Students and faculty thus have access to those course specific materials at the faculty and program offices rather than in the library.

Pohnpei campus students also have the option of using the Pohnpei Public Library, which is a short walk from the campus. They may also go to the National campus to use the Learning Resource Center.

Follett library automation software programs are used by the librarian to catalog the materials. Circulation tasks are also automated. The online catalog is available for viewing on the computers in the library.

There are seven computers available in the library for internet research purposes. The two adjacent computer labs have 40 computers connected to the campus wide area network.

Media services provided by the library include TVs, VCRs, and overhead projectors

Pohnpei campus faculty and students also have access to the EBSCO full text journal database from any computer with internet access.

The library also has a document delivery system to send and receive documents. Interlibrary loans can be requested through the National campus.

Yap Campus

Yap campus has a library of 920 square feet in the main campus building. Attractively furnished with new library tables and chairs, shelving, computer tables, and a circulation desk/work area for the librarian, the library is also bright and comfortably air-conditioned.

The Yap campus library is open from 8:00 to 5:00, Monday to Friday, and is currently staffed by a professionally accredited and trained librarian. Work-study students provide assistance.

During the 2000-2002 school years, a Peace Corps volunteer serving at the campus library succeeded in developing a small, but solid collection through targeted solicitations of books, donations, and some new acquisitions. Currently the collection consists of 150 reference books, 1,200 pieces of nonfiction, and 1,500 pieces of fiction books. Media resources include 73 videos and 35 CD-ROMs. More recently, a donation of books was sent from Honolulu Community College.

Four computer stations with internet access are available for reference use only. A separate computer lab is available on campus for students to use for typing papers and other activities.

The librarian is working to electronically catalog all the materials using the Follett library software program.

A television and VCR are available for showing videos to students.

The library at Yap campus has a document delivery system for document resource sharing and access to EBSCO journals in the same fashion as the other campus libraries.

Fisheries and Maritime Institute

The FMI inherited a collection of books and materials housed in a long, narrow room with wooden shelves when the college took over the facilities and program from the FSM

government. The book room is located in the main classroom building, adjacent to the computer lab and the foyer. The room also is home to the copier and router for the network connection of the adjacent computer lab. The library room is in the process of being renovated.

The library is open Monday to Friday from 8:00 to 5:00 and is staffed by one full time library assistant.

The FMI library has a small collection of approximately 800 volumes of assorted marine related materials that were handed over to the college when it took over the FMI. Some are outdated. The library is currently acquiring up to date references for the collection. FMI receives publications from various marine related organizations. FMI students and faculty also have access to the EBSCO journal database subscription.

In the adjacent computer lab, 10 computers with internet access are available on a limited basis for the students.

The FMI library also has Follett library automation software programs for cataloging and managing circulation. The librarian is currently creating records of holdings.

For interlibrary loans and document delivery services, FMI currently needs to pass requests through the Yap campus library.

In general, the media equipment and resources at FMI are currently kept in instructors' offices or the teaching areas rather than the library.

IIC1. SELF EVALUATION

In the past the college has referred to the *Standards for Community, Junior, and Technical Colleges from the Association of College and Research* as the primary tool for standards to assess and judge the quality of its services and resources. The college continues to refer to these standards.

In 2000, the Association of College and Research Libraries (ACRL) published a revised set of standards. These newer standards however are "intended to apply to libraries supporting academic programs at the bachelor's and master's degree levels." As the college plans to offer a bachelor of education degree, these standards will also be analyzed. Of more relevance to the college at this point however is the change in the ACRL standards since the last edition. The introduction of the newer version notes that "earlier standards for college libraries relied heavily upon resource and program 'inputs' such as financial support, space, materials, and staff activities. These new standards continue to consider 'inputs' but they also take into consideration 'outputs' and 'outcomes.'"

In the newer approach, standards "provide both a quantitative and qualitative approach to assessing the effectiveness of a library and its librarians." The standards use input, output, and outcome measures in the context of the institution's mission statement. The standards encourage comparison of these measures with peer institutions. They also provide statements of good library practices and they suggest ways to assess those practices in the context of the institution's priorities. In using the newer standards, each institution is "encouraged to choose its own peer group for the purpose of comparisons."

The college has recently shifted to performance-based budget using inputs, outputs, and outcomes. The library at the National campus has gathered various sets of output statistics as a regular task and has identified input and output measures that will be used as

"points of comparison" against which it can assess the quality of its libraries.

However to date the college library has yet to identify a peer group of libraries as a basis of comparison. For the time being, the 1994 ACRL standards and the *Highlights from the Academic Libraries Survey: 1998* are used as points of comparison.

Summary of Data Related to Input Measures For Establishing Points of Comparison						
	National	Chuuk	Kosrae	Pohnpei	Yap	FMI
FTE Students Fall 2003	947	823	329	431	139	N/A
FY 03 Books and References Expenditures	$86,000	$7, 371	$7,572	$8,000	$1,215	$3,000
Expenditures per FTE	$90.80	$8.95	$23.00	$18.56	$8.74	N/A
FTE Staff for LRC and other Libraries	19	2	4	1	1	1
a. Administrators	3	0	0	0	0	0
b. Librarians	4	0	0	0	1	0
c. Technicians	4	1	1	1	0	0
d. Assistants	7	1	2	0	0	1
e. Secretary/Clerk	1	0	0	0	0	0
Facility in Square feet	17,768 sq ft	1,730 sq ft	4,000 sq ft	1,647 sq ft	920sq ft	140 sq ft
Available Seating	200	32	50	25	32	8
LRC computers with Internet Access	33	8	14	7	4	0
Other Computer	90	20	30	50	30	10
Resources	3 separate labs available	Separate lab available	Separate lab available	2 separate labs available	Separate lab available	Separate lab available
Collection Size	36,000*	2,500**	2,320	2,666	2,988	800
In volumes	38 per FTE	3 per FTE	7 per FTE	6 per FTE	21 perFTE	
Media Collection	1,824	172	175	176	105	Information not available
Available Media Equipment & Services	TV, VCR, video and audio recording equipment, PEACESAT system,darkroom,	TV, VCR, video and audio recording equipment	TV,VCR	TV, VCR	TV ,VCR	TV, VCR

* titles currently in electronic card catalog with an estimated backlog of 10,000 pieces of uncataloged items.

** an additional 300 titles are on order

The 1994 standards recommend that student seating should be approximately 10% of the full time enrollment. Using the college campus enrollment figures listed above, the National campus has adequate seating. The other state campuses provide minimal study space. Currently, Chuuk campus lacks adequate study space for students, but is addressing this need with renovations and expansion.

Table E of the ACRL standards provides figures for "Size of Collection for a Single Campus" [ACRL, 1994]

FTE Under 1000					
Minimum Collection	Volumes	Current Serials	Video and Film	Other Materials	Total
	30,000	230	140	2,500	32,870
Excellent Collection					
	45,000	400	560	5,000	59,960

Using these guidelines, the National campus meets the minimum standard. It is unlikely that the state campuses will have the budget resources or space to meet these standards. However, state campuses need to supply a reasonable amount of reference material and access to electronic information. The National campus may assist the state campuses by considering the purchase of electronic virtual reference books and sharing them across the system. Additionally, materials can be added to the FSM Digital Library and Archives website to provide more access to information resources currently available only at the National campus.

Yap, Pohnpei, and Kosrae, and FMI have made efforts over the last two years to develop and improve their reference collections. They have purchased reference materials based on the needs of their students and materials that are linked to and support particular courses.

In Chuuk, Kosrae, and FMI many materials on the shelves are outdated and not particularly relevant to support the needs of the students and programs offered. Given the limited shelf space available in general at the state campus libraries, the state campuses need to develop collection policies and conduct periodic weeding of unnecessary materials. When seeking and accepting gifts and donated materials, the campus library should be selective and accept only the materials that fit their collection policies and meet student needs and support the programs being offered

Staffing

Table A of a the 1994 standards provides recommendations for "Staffing Requirements at a Single Campus." The figures below do not include staff for extra services. The table indicates two levels for full time staff, minimum and maximum levels for single campus services.

FTE Under 1000								
Min & Excel	Library Administrators		Library Technicians		Library Asst.& Other Staff		Total	
	Min	Excel	Min	Excel	Min	Excel	Min	Excel
	1		2	4	2	4	2	3

Based on this, state campuses, with the exception of Kosrae, do not have adequate staff.

The LRC at the National campus has a full staff of 19. This number is adequate to cover the main library needs and special services such as the Micronesia Pacific Research Collection, the archives, the Media and Information Technology Center , and the radio and

video telecommunications systems. At Yap, Pohnpei, and FMI campus, one library staff member is responsible for the duties that would normally fall to the library administrator and staff.

State campus library staff, with exception of the Yap campus librarian, lack recognized professional credentials in library and information studies. The technical staff at the National campus also lack certification or recognized credentials. However, all have received many hours of training. Over the past four years, all library staff have participated in workshops and training provided by the National campus staff. All have participated in the annual conference of the Pacific Association of Libraries, Archives and Museums. From 2000 to 2002, the college hosted three training institutes for librarians and archivists from across the FSM as part of a grant project with the Institute of Museum and Library Services, Library and Services Technology Act. While much training has occurred to date, all state campus library staff and several National campus library staff need to earn more advanced or appropriate credentials commensurate with their current level of responsibility, skills, and experience.

The ACRL standards recommend "all professional staff members shall have a graduate degree from an accredited institution and shall have faculty status, benefits, and obligation or the equivalent." At the National campus, the professional librarians with master's degrees are not classified as faculty. They are also paid on a scale that is considerably lower than their faculty counterparts with commensurate credentials and years of experience. The college must recruit professional expatriate librarians. The unattractive low salary and non-faculty status makes recruiting and keeping the professional library staff a challenge. Since 1997, the college has seen four professional librarians come and go.

In 1998, the median expenditure per FTE student taken form the NCES survey for library information resources was $84.98 [IIC(2)] Only the National campus approaches the median figure with the state campuses well below the norm.

IIC1. PLANNING AGENDA

1. The college will complete the Chuuk and FMI library renovations and provide furnishing for more seating and shelving space.
2. State campus budgets will include a separate yearly allowance for learning resources needs that includes basic library supplies and collection resources by FY2006.
3. The college should seek funding opportunities to fund activities leading to certification of library staff in library and information studies.
4. The personnel department and appropriate committees will examine the idea of placing professional librarians on the faculty salary schedule.

IIC1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support and enhance the achievement of the mission of the institution.

IIC1A. DESCRIPTION

The Learning Resources Center at the National campus states that its primary mission is "to provide students, faculty, and other community members with sufficient and appropriate materials and access to a variety of informational resources and services primarily to complement and supplement the academic and curricular programs of the college." [IIC(3)]

Three college strategic goals particularly influence the selection and development of information resources and collections provided by the college's libraries. The materials, resources, services, and programs that support not only the student learning outcomes related to programs and courses, but also these three institutional goals:

- Develop the individual's capacity for reflection, vision, critical thinking and analytical problem solving in relation to local, national, and global issues.
- Instill and maintain pride in the unique heritage of linguistic and cultural diversity in Micronesia.
- Provide relevant, up to date, quality services enhanced by state of the art technology to facilitate careers or transfer to schools in any geographical setting.

Taken together, the library mission and the three above goals serve as points of reference from which the libraries conducts efforts to provide services and information resources that are sufficient in quantity, currency, depth, and variety in support of the educational offerings of the college.

The library uses existing collection development polices and relies on faculty input and expertise combined with library staff expertise to select resources and materials for the college that support student learning and enhance the achievement of the mission of the institution. At the National campus, collection development policies are included in the LRC Policies and Procedures Manual. [IIC(4)] It includes policies on weeding the collection to deselect materials and for accepting donations and gifts.

Each campus has library committees or advisory groups comprised of faculty and staff members that make recommendations. The committee at the National campus is comprised of faculty members who represent each academic division or program. The faculty members also serve as the liaison between the library and the division faculty for seeking recommendations and suggestions for materials as well as examining library policy matters. The head state campus library staff member is also considered part of the National campus Library Committee. However, the Library Committee rarely meets and has been non-functional for the two years.

At the National campus, the director of the LRC is a member of the Curriculum Committee and as a part of that committee is involved in the review and approval of academic

programs, new and revised courses, and other curriculum related matters. Involvement in the Curriculum Committee provides the library with timely information related to the need for selecting and providing materials and resources to support the programs and courses. Division chairs at the national campus are contacted each semester and requested to submit recommendations to the library.

State campus library staff and directors report that faculty and staff are encouraged to make recommendations for materials selection either through the Library Committee or directly to the library staff.

At the present time, the libraries have not designed any plan or strategies to assess the collections for effectiveness. The library automation software program allows the library to compile and generate reports of collection statistics and circulation activity. The library staff can compile and review collection statistics regarding number of titles available by subject area and circulation patterns of materials by collection type and category. Annual inventory also provides information about areas of the collection that may need weeding or enhancement.

To assure quality and depth the library has recently made efforts to compare parts of the collection with core lists of recommend materials. Library staff have been conducting a comparison of catalog holdings at other institutions by subject areas to LRC holdings. This past year, the library at the National campus developed resources to support the current education programs and courses. The process involved consultation with faculty, comparison with titles from recommended core lists and review of the holdings of four institutions with recognized bachelor of education programs. Bibliographic tools and reviews are also available to the National campus library staff to assist in assuring the quality of materials selections and acquisitions.

The college's libraries face a challenge in providing materials with appropriate content and reading level. The libraries must address the range of language proficiencies of the students enrolled in programs from developmental ESL to fourth year degree students.

 During the 2001 school year, a curriculum resource center was created. Enrollment statistics show that approximately 25% of the student body each semester at the National campus is enrolled in an Education related program. Because of student and faculty requests, LRC staff recognized a need to provide on-site materials to support pre-service and in-service teachers with curriculum development materials and children's literature.

During FY2003, the LRC conducted a major collection development activity to identify and acquire materials and resources to support the education and teacher training programs in preparation for offering a bachelor of education degree. The reference librarian actively sought input from education division faculty at every stage of the process in order for the library to acquire the materials that would support and enhance student learning in their courses.

The library staff calls on faculty expertise to help survey the collection and assist the library in assessing the currency of the materials and making decisions on what materials to weed out and deselect. The National campus library has a written policy to guide this process. State campus libraries report that at the present they do not have written policies regarding weeding and deselecting materials from the collections.

At the National campus, the reference librarian and the Micronesia-Pacific Collection librarian log reference assistance encounters and activities. Notes are made in some cases

about success in finding materials. This helps identify collection weaknesses.

The National campus library is also fortunate to have several bibliographic tools and resources on hand such as *Choice* reviews, current *Books in Print*, and various library newsletters and journals offering reviews. These assist the staff in determining the quality and depth of recommended choices. The library seeks out and if possible purchases guides for core collection development recommendations.

Faculty and staff are encouraged to recommend books, CD-ROMs, or other materials. They make recommendations by personal contact with library staff, email correspondence, or by using the online request available on the library's website.

The National campus LRC has plans to create both a student and faculty focus group to provide the library staff with additional input and recommendations.

IIC1A. SELF EVALUATION

The libraries at the college use the expertise of faculty and library staff to select and maintain library services that are sufficient to support student learning outcomes.

The National campus has a written policy on collection development to guide the library staff in the selection of materials. However, the Library Committee at the National campus has not formally adopted these policies. When state campuses were surveyed about their collection development policies, only Pohnpei campus reported having a collection development policy. The other state campus libraries report that they do not have or are unaware of written policies for collection development. All campus libraries report that they rely on their faculty and staff members to provide input and assistance in selecting materials. In some cases that is through a formal library committee or library advisory group and in others by informal consultation with individual faculty members. Pohnpei campus reports that their library committee actively makes recommendations regarding the selection of materials

The state campuses need to create and implement collection development and acquisitions policies with clear guidelines for selection and purchase of collection materials based on the college's mission and goals, the programs offered, and the primary users being served. Materials selected and added to the collection should provide basic reference resources and appropriate materials that support and supplement student program offerings and student learning outcomes.

IIC1A. PLANNING AGENDA

1. State campus budgets will regularly provide the library with a separate yearly allowance for purchasing resources.
2. State campuses will develop and use collection development policies, guidelines and strategies to provide materials and resources.
3. All libraries will conduct a yearly inventory and assessment of their collections with faculty assistance to deselect materials and identify collection weaknesses.

IIC1b. The institution provides ongoing instruction for library users of library and other learning support services so that students are able to develop skills in information competency.

IIIC1B. DESCRIPTION

Daily, an unknown number of undocumented incidents of the teaching of information competencies are delivered in "just in time" training situations to patrons as needed or requested.

Several required courses that are included in the general education core include objectives related to the development of information literacy skills. These courses include ESL079 Study Skills, EN120a Expository Writing I and EN120b Expository Writing II. A very small number of courses offered under specific majors or programs include specific objectives or outcomes for student learning related to research and information literacy skills. These include social science courses such as research methods, and directed study as well as some of the marine science courses.

During the semester, the LRC at the National campus conducts basic library orientations for the incoming freshman class of approximately 400 students. The instructors who teach students enrolled in ESL079 Study Skills bring their students to the library for additional orientation activities and instruction in locating and using the reference resources available. Some faculty seek assistance from the LRC staff in teaching these skills, while others provide the instruction themselves. Specialized training is conducted when requested. Training sessions have included topics such as using the online public access catalog, internet searching strategies, locating in-house resources, locating journals using EBSCO and ERIC, and citing resources.

The library website currently offers students a research tools page consisting of several links that might assist them. However, the library website does not offer any online tutorials or guides to provide online instruction for students in locating information.

In March 2003, the National campus hired an academic reference librarian. In addition to her primary role assisting students and faculty with their information needs, she will coordinate the development of a plan for a program that will provide for the teaching of information literacy competencies.

At present, a plan for addressing the formal assessment or evaluation of student learning related to student competency in using information and the learning resources is lacking.

Some faculty assess student learning in information competencies in the context of course requirements. That information is not normally shared with the LRC staff, except through informal channels. Instructors provide anecdotal information to the library staff about student learning in relation to locating and using information.

IIIC1B. SELF EVALUATION

The LRC is aware that it has a significant role in meeting the college's goal to "develop the individual's capacity for reflection, vision, critical thinking, and analytical problem

solving in relation to local, national, and global issues."

At the National campus, the college library has included plans to address this need for the 2004 and 2005 school year. Outcome three in the LRC's FY2004 and FY2005 budget states:

"Students are provided and make use of a learning environment that provides daily opportunities to develop increased competency in using information literacy skills at standards appropriate to the level of students of higher education."

The LRC's staff will facilitate collaboration with faculty to accomplish the following activities:

- Student learning outcomes for informational literacy skills development will be identified for all COM-FSM students;
- The LRC will collaborate with faculty to design a plan to teach and assess student's information literacy skills;
- The LRC will collaborate with faculty to implement a program to provide instruction in and assess student information literacy skills;
- The LRC staff will provide students with reference assistance and bibliographic instruction; and
- The LRC and MITC staff will design and create a minimum of two instructional modules for students.

The college plans to use the Association of College and Research Libraries "Information Literacy Competencies for Higher Education" that were adopted by ACRL in 2000. The seven ACRL competencies are:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Incorporate selected information into one's knowledge base;
- Use information effectively to accomplish a specific purpose;
- Understand the economic, legal, and social issues surrounding the use of information; and
- Access and use information ethically and legally.

The college plans to use the guidelines from the ACRL's *Characteristics of programs of information literacy that illustrate best practices*. The characteristics and guidelines are divided into eight categories:

1. Mission
2. Goals and Objectives for an information literacy program
3. Planning
4. Administrative and institutional support
5. Articulation with curriculum

6. Collaboration among disciplinary faculty, librarians, and other program staff
7. Pedagogy
8. Staffing

Faculty will be recruited to serve as a focus group to assist in the development and implementation of the plan.

IIC1b. Planning

1. The college will adopt the ACRL, "Information Literacy Competency Standards for Higher Education" standards competencies in information literacy for students of higher education.
2. The college will use the ACRL *Characteristics of programs of information literacy that illustrate best practices* as a planning tool to design and develop a comprehensive program to teach and assess student learning outcomes for information standards.
3. The LRC and MITC professional staff will design and produce teaching tutorials, media, and activities to complement or supplement student learning.
4. The college library website will provide tutorials and tools to assist students in learning to use information resources more effectively and efficiently.
5. Library staff will receive training to better understand their roles in providing reference service and serving as "instructors" in teaching and assisting students to use information literacy skills.

> **IIC1c.** The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

IIC1c. Description

The library at the National campus is open 68 hours per week. Additional open hours are added around the midterm and final exam periods. Chuuk campus has recently extended hours to include evenings and four hours of service on Saturdays and Sundays. The other campus libraries are open Monday - Friday from 8:00 am - 5:00 pm. They report that during midterm and final exam periods, they attempt to extend hours if they can provide additional staff. The hours of operation are announced through the library website, flyers, brochures, and notices.

Students at all campuses have access to the internet and the EBSCO journals database from computers on campus. Remote off-campus access and delivery of documents is not yet provided.

The online public access card catalog is available at the National campus. At present it is available only on the computers in the library. Each state campus is currently working to complete electronic records for the materials in their collections.

All students and faculty at any campus can use the college's EBSCO subscription or access additional EBSCO databases made available through PREL's website. The library

staff provides appropriate user ID and passwords.

The Media and Instructional Technology Center has a collection of videotapes and DVDs that are either commercially produced and purchased by the college or are locally produced. The titles are listed in a printed booklet and in the public access card catalog. The MITC staff is currently involved in preparing electronic card catalog records of the materials in the MITC collection. State campus faculty may request a copy of a video either as a duplicate copy or as an interlibrary loan.

IIC1C. SELF EVALUATION

The Chuuk campus and National campus library offer adequate hours of service compared them to the median hours from the 1998 ACRL survey. All other campuses are below average in providing hours of student access to the libraries.

The LRC at the National campus recognizes that it serves as the only major academic research library in the Federated States of Micronesia. To provide access and promote its resources, the LRC is striving to shift the LRC's electronic card catalog to a web-based version by the start of the spring 2004 semester. With a web based catalog, anyone with internet access can examine the LRC's holdings. The state campus libraries have been provided the same library automation software as the National campus LRC, with the intention of having the state campus holdings cataloged electronically and consolidated into one catalog of the combined holdings of all the college's libraries. This effort needs to be completed as soon as possible.

At present there are no development plans to provide remote access to electronic information resources through the college network. Students must use the computing resources based at one of the campuses to access the internet. Additionally, the library does not provide online reference support nor provide online document request and delivery service.

At most of the state campus libraries there is either no, or extremely limited, access to the library on weekends or evenings.

Written comments provided on the user surveys of faculty and students conducted in 2001 and 2002 indicate a desire to have more readily available access to materials held in the Pacific collection. National campus faculty have noted that gaining access to materials in the closed stacks of the Pacific collection is sometimes frustrating and discouraging.

An additional concern raised by the faculty in the social science and languages and literature divisions is that many recently published materials about Micronesia and the Pacific region that would be of interest to students and faculty are not displayed for browsing. Instead, they are placed in the closed stacks of the Pacific collection shortly after arrival. The National campus library should review the policies and procedures for the Pacific collection. The LRC needs to explore ways to meet the need to provide more user-friendly options for students and faculty to have access to materials that support student learning and courses while recognizing the preservation nature of this special collection.

The LRC is making efforts to digitize selected materials from the Pacific collection to increase access to these materials for state campus students and faculty. The number of Micronesian materials digitized to date is small. A system to organize and index the materials before they are uploaded to the college's website is under development.

IIC1c. PLANNING AGENDA

1. Complete the online catalog retro-conversion and shift to a web-based electronic catalog by the spring 2004 semester.
2. Complete electronic records for all state campus library holdings and integrate them into the National campus catalog by the end of spring 2005 semester
3. State campuses will review the need to provide additional hours of access on weekends and evenings and take steps to provide services.
4. The LRC and appropriate committees will explore options and take steps to provide cost effective and more timely access to the both current and the historic materials placed in the Micronesia Pacific Research Collection.
5. The LRC will develop an electronic reference request service.

IIC1d. The institution provides effective maintenance and security for its library and other learning support services.

IIC1d. DESCRIPTION

The maintenance department provides the maintenance and security at the National campus.

The information technology department provides computer security and maintenance of computer software, hardware, and network infrastructure. LRC staff assists with trouble-shooting, repairs, and maintenance when possible. The LRC collaborates with the IT department staff to secure multiple back ups of the catalog on the server.

MITC staff at the college provides maintenance and repair of the media equipment under their care. The maintenance and repair of the PEACESAT communication systems has been a joint effort between MITC, the University of Guam, the PEACESAT station manager, and the staff at the program office of PEACESAT in Hawaii.

The PEACESAT communications equipment has posed challenges to the staff and they have been mostly unsuccessful this past year in maintaining the system, getting parts, or making the repairs without outside assistance. At present the systems has not functioned for several months.

The National campus LRC has a "Disaster Readiness and Recovery Plan" developed in 1997. When LRC was first constructed, a cement roof was installed above the stack areas under the metal roof of LRC. The cement roof is a preventive measure in the event of a typhoon.

Chuuk campus does not have staff that can provide support and maintenance of computer equipment and networks. Equipment failures of the systems used for the electronic card catalog and public access catalog along with the Ariel document delivery system have occurred on several occasions. To repair the systems, either a National campus staff member went to Chuuk or the equipment was shipped to the National campus for repairs.

The library in Kosrae has experienced similar technical problems with the computer hardware. However, Kosrae campus has an information technology assistant on staff that

is sometimes is able to assist. The MOU between the Kosrae campus and the public library does not clarify the lines of responsibility for care, repair, and replacement of hardware.

State campus libraries do not have clear policies and procedures in place to provide for conducting regular back ups of catalog data in the event of a catastrophic computer hardware failure or a natural disaster.

The librarians at Chuuk and Kosrae campus both report security issues related to the loss of materials. Neither campus has any form of security system to deter users from taking materials without checking them out through proper procedures.

IIC1D. SELF ANALYSIS

Because of the college's tropical location, heavy rains, strong winds, and flooding are a frequent threat to the collection and resources in the libraries at each campus. The collections represent a large cumulative investment in material and many hours of effort cataloging. Each campus library should make every effort to secure its collections and be prepared to recover as many materials as possible if a disaster occurs. Library staff need to be trained to deal effectively and efficiently with emergencies to minimize the loss of materials and restore operations as quickly as possible.

Each campus library needs to develop policies and procedures to do regularly scheduled back ups of the electronic card catalog records. They should also make provisions to store and secure an extra back up of the catalog records for off site storage of a set of the electronic catalog records.

All campus libraries need to have policies and procedures for disaster preparation and recovery. College libraries should be prepared to make all reasonable efforts to protect the collection resources from loss during tropical storms and typhoons. A supply of adequate materials to prepare for a disaster needs to be on hand. Staff should be trained in advance to respond. The state campus libraries should identify and prioritize their collection for protection and recovery in the event of storms. .

The PEACESAT communications systems is no longer functioning. Replacement parts must be obtained through PEACESAT in Honolulu or Guam. Local staff are often unable to make the needed repairs. Added to the technical problems, the PEACESAT station and equipment at state campus are not on the same site as the campus, except for Kosrae. Using the PEACESAT requires a drive to another site. Keys and access are controlled by another agency.

IIC1D. PLANNING AGENDA

1. The LRC will supplement or replace the PEACESAT system with an internet based video teleconferencing system that has teleconferencing units conveniently located on each campus.
2. State campus libraries will collaborate with the IT department to develop computer maintenance expertise at state campuses.
3. The LRC will collaborate with the IT department to build redundancy into the automated library systems to prevent a major delay in service.
4. The LRC will develop and implement policies and procedures to routinely back up and

secure the 36,000 plus electronic cataloging records on site and in an offsite location
5. The college libraries will update library "Disaster and Recovery" plans and prepare disaster readiness kits.

> **IIC1e.** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institutions intended purposes, are easily accessible, and utilized. The performance of these services are evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

IIC1e. Description

An institutional goal of the college requires that the college "establish partnerships with educational institutions, national and state governments, businesses, and other community agencies to identify and address common goals."

The Learning Resources Center established a collaborative arrangement with JFK Memorial Library at the University of Guam to assist the college by providing access to journal articles held in their collection. The UOG library can also send materials to the college's libraries via Ariel electronic document delivery. The JFK Library outreach services also assist the college in obtaining materials through interlibrary loans from other libraries.

Prior to 2000, few requests were made for interlibrary loans due to the need to rely on costly faxes to make requests and the slow and costly mail service. Currently, the LRC receives several requests monthly from faculty and researchers at the National and state campuses for materials. This system seems to be working well.

The college library maintains paid memberships with several libraries and archive associations as mentioned in Standard IIC1 above. Membership in these associations offers opportunities to participate in listserv discussions of issues and trends and to receive newsletters containing reviews and information about various resources available to support the reference needs of students and faculty. Membership in some of these associations has also led to the opportunity to obtain duplicate copies of materials for our library from the collections of other member libraries.

In the case of the Kosrae Campus basic library services are provided to the students and faculty through the public library. In 2000, an official memorandum of understanding was developed between the Kosrae State Department of Education, the administering agency for the library, and the college on behalf of Kosrae campus. The MOU was signed by the college president and the Kosrae director of education. [IIC(5)]

Since 2001, the Learning Resources Center has purchased a subscription from EBSCO for an electronic journals database. The company provides various levels of subscription service, with increasing numbers of journals included at each level. The Learning Resource Center selected the "ultra-academic full text" level to provide journals that cover a range of subject areas and interests. The subscription was negotiated to include use by faculty, staff, and students at all state campuses and is renewable annually.

In March 2003, PREL and the Hawaii Library Association purchased a subscription to the fullest service level that EBSCO offers. These resources are now available through a website to all students and educators in the PREL service region.

IIC1E. SELF EVALUATION

The LRC has established effective links with regional libraries for document delivery. Annual library statistics collected by the LRC show a steady increase in documents sent and received through the Ariel document delivery system and interlibrary loans. The LRC's membership in library associations provides additional contacts and assistance in locating materials.

The arrangement with the JFK Memorial Library at the University of Guam is satisfactory and affordable. Monthly statistics on interlibrary loans indicate a slow increase in requests since 2000.

The Yap campus librarian noted that there is no clear understanding as to whether the National campus or the state campus is responsible for the mailing costs for returning interlibrary loans to Guam. There is a need to clarify the policies and procedures for state campuses when they request and receive interlibrary loans through UOG.

An annual review of the user statistics over the past three academic years shows a steady increase in the number of EBSCO searches conducted. No assessment information was gathered that would indicate the extent that downloaded articles are being used by students and faculty.

A member of the languages and literature faculty at the National campus has reported to the reference librarian and director that his students find it difficult to use the EBSCO database's search engine and select appropriate articles. He further noted that student searches on EBSCO provide students with articles that are often too sophisticated in content and well above their reading level. The LRC needs to conduct an evaluation of user satisfaction with the resource.

The LRC, MITC and the Information Technology department need to work with the Technology Advisory Committee to explore and test affordable ways of using local telecommunication and internet infrastructures to provide digital video conferencing. Telecommunications and video teleconference resources could support system wide communications while also providing expanded options for delivering distance education.

IIC1E. PLANNING AGENDA

1. The director of the Learning Resources Center and the director of Kosrae campus will conduct periodic reviews of the MOU between Kosrae campus and Kosrae state and make recommend adjustments if needed.
2. The LRC will conduct an assessment and evaluation of the electronic journals subscription to determine student and faculty satisfaction with the service and how well the resources meet student learning needs.
3. The LRC will conduct a review of the policies and procedures for requesting interlibrary loans and make needed revisions to enhance services.
4. The LRC, MITC, and the Technology Advisory Committee will explore options for providing affordable and reliable telecommunication and video conferencing services.

> **IIC2.** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

IIC2. DESCRIPTION

At present, the LRC uses strategic planning, gathers statistical information on a routine basis, and conducts user satisfaction surveys. The LRC uses the information gathered to make decisions and recommendations regarding budgeting, improvements in patron services, and collection development.

In 2000, as a final activity under the Title III Strengthening Institutions grant to enhance library services, the LRC at the National campus contracted a professional librarian to act as a consultant to assist in developing a five-year strategic plan for library services. The plan provides seven goals and corresponding objectives for the library to achieve. The plan includes collaboration with state campus libraries to enhance resources and services at their respective campuses.

Among the state campus libraries, Pohnpei campus library has developed and uses a strategic plan. In Kosrae, in 2001, the staff of the Rose Mackwelung Public Library and the librarians from the public elementary schools met and developed a strategic plan.

The LRC routinely collects library statistics on various library activities on a monthly basis and compiles the data into a yearly report. Statistics have been gathered concerning patron gate counts, circulation information, computing resources, materials on reserve, interlibrary loan, cataloging, new acquisitions, gifts, donations, reference assistance, equipment use, facilities bookings, conference sessions, and class or group training sessions conducted.

At the National campus LRC, the reference services librarian maintains a log of reference service encounters and records notes on success in locating resources on-site or off-site. The Pacific collection staff also records all visitors to the collection and compiles a list of reference questions handled by the staff over the course of each month.

Until recently, the collection of data at state campuses has been mostly limited to computer use sessions, with the exception of Pohnpei campus which collects statistics similarly to the National campus library,

The National campus library conducts library user satisfaction surveys sporadically. No survey was conducted for 2002. The survey results were compiled but not disseminated beyond the library. State campus libraries have not, until recently, conducted user surveys.

Beginning in 2002, suggestion boxes were placed in the LRC. The contents are reviewed periodically. Suggestions are grouped according to how they relate to staffing issues, services, materials and resources, and facilities related issues. The suggestions are reviewed for action. Information gathered via the suggestion box indicated the need to provide staff additional training in customer service. There was also an expressed need for "quiet study areas" and rearrangement of furniture.

IIC2. SELF ANALYSIS

At the National campus, the library attempts to conduct a cycle of planning, assessment and evaluation to assess that it is effectively meeting its mission and goals. The library surveys have not been conducted annually. The results of previous surveys were not distributed.

The strategic plans needs to be updated and aligned with the college's overall strategic plan and the performance-based budget.

There are no evaluations or checklists for library staff to assess the effectiveness of training provided to students.

The library committees or advisory groups at the various campuses have not met regularly and consistently.

Assessment strategies to date do not adequately address the need to collect and provide evidence that the resources and services provided by the libraries contribute to the achievement of student learning outcomes.

The state campus libraries do not conduct any planned assessment or evaluation. The libraries need to identify a common set of library statistics to gather and share.

No peer libraries have been identified since 1997 for setting benchmarks or as "points of comparison" to use in assessing and evaluating the college libraries.

IIC2. PLANNING AGENDA

1. Each state campus library will develop or update a strategic plan.
2. The college will develop an assessment and evaluation plan.
3. The college will examine and identify peer group libraries to use as " points of comparison" for assessment and evaluation purposes.
4. All campus libraries will identify and collect a core set of library information statistics on services, collections, patron training, and assessment of student learning.
5. The libraries will create and use " Focus Groups" of students and faculty to provide feedback and input on their experiences using information resources, materials, and services.
6. The libraries will develop user satisfaction surveys that can be used to at each campus to collect information to assess and evaluate services and student learning.

Standard IIC. Evidence

[IIC(1)] LRC Strategic Plan and FY 04 Performance Based Budget.
[IIC(2)] Highlights of the NCES Library Surveys
[IIC(3)] LRC Strategic Plan 2000 and COM-FSM Strategic Plan 2003-2008
[IIC(4)] LRC Policies and Procedures Manual 1997, 2000 revised draft
[IIC(5)] Kosrae Campus and Rose Mackwelung Library MOU

Standard IIIA:

Human Resources

Standard IIIA. Abstract

Human resources assists the college in evaluating whether or not the college effectively uses its human resources to achieve its broad educational purposes. The college employs diverse personnel who are qualified to support the college's programs and services. However, the question as to whether there is a sufficient number of qualified faculty and staff to support the college's mission and purposes varies from campus to campus.

Personnel policies and procedures are systematically developed and are available for information and review. The policies are written to ensure fairness and are generally adhered to. Currently, the faculty evaluation and code of ethics policy are being reviewed by the personnel committee.

All personnel are evaluated systematically and at stated intervals. Provisions exist for keeping personnel files and providing employees access to their files.

> **IIIA1.** The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

> **IIIA1a.** Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institution are recognized only if equivalence has been established.

IIIA1A DESCRIPTIVE SUMMARY

The current employee classification system was developed by consultants and subsequently adopted by the COM-FSM Board of Regents. It was institutionalized in 1997. The personnel director holds three binders in the personnel office containing the classification and compensation plans for managerial service, professional service, and classified service. *The College of Micronesia-FSM Personnel Policy and Procedure Manual*, Section IV entitled "Positions and Classes of Positions" defines what information should be included in the creation of a position. Each position description includes: position title, pay level and salary range, nature of work of the class of position, illustrative examples of the duties of the class of position, desirable knowledge, skills and abilities, minimum educational qualifications, and minimum experience requirements. All employment vacancy announcements include this information.

Vacancy announcements are posted on the college's website, at each college campus,

and are mailed to various local agencies such as the department of education offices in the four states of the FSM. A list of where the announcements are sent for posting can be found in the personnel office. [IIIA(1)] Announcements are also advertised in the *Chronicle for Higher Education* and various subject-related sites such as *Dave's ESL Café*.

The supervisor and personnel office work together to review and revise job announcements to ensure that the job descriptions are directly related to the college's institutional mission and goals. The announcement is also reviewed to ensure that the announcement accurately reflects the position's duties, responsibilities, and authority.

The personnel officer and supervisor refer to the three binders for the classified, professional, and management positions. A step by step guide to the hiring process can be found in the personnel handbook. [IIIA(2)]

Faculty members are very much involved in the hiring of faculty within their own division. Generally, the division chair and between two to four faculty members make up the selection committee. This committee reviews the applications, interviews candidates, and makes a recommendation to the college president regarding their selection. The committee members have adequate knowledge in the subject matter, have knowledge of what is required of the position, and will be working along side the selected applicant. During the interview, knowledge based questions are asked of the applicant. The personnel office conducts a reference check of the selected applicant to ensure that the candidate is qualified. At this time the personnel office ensures that the applicant's degree is from a US accredited institution. If the selected individual holds a degree from a foreign institution than they are advised to have their transcripts evaluated for US equivalency. If requested, the personnel office will email a list of agencies in the US that specialize in equating transcripts. The applicant is responsible for submitting their credentials to the agency directly. The agency's report is sent to the personnel office to be reviewed and is then included in the employee's personnel file.

IIIA1A. SELF EVALUATION

The recruitment procedure is working adequately and the college is able to get qualified faculty and staff to fill vacant positions. Some positions, however, are difficult to fill and have very few applicants. State campus faculty, math, computer science, and administrative positions have often been open for up to a year with only two or three applicants.

Although announcements do not explicitly state how a position is related to the institutional mission and goals, positions are needed as indicated by the supervisor's initiative and judgment based on division's needs. These needs reflect the institution's mission and goals. The criteria and qualifications are described clearly in the job announcement and posted publicly within the country and abroad. The college also uses its website to broaden the scope of its recruitment base.

IIIA1A. PLANNING AGENDA

There is no planning agenda at this time.

> **IIIA1b.** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

IIIA1b. Description

The *COM-FSM Personnel Policy and Procedure Manual*, section XIII.4 states the timelines for when evaluations are due for employees on probation and for permanent employees. Employee job performance is evaluated on an annual basis with the exception of new hires who are evaluated after six months and then again on their one year anniversary date. The college requires that the appropriate evaluation form be completed by the supervisor and discussed with the employee. The "Employee Progress Report" is used to review both management and instructional personnel. The "Performance Evaluation Form (For Classified & Professional Staff)" and the "Performance Objectives and Development Form" were developed to evaluate the classified and professional staff. Currently, a new, proposed faculty evaluation form is being reviewed by the personnel committee. [IIIA(3)]

For the newly hired employee, the six-month evaluation and the one year evaluation are used to determine if the employee is eligible to have their probation status lifted. The annual evaluation is tied to the annual step increase for all employees.

The written criteria contained in the employee progress report are used to evaluate management and faculty. The report includes the following areas of evaluation: quantity of work, quality of work, knowledge of the job, initiative, aptitude and ability to learn, attention to detail, dependability, judgment, cooperation, and personality. All are important components of job effectiveness. The written criteria contained in the "Performance Evaluation Form (for Classified and Professional Staff)" include the following major headings: job understanding, productivity, self-management – people centered, communication, and supervisory ability, if applicable.

Section XIII.2 of the personnel manual, entitled "Performance Evaluation Program", states that "the program operates on the premise that there is always room for improvement. The ultimate purpose of the program is to guide the employees toward highly effective service by identifying areas of their job performance that need improvement or could use enhancement and establishing measurable objectives to make them more efficient in the identified areas." The performance objectives and development plan used for the classified and professional staff provides a formal recording of areas that need improvement.

Instructors are additionally evaluated by both their division chair and the students. Students take part in evaluating instructors toward the end each fall semester. [III3(4)] These evaluations are collected and reviewed by the vice president for instructional affairs. The evaluations are tabulated and given to the division chairs. The chairs then share the information with the individual instructors. The chair evaluates the instructor at least once a year based on a classroom visit using the "Supervisor's Evaluation Form" from Appendix L

of the *COM-FSM Curriculum Handbook*. [III3(5)]

Once the formal evaluation is conducted, personnel actions for step increases and/or contract renewals are processed if appropriate.

IIIA1B. SELF EVALUATION

The "Employee Progress Report", the "Performance Evaluation (for Classified and Professional Staff)," the employee improvement plan, and other existing evaluation procedures for faculty are instruments in place to support employee improvement on their job. Personnel evaluations are performed to ensure institutional effectiveness. The evaluation instruments are adequate in indicating the level of employee effectiveness in performing their duties. [IIIA(6)]

The evaluation of personnel is conducted systematically and at stated intervals. Delay in administering the evaluations may occur due to busy schedules and workload. Results of evaluations are discussed and explained by the chair/supervisor to the employee concerned. Participation in institutional responsibilities, such as standing committees, are not always formally evaluated. Although assigned, employees who do not attend those meetings are not negatively evaluated for lack of participation.

The draft faculty evaluation form currently under committee review includes an area to address staff improvement.

IIIA1B. PLANNING AGENDA

1. Supervisors will encourage employees to actively participate on the college standing committees.

> **IIIA1c.** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

IIIA1C. DESCRIPTIVE SUMMARY

The current evaluation instrument used to evaluate faculty and others directly responsible for student progress toward achieving stated student's learning outcomes does not include a component which covers their effectiveness in producing learning outcomes.

IIIA1C. SELF EVALUATION

The college does not meet this standard based on the current faculty evaluation in use at this time. The current evaluation does not address student learning outcomes. However, the process is underway to institutionalize a new faculty evaluation form. The draft evaluation form does require a rating in the area of student learning outcomes. The current draft was developed by the Curriculum Committee and has been reviewed by faculty from both the National and state campuses. As of November 2003 the draft form is with Personnel

Committee for their review. Once approved by the Personnel Committee, it will be forwarded to the president for his and cabinet's review. It is anticipated that the form will be ready for the Board of Regent's review during their spring meeting.

IIIA1c. PLANNING AGENDA

1. A new faculty evaluation instrument will be approved by spring 2004. The instrument will include a section on student learning outcomes.

> **IIIA1d.** The institution upholds a written code of professional ethics for all of its personnel.

IIIA1d. DESCRIPTIVE SUMMARY

Currently, the college does not have a written code of ethics. However, the institution recognizes the need to have one. One has been created, but has yet to be formally reviewed, approved, and adopted. It has gone through an initial review by the Personnel Committee. The committee has added it to its "to do" list for this year.

Although the college does not have a formal code of ethics, Section XV of the personnel manual sets rules for dealing with clearly unlawful and/or unethical behavior. This section also contains the college's sexual harassment policy.

IIIA1d. SELF EVALUATION

The college does not have a written code of ethics and uses Section XV of the *COM-FSM Personnel Policy and Procedure Manual* as a guideline for dealing with unethical behavior.

IIIA1d. PLANNING AGENDA

1. Personnel Committee will finalize the draft policy and route it through the system for review and eventual adoption.

> **IIIA2.** The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary support the institution's mission and purposes.

IIIA2. DESCRIPTIVE SUMMARY

The college has qualified full-time faculty carrying full-time loads. However, for hard to fill positions, and in cases of high enrollment the college utilizes part-time instructors to attend to the short-term need. A detailed personnel breakdown as of October 21, 2003 is as

follows:

National campus: The National campus has 46 full-time faculty members that make up the core of the instructional staff, 1 researcher, 12 administrators and 87 professional and classified staff. Seven faculty members hold doctoral degrees, 6 have master's degrees plus 30 credits toward their PhD, 26 have master's degrees, and three faculty members have bachelor's degrees plus 30 credits towards their master's degrees and four have bachelor's degrees. Two of the bachelor's degree holders are currently enrolled in the School for International Training in Vermont. One just began work and is planning to enroll in an online master's degree program after working for a year and the fourth is required to enroll in a master's program shortly.

Chuuk campus: Chuuk campus full-time employees include 14 faculty members who make up the core of the instructional staff, five administrators and 31 professional and classified staff. As with the other state campuses, Chuuk campus has no instructors with doctorate degrees. However, seven faculty members hold master's degrees, two of which have earned 30 credits towards their PhD. One of those two faculty members is currently enrolled in a PhD program in education and is expected to graduate this year.   Five faculty members hold bachelor's degrees, two of which have earned 30 credits towards the master's degree**.**

Kosrae campus: Kosrae campus has four full-time faculty members, one researcher, three administrators, and 22 professional and classified staff. Two of the instructors have earned their master's degrees, one of which has at least 30 credits towards their PhD. One faculty member holds a bachelor's degree plus 30 credits towards their master's degree and one with professional certifications for vocational education. The researcher holds a PhD**.**

Pohnpei campus: Pohnpei campus has 12 faculty members and one volunteer that make up the core of the instructional staff. In addition, it has six administrators, and 35 professional and classified staff. A detailed breakdown of the faculty educational qualifications include four with master's degrees, two of which possess at least 30 credits toward their PhD., one with a bachelor's degree who is targeted for staff development and six with professional certifications for vocational education and one vocational teaching assistant.

Yap campus: Yap campus has four full-time faculty, one researcher, three administrators and 14 professional and classified staff. The teaching faculty include one with a master's degrees, one with a bachelor's degree, who is identified for staff development, and two remaining certified vocational instructors. The researcher holds a PhD.

The FSM Fisheries and Maritime Institute: The FSM Fisheries and Maritime Institute is a new addition to the college system. It has six full-time instructors, two administrators and nine professional and classified staff. As part of the technical cooperation agreement between the Federated States of Micronesia and the Government of Japan International Cooperation Agency (JICA), the FMI has five JICA experts working with the director and instructors.

IIIA2. SELF EVALUATION

All of the campuses have faculty vacancies, some of which have had to be re-advertised. The teacher to student ratio is as follows: National Campus 1:18, Pohnpei Campus 1:25, Chuuk Campus 1:49, Korea Campus 1:22 and Yap Campus 1:27. For more complete

figures on teacher to student ratios, please see the introduction to the self study. There is a perception that one of the reasons positions are hard to fill is that the pay scale of the college is not competitive with other colleges in the region. This information is known to the Board of Regents, and to the college administrators, but all decisions must be based on the reality of the funding level that the college receives from the Federated States of Micronesia national government and from tuition. If the college continues to receive the same funding level from the FSM government under the new compact and assuming that the college continues to be eligible to receive Pell Grant, it would still be very difficult to raise the college pay scale. Partly this is because the college would be in the position of being the highest paying employer in the country. This may be negatively interpreted by the policy makers and fund contributors from the FSM Government. The college may be seen as too costly for continued funding.

There have been times when state campuses do not review and interview in a timely manner and thus lose out on the applicant pool because most applicants are no longer available. With the occasional lack of movement on the part of the campus to fill those positions, the need to use special contracts to cover the classes is increased.

IIIA2. PLANNING AGENDA

1. The personnel department will do a formal comparison of pay scales at area institutions by spring 2004.
2. Campus directors will review employment applications in a timely manner.

> **IIIA3.** The institution systematically develops personnel policies and procedures that are available for information and review. Such polices and procedures are equitably and consistently administered.

IIIA3. DESCRIPTIVE SUMMARY

Policies are brought to the Personnel Committee for review and approval. The Personnel Committee has a membership of approximately 18 members holding various positions within the National campus and Pohnpei campus in addition to having a representative from each state campus. The committee meets on a regular basis to address policies needed for development or review.

The Personnel Committee seeks input on the proposed policies from the college community. The Personnel Committee then makes a recommendation based on a motion, a second, and a majority vote. The recommendation is then referred to the president. Where appropriate, the president refers the decision to the cabinet and eventually the Board of Regents for final action. Through this process the college systematically develops and deploys the personnel policy.

Every college employee has been given a *COM-FSM Personnel Polices and Procedures Manual* and new hires are given one as part of their orientation. The personnel manual can also be found on the college's website. Every employee is required to read the manual and sign the "Policy Manual Acknowledgement Form." The form is then filed in the

employee's personnel file. Administrators and supervisors often email or call the personnel office to verify procedures and policies. Four times a year Board of Regents meetings are held where ongoing issues and policies are discussed with campus directors and the personnel director in attendance.

IIIA3. SELF EVALUATION

The college has a procedure where it systematically develops personnel policies and procedures that are available for information and review.

IIIA3. PLANNING AGENDA

There is no planning agenda for Standard IIIA3.

> **IIIA3a.** The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

IIIA3A. DESCRIPTIVE SUMMARY

The college has established policies in the personnel manual that ensure fairness in all employment procedures. The document begins on the first page with the guiding principles that equity, equal opportunity, and selection based on relative abilities, knowledge and skill are applied in the implementation of the personnel system. Section III.4 reiterates that each administrator shall abide by the "Equal Opportunity" and nondiscrimination guidelines adopted by the board and comply with the guidelines as found in Public Law No7-79. Section VI.2 states that all personnel recruitment and all rules and regulations governing personnel at the college "shall adhere to the board's policy on 'Equal Opportunity' and nondiscrimination on the basis of race, color, religion, age, sex, national origin or other non-merit factors and comply with the nondiscrimination guidelines as found in Public Law No. 7-79. Equal employment opportunities shall be provided to all applicants and employees." Section XV Employee Discipline and Protection also ensures that employees are treated fairly. The nepotism policy was established for the same reason. Page 30 of the college catalog states that the college is a nondiscriminatory employer.

IIIA3A. SELF EVALUATION

The college meets the standard to establish written policies ensuring fairness in all employment procedures. The college strives to meet the standard by adhering to written policies that ensure fairness in all employment procedures. Areas such as placement on the salary schedule based on faculty qualifications and education are strictly adhered to. Recommendations for termination or demotion are reviewed in detail and if the supervisor has not followed the disciplinary procedure, the personnel office will not recommend termination to the president. An example of this occurred recently and it was determined that the supervisor did not have enough documentation on the employee regarding poor perfor-

mance. The supervisor was counseled to go back and to continue to document the employee's performance by following the discipline procedure. Another example would be that all employees are offered benefits such as insurance fairly and equitably.

However, there have been incidences where policies have not been followed with 100 percent fairness. For example, supervisors have been advised that they can not enter into contract agreements with relatives as stated in the college's nepotism policy. There was one incident where a contract was denied based on this policy and we then learned that that supervisor had contracted with that individual previously. The administration was unaware the first time around that the person being contracted was a close relative of the supervisor.

An employee was once denied pay based on the faculty work calendar policy. Although the employee had attempted to obtain the schedule so as to allow him to make travel arrangements, none was available. The employee took this to a grievance committee and the grievance committee agreed with the employee and that employee was reimbursed his denied pay.

IIIA3A. PLANNING AGENDA

There is no planning agenda for Standard IIIA3.

IIIA3b. The institution has a set of provisions for keeping personnel records, and employee access to their records.

IIIA3B. DESCRIPTIVE SUMMARY

Each employee has his or her own personnel file located in the director of personnel's office. Each file is located in a locking file cabinet and the office is kept locked during off hours. The only individuals who have access to the files besides the employee are the staff working in the personnel department, the employee's supervisor, and the president. All personnel related documentation such as the application package, vacancy announcement, evaluations, and relevant memos or certificates are filed in the personnel file. If the employee wants access to their file they contact the director of personnel. The file is either viewed in the director's office or the president's conference room. Supervisors and unit heads who maintain their own set of personnel documents are advised to keep personnel records in locked file cabinets. The college does not have a defined policy on the security and confidentiality of personnel records.

IIIA3B. SELF EVALUATION

The college is in compliance with this standard.

IIIA3B. PLANNING AGENDA

None.

IIIA4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA4a. The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

IIIA4A. DESCRIPTION

The college has not created or maintained programs or services that are specifically designed to support diversity. Practices aimed at diversity are policies that are adhered to such as the equal opportunity employment policy.

IIIA4A. SELF EVALUATION

Although the institution does not create and maintain programs and services that support its diverse personnel, its practices support its diverse personnel.

IIIA4A. PLANNING AGENDA

None.

IIIA4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

IIIA4B. DESCRIPTION

Employment equity and diversity can be evidenced by the small number of grievances filed over the last several years. Since the fall of 2000 there have only been two grievances filed with the president's office. The most recent grievance was filed in the summer of 2001. There have been no grievances filed since that time.

The college's diverse staff consists of a total of 307 employees as of October 17, 2003. Out of 307, 226 are FSM citizens. The 81 expatriates are from the following countries: Palau, America, Canada, Uganda, Kiribati, Australia, New Zealand, Sri Lanka, Thailand, India, and the Philippines.

A recent assessment was conducted in the survey administered for the self study. [IIIA(7)] Question eight of the human resources survey asked if the college was seen as an equal opportunity employer. Using a rating of one (strongly disagree) through five (strongly agree) the average rating system wide was 3.87.

III4AB. SELF EVALUATION

The college does not regularly assess its record in employment equity and diversity consistent with its mission. However, diversity is not an issue at the college since its make up is obviously diverse. Equity in terms of employment also shows a very good track record by the lack of filed grievances over the past two years.

The recent self study survey assessed that most employees feel that the college is an equal opportunity employer.

IIIA4B. PLANNING AGENDA

There is no plan in place to address IIIA4b.

IIIA4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

IIIA4C. DESCRIPTIVE SUMMARY

The college subscribes to integrity in the treatment of its administration, faculty, staff, and students through the college's mission statement and personnel manual. The personnel office ensures the use of the manual in the college community. The personnel office advises supervisors and employees alike on employment policies and procedures. Integrity is demonstrated through committees such as the ad hoc grievance committees or the Student Conduct Board.

IIIA4C. SELF EVALUATION

The college subscribes to and advocates policies that ensure the treatment of its administration, faculty, staff and students through its mission statement, policies and procedures. The college demonstrates integrity through ensuring the use of these polices and procedures to the college community.

IIIA4C. PLANNING AGENDA

No planning recommended.

> **IIIA5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA5. DESCRIPTIVE SUMMARY

Opportunities for continued professional development are provided to the staff and faculty in various forms and are dependent upon the funding available. Opportunities for professional development within the college include the ability to enroll in two courses per semester with tuition waived for the employee, Staff Development Day which is described in more detail below and other trainings and workshops given locally from time to time. In addition, employees can often join professional organizations such as the Society for Human Resource Management (SHRM) or subscribe to annual publications.

Opportunities for continued professional development also include scholarships for degree programs. These are primarily given to Micronesians who hold bachelor's degrees. The purpose of this is to build in-country capacity. Programs of this nature include online programs as well as sending the employee off island. Additional opportunities include off island conferences and workshops. For instance, for the past several years at least one representative from the Language and Literature Division at the National campus has attended the annual TESOL conference. Employees from the Financial Aid Office and Office of Admissions and Records attend an annual financial aid workshop to keep up to date with federal requirement.

IIIA5. SELF EVALUATION

The building of local capacity is the college's priority in the use of staff development funds. Instructors who are FSM citizens may be hired with a bachelor's degree with the understanding that they will work toward a master's degree in their area of study. During fiscal year 2003, staff development funds at the National campus supported five faculty/staff to pursue graduate programs. Eight staff members attended off island conferences and five staff were awarded funding for training. There are funding constraints that do not allow for all personnel to be given costly opportunities. None the less, opportunities do exist.

The Personnel Committee has consistently recommended to the administration for divisions to build into their own budget staff development for conferences or workshops they regularly attend. Unfortunately, staff development within the division budgets is often the first item to be cut by the finance committee. With all staff development at the National campus dependent upon the "staff development budget" within the personnel office, no guarantee can be made that employees will receive the staff development they request. The staff development budget was reduced from $50,000 for FY 2003 to $40,000 for FY 2004.

IIIA5. PLANNING AGENDA

No planning required.

IIIA5a. The institution plans professional development activities to meet the needs of its personnel.

IIIA5A. DESCRIPTIVE SUMMARY

One day a year the staff development committee organizes the Staff Development Day whereby classes are cancelled and various workshops and trainings are offered to the staff and faculty. This event occurs at the National campus. Spring 2003 was the first time that staff and faculty were invited to attend from the state campuses. The day consists of professional development sessions such as Introduction to *Microsoft Access*, Basic Web Page writing for beginners, and a customer service improvement workshop. The keynote speaker for the 2003 session lead a discussion entitled "Helping Students Become More Effective Learners". Also offered are sessions focussing on learning to tango, origami paper folding, and how to bake an apple pie.

IIIA5A. SELF EVALUATION

The college plans professional development activities to meet the needs of its personnel. Staff Development Day is planned on an annual basis. The sessions offered are determined by a survey distributed early in the year so that sessions are based on the needs or the requests of the personnel.

IIIA5A. PLANNING AGENDA

No planning required.

IIIA5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

IIIA5B. DESCRIPTIVE SUMMARY

The Staff Development Committee provides the participants of Staff Development Day with a survey asking the participants to evaluate the program. The evaluations are reviewed and tabulated by the Staff Development Committee. The Staff Development Committee uses that evaluation as a basis for improving the next Staff Development Day program.

IIIA5B. SELF EVALUATION

The college systematically evaluates professional development programs with the assistance of the participants and uses the results of these evaluations as the basis for im-

provement.

IIIA5B. PLANNING AGENDA

No planning required.

IIIA6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

IIIA6. DESCRIPTIVE SUMMARY

Page 48 of the *College of Micronesia-FSM Performance Based Budget Institution – Level and Program Outcomes and Outcomes Measures Fiscal Year 2004* contains human resources strategic focus, activities, outcomes and detailed outcome measures. [IIIA(8)]

IIIA6. SELF EVALUATION

Human resource planning is integrated with institutional planning as can be seen in the college's performance based budget. The institution systematically assesses the effective use of human resources by reviewing this document on an annual basis. The results of the review are used as the basis for improvement.

IIIA6. PLANNING AGENDA

No planning required.

Standard IIIA. Evidence

[IIIA(1)] List of where employment announcements are sent.

[IIIA(2)] Pages __ to ___ of the personnel handbook.

[IIIA(3)] Appendix K and J of the *COM-FSM Personnel Policy and Procedure Manual*

[IIIA(4)] Student Evaluation of Selected Behavior of Instructors form

[IIIA(5)] Supervisor's Evaluation Form

[IIIA(6)] Self Study Report 1997:127

[IIIA(7)] College of Micronesia Survey of Resources-2003

[IIIA(8)] Page 48 of *College of Micronesia-FSM Performance Based Budget Institution – Level and Program Outcomes and Outcomes Measures Fiscal Year 2004*

Standard IIIB:

Physical Resources

IIIB1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IIB1. DESCRIPTIVE SUMMARY

The College of Micronesia-FSM has campus locations in all four states of the nation with the National campus and one state campus on the island of Pohnpei and three other state campus locations in the states of Chuuk, Kosrae and Yap. In addition the college operates a Fisheries Maritime Institute on the island of Yap. The primary concerns regarding the physical resources of the college are the continuing development, maintenance and upgrading of infrastructure at all locations with the aim of adequately supporting student learning outcomes. Each campus location maintains its own maintenance staff, facilities and related resources with responsibility for maintenance and development of land, infrastructure, general use equipment and vehicles. System wide improvement and maintenance management policies emanate from the National campus as a part of overall institutional planning. [IIIB(1)]

A *Capital Improvement Plan* is utilized to provide the college with infrastructure and capitol project needs planning and to provide a budget estimation process for proposed infrastructure development projects. The *Capital Improvement Plan* also serves as a part of the overall strategic master plan for the college.

The college continues to follow its *Capital Improvement Plan*. Within this document is an extensive assessment of the current and future infrastructure and facility needs and usage for each of the college campus locations. The current student populations trends at all of the college campus locations coupled with FSM government studies on population growth implies that student enrollment will continue to increase. [IIIB(2)]

The president's cabinet is charged with participating in facility review and planning dialogue and advising the president on issues related to the facilities and development plans of the college. Such issues as safety of facilities, sufficiency of classrooms, condition of general facilities, condition and availability of college vehicles and issues pertaining to current and future needs are discussed in cabinet and then prioritized for action. [IIIB(3)]

Each state campus director conducts yearly facilities audits. These audits take into account the condition and function of buildings and vehicles under their control. The audits are an assigned responsibility of each campus's Facilities Committee. Individual division chairs are also responsible for reporting on facilities and equipment under their control. For example, if a division chair is informed of a mechanical failure or equipment need in their area then they would be required to inform either the campus director or the campus maintenance office via a work order request form.

A physical resources survey was conducted at the five COM-FSM campuses and was administered to faculty, staff, administrators and students. The purpose of this survey was to be used as data for this self study report. The results of this survey are used in this report to add detail to the self-assessment sections. The survey is on file as evidence. [IIIB(4)]

Descriptive Summaries, Self Evaluations, and Planning Agendas by Campus

National Campus: Descriptive Summary

The National campus is located on deeded land in Palikir, Pohnpei. The campus was opened in 1996. Since that time it has provided students, faculty, staff and the citizens of the FSM with a campus that is considered one of the finest in the western Pacific. Located on 73 rolling acres and overlooking the sea, the location of the National campus is stunning by any standard. The National campus provides modern physical and academic facilities for over 900 students from throughout the FSM and elsewhere. All of the structures on campus date from 1996 or later, with the exception of the agriculture building, the exercise center/storage facility, the print shop/peer counseling facility, and the maintenance and security building.

The array of buildings at the National campus includes an administration building which houses the offices of the president, vice president for support and student affairs, vice president of instructional affairs, comptroller, program director, vocational education director, research and planning director, and human resources director. In addition, the administration building houses the financial aid office, business office, admissions office, and information technology office. The building also contains a network server room, two conference rooms, a mailroom, restrooms, and a front lobby.

There are two faculty office buildings, which are capable of housing over fifty faculty and support staff. Each faculty building also includes a faculty lounge with male/female restrooms. One of these two buildings is currently under construction and is slated to open in December 2003. The new building contains a faculty meeting room as well as offices.

The campus contains a Learning Resources Center (LRC), which is the largest building on campus and truly the centerpiece of the college. It is a two-story building with 17,768 square feet of floor space housing the general collection, reference collection including over 300 CD-ROM titles, and 40 computers. Twenty of these computers are dedicated to library resource functions and twenty have programs for student applications. Other resource areas include the Micronesia-Pacific collection, curriculum resource center, periodicals collection, UN documents, and the Trust Territory of the Pacific Islands and FSM archives. In addition, the LRC houses the Media and Technology Center (MITC), combination conference/lecture rooms with folding divider wall, support staff offices, PEACESAT communications center, computer stations, and general seating and study tables. The LRC also has an adjacent paved parking lot.

There are two classroom buildings with a total of twenty classrooms. Three of these classrooms are computer laboratories and one is a science laboratory.

The main cafeteria space can accommodate up to 350 students in one seating and is adjacent to a large, modern commercial kitchen, storerooms, and staff office space.

There are two dormitory buildings which each contain 29 four-person residential rooms. In total the dormitories are capable of housing 232 students.

The campus also has a maintenance facility and adjacent storage/utility buildings, which house a complete repair shop, boat storage area, garages, tool storage and office space for maintenance director and staff. The campus security office is also located within the maintenance facility.

There is a student services center, which houses the college dispensary and a student lounge and recreation area. In the same building there is a bookstore, which carries textbooks, school supplies, snack items and COM-FSM logo items such as bags, shirts and hats.

The college has a new gymnasium facility completed in December 2001 with full basketball court, multipurpose theatre/meeting room capable of seating 500 people, locker rooms, recreation/game rooms, staff offices and two adjacent paved parking lots.

There is an agricultural facility featuring an office, computer lab with ten computer stations, one classroom and separate offices for the Cooperative Extension Service and Agriculture Experiment Station. Adjacent to the agriculture facility is an experimental banana plantation and multiple metal buildings currently out of use but soon to be renovated for use by the Division of Agriculture.

There are four small student buildings located in the center of campus. Each is constructed of natural materials and designed in the local style for use as student rest and relaxation areas.

There is an older building in the upper campus area that houses the campus print shop and the Peer Counseling Center.

The campus commons area is comprised of 73 predominately groomed and planted acres, which are maintained as a quality academic setting focused on quiet and serenity. An adequate drainage system has been installed to handle the typically heavy Pohnpei rainfall. Outdoor lighting fixtures have been installed.

Other features of the campus include:

- cement sidewalks between buildings and paved driveways between all campus facilities
- a large lighted two section paved parking lot for students, faculty, staff and visitors, adequately connected to all areas of campus via access driveways
- a deep water well which supplies water for the college and the nearby community.
- centerpiece flagstaffs representing the four states of the FSM as well as the FSM National flag are located in the center of campus
- an attractive permanent College of Micronesia-FSM main entrance sign.

National campus: Self Evaluation

The responses of faculty and administrators to the physical resources survey varied system wide. In response to survey question one, "The physical resource planning of the college is integrated into its long range planning efforts," 42% of National campus faculty, administrators "agree strongly" or "agree." 22% were " neutral" or "undecided." Only 9% "disagreed" or "disagreed strongly."

In response to question three, "The College provides safe and accessible facilities at all campus's in support of the integrity and quality of its programs and services," 49% of respondents "agreed" or "strongly agreed." 28% were either "neutral" or "undecided." Only 16% in "disagreed" or "strongly disagreed." It would seem that although the responses are varied, nearly half the respondents were satisfied.

The National campus has enjoyed a continual cycle of development since being completed in 1996. Since the last accreditation visit, the grounds, walkways, lighting, signage,

and overall ease of use have improved dramatically. In 1997 the National campus was something akin to a newly built home, which gave a feeling of "much more to do." As of 2003 much has been accomplished to make the National campus truly the home base for the college system.

The National campus maintenance department conducts maintenance audits on all facilities to ensure that all are functioning properly and in good order. In addition, the maintenance department receives work or repair requests generated by faculty, staff and administration on an ongoing basis. These repair requests are prioritized and acted upon after materials have been procured and repair options planned. This audit and ongoing repair response system is functioning and considered adequate for current facility use levels.

Facilities and equipment effectiveness, needs and usage are topics addressed by the president's cabinet, which meets biweekly or as needed. The president's cabinet also examines and reviews the facility resource needs of all campus locations as per the input of the state campus directors and other administrators who comprise the cabinet. The same examination criteria are used system wide to determine facility needs, equipment needs, and effectiveness.

Facility upgrades and equipment repair and procurement are all covered in the *Capital Improvement Plan*. The plan covers a time period of approximately ten years and is based on the realization that procurement of funding for facility and equipment needs can only be obtained on a request-by-request basis. Funding priorities are established based on both financial resource availability and on the college's strategic plan.

At present the physical resources of the National campus are considered adequate for the delivery of degree and third-year certificate programs. However more classrooms will be needed for an ever-growing student population. With approximately 900 students on campus, the existing classrooms are functioning at full capacity. Either additional classroom space will have to be built or teaching hours extended in order to minimize crowding in some courses.

The existing classrooms are modern, well lit and are conducive to teaching and learning. The rooms are designed with proper ventilation and no air conditioning is needed except in the computer laboratories.

Computer laboratories are adequate for the current student population, although a networked laboratory for use by computer information systems students would be desirable. At present computer laboratories are limited in that student work groups or computer related activities cannot easily take place in the existing laboratory configurations. Additional tables or chairs would be helpful in some labs.

In response to the technology resource survey question 12, which states, "The College evaluates effective use of its technology resources and uses the results of the evaluations to upgrade existing systems," only 9% of student respondents "strongly disagree." Of faculty respondents only 5% "strongly disagree" or "disagree." This would indicate a general satisfaction with computer laboratory facilities.

The original faculty office building has been at over capacity occupation for several years. Offices are cramped and there is little room for storage and proper filing. A new office building has been constructed and will be open for occupation at the end of fall semester 2003. This will immediately alleviate the overcrowding currently experienced by

faculty and support staff.

The administration building is a well-organized facility conducive to the administration of the National campus and the college system. At present levels of staffing, the building is at near capacity. Additional office space will have to be added should there be an increase in program offerings. The building is maintained in an orderly and professional manner. The environment is quiet and the workplace efficient. Guests and students enter a main lobby area and can immediately be serviced at either of two student population and general public interface offices. These are the financial aid and admissions offices. There is also a large notice board adjacent to the front doors, which is utilized to keep students, staff and faculty informed of current issues, general announcements and opportunities. This facility and features are considered adequate for the smooth management and administration of the college.

The national campus operates two residence hall buildings. These can accommodate 212 students. The residence halls are two-story buildings with communal restrooms and showers. Each room is shared by four students and is furnished with two bunk beds. The residence halls are staffed by a residence hall manager, residence hall advisors, resident assistants and custodians. The residents of the halls have the option of participating in the Residence Hall Association (RHA), which represents residents and assists them in daily residence hall life.

The residence halls are problem areas for facilities and maintenance staff. The buildings have suffered from abuse and in places seem aged beyond their years of existence. Firmer maintenance standards need to be devised and implemented. A new residence hall manager has recently been appointed in order to manage the day to day operation of the halls more effectively. The halls are not considered to be ideally suited to quiet and reflective study. The new manager has been assigned the task of upgrading the facilities and operating the buildings and systems under stricter control.

The National campus health service maintains a well-equipped dispensary on campus with a limited pharmacy and an examination room. A full-time nurse is available during normal working hours from Monday through Friday. The dispensary provides care for acute, chronic, and preventative health matters and offers hospital referrals when deemed necessary. The dispensary is considered an adequate facility, which serves the student, faculty and staff populations well and in general makes for a safer campus. Immediate response is available for medical emergencies during open hours. During off-hours campus security handles medical emergencies, with the assistance of the municipality and national police forces. The health service is deemed to be adequately suited to the needs of the National campus.

There are two campus facilities that serve both the residence hall and off-campus student population with leisure, recreation, and sports activities. The first is the FSM-China Friendship Sports Center. This is the largest building on the island of Pohnpei and serves as a multi-purpose facility. Basketball courts, television room and game room are available to students for recreation and leisure purposes. There is a variety of equipment such as volley-balls and basketballs available for student use. This facility serves the student body well in providing a variety of student activities. This factor is seen by the college administration as an important component of student life that enhances student learning outcomes. Students now have a wider variety of activities available on campus. With this enhanced student life,

it is hoped that they are less prone to engage in activities such as drinking alcohol or simply being bored and idle.

This facility is considered to be adequate but currently under-utilized for student activities. The college hired a director of recreation and sport activities to develop and implement a schedule of student activities. However, this coordinator resigned shortly after arrival and a replacement is being sought.

The second facility is the Student Union, which is located adjacent to the cafeteria and serves the student body as a center for student activities and socialization. This facility is small and should be expanded in size or moved. The union is seen by administration as an important element in a quality campus experience for students. However without a student services coordinator this facility will, like the gymnasium, remain under utilized. Further, where there used to be stereo and video equipment, games, magazines, and tables in the union, there are now only old couches. Offices for the Student Body Association were recently added to the space.

The cafeteria is of adequate size and of adequate quality to handle the current student, faculty, and staff populations. The kitchen is also of adequate size. However, the staff needs training in basic kitchen procedures including food handling, menu planning, and sanitation management. In addition, basic food preparation equipment is lacking and should be procured to assist staff in ease of meal preparation. Generally the meals served by the cafeteria are adequate but often lack in variety of foods served, presentation, and nutritional value.

The commons area of campus is generally well groomed, continually maintained, and is considered adequate for a quality student campus experience.

Driveways, roads and parking facilities on campus are paved and in good condition. These facilities are adequate in size for the current student, faculty, staff and visitor populations. The parking areas however are not utilized in the most efficient manner and are considered potentially dangerous. The center parking lot is primarily designed for use by faculty, staff and visitors. The lot is often filled to capacity with the addition of student cars. The danger arises when overflow parking takes place along the narrow driveways and fire lanes that lead to and from the center parking lot. This reduces the driveways to a single lane and cars have a difficult time passing through these driveways. This difficult situation is further complicated by student foot traffic. It is suggested that a new parking policy be implemented requiring student vehicles to be parked in the under-utilized gymnasium parking lot. Staff and faculty vehicles would display a lot sticker allowing parking access to the main center lot. Visitors would have designated slots open for their use. This would work to relieve the overcrowding of the center lot.

National Campus: Planning Agenda

Continue to follow college facility and maintenance procedures and policies. The parking lot issue should be brought to the president's cabinet for discussion and action. This matter is considered to be a high priority and should be addressed during the fall semester 2003.

State Campuses

The state campuses are the college satellite locations located in all four states. They are

respectively located in Chuuk, Kosrae, Pohnpei and Yap. The state campuses are all considerably smaller than the National campus. In most cases they are comprised of older buildings augmented with new central buildings housing administration offices, conference rooms, classrooms, libraries, computer labs, and restroom facilities.

Chuuk Campus: Descriptive Summary

The Chuuk campus is located on leased property on Moen Island near the town center of Weno and accommodates approximately 800 students per semester. The campus is situated on the Chuuk lagoon shoreline, which makes for a potentially appealing campus setting. Students have the opportunity to stroll between class buildings with the lagoon only yards away. However this is where the beauty of the Chuuk campus ends and the reality of daily life as a Chuuk campus student begins. The existing campus is on leased land and is comprised of five buildings, which are in varied states of neglect and disrepair. In addition two off campus buildings are leased and utilized as classrooms and a vocational education center. To date, ongoing improvement requests and lease arrangements have not been settled with the landlord. Therefore, the college has been forced to seek alternative locations in order to improve student, faculty, and staff campus life.

The situation at the Chuuk campus is an ongoing high priority concern for the college. It has been the belief of the college administration for some years that the state of the Chuuk campus adversely affects student learning outcomes. An ongoing diligent effort to mitigate and institute change has been problematic at best, primarily due to land availability and land tenure issues. The islands within the FSM are all small by any standard and available land is difficult, if not impossible, to acquire. A new site was purchased by the college with the aim of building a new campus, however certain mitigating factors centered on site improvement and other land issues have prevented the college from building a new campus on the site.

The college's Board of Regents and the president have decided on a new course of development for the Chuuk campus. A new permanent site has been identified and acquisition is currently under negotiation. The college has set aside funds for the acquisition of this property and is soliciting funds from the FSM government for assistance in renovations. If successful in acquiring adequate funding, the college hopes to move into the new site sometime around May 2004. The site would be ideally suited to the purposes of the college as it is again adjacent to the town center and has the advantage of being an existing contiguous or enclosed campus setting. This new site could dramatically change the daily life of students, faculty, and staff as it is a setting more conducive to academic pursuits and quality student life.

Currently the Chuuk Campus is comprised of the following infrastructure:

- a campus center comprised of two main buildings housing classrooms and faculty offices
- a small administration office building.
- two off-campus buildings housing classrooms and vocational facilities.
- limited unpaved on-campus parking for college owned vehicles and faculty/staff vehicles.
- two computer laboratories containing a total of 32 computer workstations for

student use
- a small library
- a maintenance room
- two male and two female restrooms.

Chuuk Campus: Self Evaluation

The Chuuk campus serves approximately as many students as the National campus but is a fraction of the size and is in a run down and dilapidated state of repair. Classrooms are generally poorly lit and exist in inadequate numbers to serve the current student population.

The faculty offices are small, crowded and in need of additional storage space for record keeping. There is no faculty lounge area or faculty restroom.

The commons area of the campus is small and crowded, with almost no room for student relaxation or study. There is no meal service available on campus. Students must leave campus to seek a meal elsewhere. The library is small and inadequate with a limited selection of titles and other learning materials. The two computer laboratories house 32 computer workstations. One is in the library and the other is a dedicated computer laboratory.

Restroom facilities are insufficient in number for the existing student, faculty, and staff population and are in a state of disrepair. Two of the restrooms are essentially unusable, which forces the two functioning units to be overused.

Although the vocational education instructor has done an excellent job with the limited facilities he has, the vocational education building, an off-campus location, is small and inadequate for quality student learning. Visitors to this facility would see that effective learning has and does take place due to innovation and utilization of literally every square foot of the facility.

Equipment needs are met on Chuuk campus through requests from department chairs, faculty and staff. Equipment requests go to the campus director who then either allocates funds from an existing account or takes the request to the president's cabinet.

The Chuuk campus is deemed not to be in compliance with standard IIIB1.

Chuuk Campus: Planning Agenda

Ongoing planning for the move to a new Chuuk campus facility should remain a top priority for the college administration. Until a new campus location is secured, the Chuuk campus maintenance staff should continue to follow the procedures for base level maintenance as set forth by the college's maintenance director.

Kosrae Campus: Descriptive Summary

The Kosrae campus is located on leased property adjacent to the town center on the island of Kosrae and serves the needs of Kosrae State. The Kosrae campus is located adjacent to the K-12 Department of Education complex. It is a peaceful setting, conducive to learning and student reflection. Since the time of the 1997 self study much has changed on Kosrae campus, particularly the building of a new main multi-purpose building.

Kosrae campus has a main building that houses the campus administration offices. These include the offices of the campus director, financial aid office, student services office,

one classroom, a science lab with six laboratory workstations, and a computer laboratory with 25 internet capable terminals. This building also contains one restroom for males and one restroom for females

The Kosrae campus consists of the following infrastructure:

- An Agriculture Experiment Station (AES building) containing two offices, a resource room and a demonstration/classroom;
- An electronics and telecommunications building which houses a laboratory for the electronics and telecommunications program and is also utilized as a part time laboratory for the carpentry program;
- A tool building utilized for the carpentry program. This building also includes an assembly room utilized for the carpentry program;
- A garage to house campus vehicles; and
- An adequate parking area for students, staff and faculty.

Kosrae Campus: Self Evaluation

The Kosrae campus is well maintained and the setting is conducive to quality student learning. The facilities are adequate in size for the current student, faculty and staff populations and near future predicted growth. The Kosrae campus is considered a safe campus and buildings are maintained through scheduled maintenance procedures and via a yearly maintenance audit. The same criteria set forth by the college's Board of Regents for determining the sufficiency and adequacy of facilities are used at the Kosrae campus. Sufficient vehicles and other student support equipment are utilized at the Kosrae campus.

Equipment needs are met on Kosrae campus through requests from department chairs, faculty and staff. Equipment requests go to the campus director who then either allocates funds from an existing account or takes the request to the president's cabinet.

Kosrae Campus: Planning Agenda

No planning agenda.

Pohnpei Campus: Descriptive Summary

Pohnpei campus is located on leased property in the center of the town of Kolonia.

Serving the needs of Pohnpei state as well as the nation, Pohnpei campus offers several degree programs including hotel and restaurant management, telecommunications, and building technology. Many certificate programs and an Intensive English Program (IEP) are also offered to the 400 plus students who enroll each semester.

The campus served as the College of Micronesia – FSM National campus from 1993 until it moved to the new Palikir location in 1996. Pohnpei campus inherited a dilapidated campus comprised of older metal and wood composite construction buildings. These steel and wood composite structures that house the classrooms were brought to Pohnpei from Eniwetok Atoll after outliving their use to the US military. The buildings were placed on Pohnpei campus in 1967. Since then, ongoing maintenance has been performed, but much of the wiring, lighting, flooring, wallboard, and many of the windows need to be replaced.

Several of these old buildings were removed. Those that remained bore the signs of 30

years of hard use. Several new structures have been built on campus, including the main administrative building, two new buildings for the Division of Technology and Trade, a multi purpose building, and a new gymnasium. In the past seven years, the campus appearance has improved markedly. However, the original classrooms mentioned above, which serve the majority of the students on campus, are in need of renovation or replacement.

The following is a listing of the infrastructure at Pohnpei campus, including some detail regarding renovations since 1997. The campus is comprised of:

- A new administration building housing the administrative offices of the campus director, assistant director, executive secretary, financial aid officer, bookkeeper, secretary/receptionist, registrar and a small kitchen facility. In addition, the new administration building also features a conference room, one male and one female restroom, two computer laboratories each containing twenty computer work stations and a central IT office. This building also houses the campus library and a utility room used by support staff;
- An older student services building. This building was essentially demolished for renovation and a new building constructed on the site now contains a multi-purpose room constructed to accommodate oversized classes, student registration, athletic training, evening classes, and special functions. This newly renovated building also houses a student activity center with a pool table, table tennis, cable television, and other games. Adjacent to the student activities center is the campus medical dispensary and a counselors office;
- A building, which houses the Division of Hospitality and Tourism (HRM), includes an office for the program chairman and three instructors. Additionally, there is a teaching hotel lobby adjacent to the HRM main offices and a full-service restaurant (The Blue Plate Café) with dedicated commercial laboratory kitchen. The Blue Plate Café is open to serve the student population and the general public;
- A large traditional *nahs* that is used for student functions, ceremonial functions, and as a general meeting place for students relaxing or studying between classes. This building is a remodel of an older conference/classroom facility. Attached to this building is a roofed area with tables used for student socializing and studying;
- A central classroom building that has four classrooms and the Intensive English Program office that provides office space for the division chair and four instructors. Additionally, two offices in this building office house the Pohnpei campus program director and the Pohnpei campus Teacher Quality Enhancement Grant (TQEG) officer;
- Adjacent to the main classroom building is the building housing the Student and Support Services Program (SSSP) offices and student learning center;
- A classroom building and study hall, which contains three classrooms and a computer laboratory; and
- A new multi-purpose gymnasium built for student use with administrative office, parking lot, and restroom facilities.

The main upper campus building has been renovated to house the vocational program offices including vocational education division chair and vocational support staff/faculty offices and classrooms. In addition this main building also houses the following three programs:

- Land Grant program, including offices and laboratories
- Upward Bound program offices
- Talent Search Program offices.

A new fully equipped electrical workshop teaching facility houses the electrical and electronics programs.

A new fully equipped cabinetmaking and carpentry building with three classrooms and two restrooms serves students in these programs.

A new student lunch area adjacent to the electrical shop can be utilized by any vocational student. This was built as a classroom project.

The center of campus has undergone beautification and the main parking lot improved. Additional parking spaces have been added behind the main administration building.

A fence has been completed around the entire campus to improve security.

Pohnpei Campus: Self Evaluation

Pohnpei campus was the college's main campus until supplanted in that role by National campus in 1996. Pohnpei campus was left as a somewhat run down venue with the burden of still having to offer quality post secondary education to an ever growing student population. With the vision of the campus director, Pohnpei campus not only survived the move but also has thrived in the process. Facility improvements have been progressive and ongoing since the time of the last self study

Notably, minor safety issues have been addressed. A campus enclosing fencing system has been constructed and guards are posted each night, weekends, and occasionally during scheduled daytime activities. Pohnpei campus was never deemed to be a dangerous campus. Most incidents of crime were minor vandalizing due the campus's location in the center of town.

Student life has been improved dramatically with the renovation and opening of the central *nahs* building. This building is in constant use by students and has become the social focal point of the campus. Students have a clean comfortable open-air place to relax, study, and socialize.

The new gymnasium serves the student body and public of Pohnpei. This facility is located on the site of an older gymnasium, which was deemed unsafe and consequently razed in order to facilitate the construction of the new facility.

Two buildings on campus are considered to be barely suitable as teaching and office facilities. One building contains classrooms one to four, the IEP office, the program director's office, the TQEG office, and restrooms. These restrooms are in need of renovation and will be upgraded when this building is renovated.

The second building contains classrooms five to seven and a study hall with ten computer workstations. These two classroom buildings were moved to the campus from

Eniwetok Atoll in 1967 and are currently slated for renovation. These buildings have been continually upgraded over the last six years with paint, window treatments, improved air conditioning, new wall paneling and, in some cases, major interior structural renovation. However, these efforts have largely been cosmetic. The buildings are generally run-down and typical of buildings of their age. Renovation was decided upon instead of demolition and rebuilding because the frames of the buildings are metal and in good condition. Renovation will focus on the walls, ceilings, roofs, and classroom interiors. The bathrooms will be removed and replaced by new walls, stalls, and fixtures.

The commons area of the campus is small, but well groomed and conducive to a relatively high quality of student life. The main parking lot at the front entrance is not paved and is much too small for the number of cars that need to park there. Efforts to mitigate this problem have been moderately successful. These efforts have been to ban taxis from entering the campus parking area and to increase parking capacity by filling and leveling an area behind the administration building.

The administration office is small but adequate for the current level of student enrollment. The Pohnpei campus staff is and has been a very functional group who in many ways seem to thrive in the small confines of the main office. Pohnpei campus is known to have this feeling about it, a feeling of comfort and intimacy, which some students actually prefer to a larger campus setting.

The Pohnpei campus maintenance staff works along the same guidelines as the other COM-FSM campus maintenance staffs. Maintenance audits are conducted annually by the campus facilities committee. The findings of this committee are passed to the campus director who then articulates capital expenditure needs to the president's cabinet where future budgets are discussed and set in order to fulfill campus facilities needs. Staff and faculty may also request maintenance as the need arises. These repair or improvement needs are articulated in a work order request form. This is then passed to the campus director who utilizes an existing budget account to fulfill the request or, if necessary, takes the request to the president's cabinet. Should the request be covered by an existing budget account, the work referred to Pohnpei campus maintenance department by the campus director.

Equipment needs are met on Pohnpei campus. Equipment requests go to the campus director who then either allocates funds from an existing account or takes the request to the president's cabinet

Pohnpei Campus: Planning Agenda
No planning agenda.

Yap Campus: Descriptive Summary
Yap campus is located on the outskirts of the town of Colonia in Yap State.
At the time of the 1997 self study the Yap campus was located at the then abandoned site of the United States military's Civic Action Team (CAT Team). Most of the buildings were old and termite-eaten with leaky roofs and in need of replacement. Currently the campus has been expanded up the hill from the CAT team location and is comprised of just over seven acres. The new location places the upper campus adjacent to the high school, which allows for high school students to observe the increasing activity on campus. In April

2000 a new central campus facility building was completed and occupied.

This main building consists of the office of the campus director, faculty, staff, and sponsored programs offices, a classroom, a library, and male/female restrooms.

Besides the main administration building, the following facilities have been in use on the Yap campus since 2000:

- A 30'X36" dedicated computer laboratory containing 20 work stations.
- A smaller computer laboratory contains eight computer work stations, which are primarily used to deliver CAI in electronics and telecommunications.
- A Land Grant AES research building housing two laboratories (one each for agriculture and aquaculture) and offices for Land Grant staff.
- An open bay building which has been completely renovated and is used to house vocational education programs including construction, electricity, carpentry and electronics. In addition it includes an office for instructors, two classrooms and a small computer/electronics laboratory. In addition there are two vocational equipment storage rooms in the same building.
- Two older classrooms from the CAT team era are in use but in need of maintenance and restoration.

Yap Campus: Self Evaluation

The Yap campus follows the college's maintenance protocol and facility development and procedure. The campus is clean, neat and considered safe for students, faculty and staff.

Yap Campus: Planning Agenda

No planning agenda.

Fisheries and Marine Institute: Descriptive Summary

The FSM Fisheries and Maritime Institute is located on the island of Yap. The campus is located in facilities originally built in the late 1960's for the Loran station operated by the United States Coast Guard. The buildings were built to a high standard, as directed by the coast guard, and consequently remain sound and serviceable to this day. The campus is located approximately six miles for the town center of Colonia and is accessible by a well-maintained gravel road. The institute is able to handle approximately 40 students at any given time.

The array of buildings and equipment utilized by the FMI consists of:

- a combination dormitory, administration and cafeteria building
- a building to house the institute's director and family
- two buildings to house instructors and families
- a classroom building containing four shop/classroom combination facilities
- an electrical and mechanical teaching laboratory
- a fire suppression teaching facility
- three boats used for teaching purposes
- one van used to transport students

- three pickup trucks
- a semi-paved parking lot
- sidewalks between the main buildings
- a computer laboratory networked to the college's system containing ten computer work stations
- a learning resource center.

Fisheries and Marine Institute: Self Evaluation

The FMI is considered to be a safe, well-maintained facility conducive to student learning. The FMI is a new project of the COM-FSM system. In the process of examining the facility prior to a lease being drawn all buildings and other infrastructure were deemed to be in excellent working order with the exception of one building roof. This roof has since been replaced. The facility is adequate for the purposes of training approximately 40 students and to date has not exceeded that number. The FMI is under the overall maintenance jurisdiction of the National campus maintenance director. As with other COM-FSM satellite campus locations, routine maintenance is handled by local maintenance staff. Facility evaluations are performed by the FMI staff and relayed through the FMI campus director to either the National campus maintenance director or to the president's cabinet for review and action. The FMI is represented in the president's cabinet. Through this representation any facility needs or development projects are discussed and planned for through the *Capital Improvement Plan*.

Fisheries and Marine Institute: Planning Agenda

No planning agenda.

IIIB1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

IIIB1A. DESCRIPTIVE SUMMARY

The college system operates six campus locations across the nation. Coordination and effective communication are always a challenge. Individual campus directors bring current student population figures to the president's cabinet where facilities needs are assessed and acted upon. The head of the system wide maintenance department is advised by and advises the president's cabinet on maintenance and facility development issues. Facilities and maintenance funding priorities are established based on both financial availability and the college's strategic plan. Financial information is disseminated to all units so that they are aware of resource availability and can plan accordingly. Facilities and equipment needs, which focus on or are in support of student learning outcomes, are always given first priority.

Before any new facility (building or infrastructure) or major equipment acquisition is approved, the responsible requesting division, committee or individual is required to conduct a needs assessment. The typical protocol is that the requesting body or individual

collects data relating to the need for the facility or infrastructure. This data may be presented to the state facility committee, directly to the campus director, or in some cases (the National campus) directly to the president's cabinet via a representative on the cabinet. The president's cabinet looks to the *Capital Improvement Plan* for guidance and general guidelines relating to the projected needs and available funding for such a project. The cabinet reviews the proposal, investigates the cost of the project and then prioritizes it against other competing needs before making a recommendation for or against the proposal. Potential funding sources are identified and can include budgeted funds. In some cases outside funding sources are also examined.

IIIB1a. Self Evaluation

It is recognized that new needs do arise in the normal course of growth cycles, which impact the college. The *Capital Improvement Plan* is a durable document, which reflects the assessment of resource availability and application. The plan covers a time frame of over ten years. However, it is based on the realization that funding for projects can only be planned on a tentative basis due to the yearly funding cycle of the college. If and when a new project comes up there is a protocol for moving it forward toward a prioritized or non-prioritized status. This status is based on the premise that those projects impacting positive student learning outcomes rise to the top.

In response to the physical resource survey question # 4, "The College builds, maintains, and upgrades its physical resources to assure effective utilization and quality to support its programs and services," 61% of those surveyed either "strongly agreed" or "agreed" that the college does build, maintain, and upgrade facilities in order to support its programs and services. 18% stated they either "disagreed" or "disagreed strongly."

This system works and to date has allowed the college administration to act with some degree of assurance in regards to major purchase acquisitions or capital improvements. This ability to act with assurance is of course tempered with the reality of the funding cycle the college must go through with the FSM government. This is highlighted in Standard IIID.

IIIB1a. Planning Agenda

The college should continue to utilize the protocol and procedures for needs assessment, planning, prioritizing of infrastructure and major equipment acquisitions.

IIIB1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

IIIB1b. Descriptive Summary

The college campus locations utilize a Facilities Committee, which is charged with assuring that the campus under their jurisdiction is well maintained, accessible, secure and

safe. To this end audits have been performed at each campus to determine the safety and security status of that campus. All campus locations system wide either employ or contract with security services, which patrol the campuses day and night. In addition, appropriate night lighting is utilized in and around buildings, parking lots, and foot traffic areas to ensure the safe passage of students, faculty, staff, and visitors. Fencing is in place where needed in order to assure that the campus and its occupants are safe and secure. Wheelchair accessible ramps and hand railings are also in place at each campus.

IIIB1B. SELF EVALUATION

Each campus location employs a uniformed security staff or service. These services are charged with the task of security patrol and interdiction of suspected criminal activity.

The college strives to ensure that all campus locations are safe, secure, and accessible. However there are some areas that need to be addressed regarding accessibility. At the National campus, the two classroom buildings and administration building are two-story structures. None of these three buildings are truly accessible. However all buildings offer accessibility to the first floor. In case of an accessibility need, classes could be scheduled in first floor classrooms. The Learning Resources Center does not have properly sized aisles and turnarounds for wheelchair accessibility.

Pohnpei campus also has classroom building access problems as there are short steps leading up to classrooms one to four and the IEP office. Chuuk campus is generally in compliance, with the exception of the two-story vocational education building.

Sidewalks exist between most buildings at each campus location, with the exception of Chuuk. Existing sidewalks are smooth and wide enough to accommodate students in wheelchairs. Another issue which has not been addressed is doorway width and restroom access in some locations. All campuses except Chuuk campus and FMI have accessible restrooms available. Railings for use by sight impaired individuals are available in some places at the National campus but in general most areas are not adequately covered. There are no ground markings available at any of the six college campus locations to aid sight impaired individuals.

In order for the National campus and second floor Chuuk campus facilities to be made accessible, elevators would have to be installed. This is a cost that the college cannot absorb. The alternative, as detailed above, is to schedule classroom assignments based on need for a given situation. A similar example of this type of amenable action on the part of the college would be the action on the part of the Pohnpei campus director, who ordered a special set of desks to be built and located in appropriate classrooms for a student with health problems.

IIIB1B. PLANNING AGENDA

1. An elevator will be installed at the Learning Resource Center by spring 2005.

IIIB2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

IIIB2. Descriptive Summary

The college relies on the director of maintenance and the National and state campus administration for the planning and evaluation of physical resources. As detailed in IIIB1a, student learning outcomes are always the first priority when resource planning and funds allocation are considered. When maintenance directors and state campus directors are assessing the feasibility and effectiveness of resources in the support of programs and services, priority is given to those needs identified which will enhance programs and services.

IIIB2. Self Evaluation

The college does not adhere to a policy of scheduled resource evaluations or audits.

IIIB2. Planning Agenda

1. The president's cabinet will formalize a protocol and set a schedule for annual physical resource audit plans for each campus by fall 2004.

IIIB2a. Long range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment.

IIIB2a. Descriptive Summary

The college utilizes a system of long range planning centered on the *Capital Improvement Plan*. The plan outlines long-term objectives and goals with projected costs factored in through the budgeting process.

IIIB2a. Self Assessment

This long range planning process is hampered by the fact that the college is not assured of a fixed, yearly appropriation of funding by the FSM Congress. It is difficult to make durable long-term plans when Congress can and at times does slash funding. The college does however prioritize its needs and systematically informs congress of these needs through appropriation requests. However the college has often experienced funding shortfalls due to lack either of understanding or of support by Congress.

IIIB2A. PLANNING AGENDA

To mitigate the problem of funding cuts, a "Total Cost of Ownership / Order of Priority Worksheet" should be considered for development and this document submitted to Congress. This checklist would ensure that transparency would make appropriation requests more easily understood by all stakeholders including Congress.

IIIB2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

IIIB2B. DESCRIPTIVE SUMMARY

Planning for infrastructure and other physical resource needs (vehicles, tools, maintenance supplies etc) is accomplished via the *Capital Improvement Plan* and the normal budgeting process.

IIIB2B. SELF ASSESSMENT

Physical resource planning is loosely integrated with institutional planning in that the maintenance director sits on the president's cabinet and expresses needs as per his assessment of current inventories, condition of infrastructure, and perceived future needs. Campus directors also express their needs in cabinet meetings.

IIIB2B. PLANNING AGENDA

An annual system wide physical resource audit and needs assessment will be conducted at each campus and the data from these audits be used as evidence for future planning, budgeting, and subsequent improvement.

Standard IIIB. Evidence

[IIIB(1)] COM-FSM Five Year Master Plan.
[IIIB(2)] Capital Improvement Plan
[IIIB(3)] President's Cabinet Meeting Minutes.
[IIIB(4)] Physical Resources Survey.

Standard IIIC:

Technology Resources

IIIC1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

IIIC1. DESCRIPTIVE SUMMARY:

The College of Micronesia-FSM provides technology support for the National, Pohnpei, Kosrae, Chuuk, Yap, and FMI campuses through the Information Technology department (IT department). This department is comprised of the following personnel:

• director of information technology
• one database specialist
• two information systems specialists at the National campus
• four information systems specialists at each state campus.

The college has equipped and currently maintains 18 computer labs for student instructional activities across the college system. The college also has a Wide Area Network (WAN) that connects the National, Kosrae, Pohnpei, Yap, and FMI campuses. One building on Chuuk campus is wired to the college's WAN. Access to the internet is available to students and faculty at the state campuses through the main network server on National campus.

The college also provides all faculty members with the appropriate technology to perform their assigned instructional activities. The college continues to expand technology services to meet the college mission statement

The college has established the Technology Advisory Committee (TAC). According to the college's technology policy, TAC is charged with "preparing policy, providing advice to the President and operating in the area of technology." The Technology Advisory Committee has major input into any decision regarding technology purchases, use and repair of technology equipment, and training in technology areas. [IIIC1(1)]

A technology plan, created by the director of research and planning, was approved by the Board of Regents "as a living plan and directed the administration to conduct periodic review of the Plan" during their December 2001 meeting. This plan ensures that technology planning is fully integrated with institutional planning. [IIIC1(2)] [IIIC1(3)]

The Technology Advisory Committee was established on July 9, 1999. As stated in the technology policy the TAC is responsible for the following areas:

1. Operation of computer purchases relative to technology obsolescence and accompanying technology fee;
2. Developing a plan for technology throughout the COM-FSM system;
3. Planning and implementing training programs for the staff and students to encourage full usage of new technology;
4. Supporting the maintenance of the equipment;
5. Coordinating procurement of needed supplies;
6. Steering college purchasers away from vendors who have proven unreliable in the

past; and

7. Performing other related tasks as may arise from time to time.

The technology policy states that the TAC committee is to be composed of the following personnel:

1. Vice president for instructional affairs (acting as committee chair)
2. Director of research and planning
3. representation from the following offices or interests:
a) administration
b) faculty
c) students
d) classified staff
e) Learning Resource Center (LRC)
f) Division of Information Technology
g) academic business division
f) Title III
g) state campuses.

Academic divisions are responsible for reviewing and defining hardware and software needs for instructional purposes within their respective divisions. The Learning Resources Center, Financial Aid Office, Office of Admissions and Records, and state campuses review and define the needs for their units. These needs are then presented to the IT director for technical approval. TAC has delegated this authority to the IT director. [IIIC(1)]

The technology policy provides for a central committee (TAC) to review and evaluate how technology can enhance the educational needs of the community. The creation of the TAC, the technology policy and technology plan ensures a level of compatibility is maintained across the college system and that the technology needs of all stakeholders are adequately provided for now and in the future.

The technology plan provides a central committee to review and define technology resources and to ensure all aspects of the technology in use throughout the college are compatible and the integrity of the IT system is maintained. The technology plan is an effective instrument that TAC uses to guide the college in issues relating to procurement and planning for future technology needs. This is substantiated by the results of a technology survey. Question three states that "Technology resources planning is integrated into the college's long term planning." Only 3% of faculty strongly disagreed with this statement. [IIIC1(3)]

The membership of the TAC currently consists of:

• information technology director (chair)
• vice president for instructional affairs
• director of research and planning (vacant)
• PEACESAT representative (vacant)
• coordinator of MITC
• database specialist/MIS

- computer instructor, Pohnpei campus
- computer instructor, Chuuk campus
- computer instructor, National campus
- director, vocational education
- education computer lab coordinator
- English computer lab coordinator
- mathematics instructor, National campus
- library representative

The vice president for instructional affairs has assigned the IT director the duties of chair. However, the VPIA remains an active member of TAC. The diverse membership of TAC provides an opportunity for all stakeholders to be represented in the information technology planning process and permits the college to be near the forefront of technology advancements in education and training in Micronesia.

IIIC1. SELF EVALUATION

In response to the technology resources survey question 12, which says, "The college evaluates the effective use of its technology resources and uses the results of the evaluations to upgrade existing systems," only 9% of all students across COM-FSM strongly disagree. However, faculty response indicates only 3% strongly disagree and 2% disagree.

The information technology department also improved or installed the WAN at the National, Kosrae, Yap, Chuuk, and Pohnpei campuses to improve the college's ability to transfer student records and financial information between the campuses. This is in compliance with the objectives for the college established in the technology plan. [IIIC1(2)]

TAC approved and installed the necessary infrastructure for the Financial Aid Office to upgrade their financial accounting program and training for the necessary personnel. [IIIC1(3)]

The state campuses are connected to the WAN. This means that their connection to the internet is through the main server at the National campus. When the server prepares to shut down due to power outages at National campus, the state campuses have no way of knowing of the imminent shut down. Connection speeds from state campus computer labs to the internet are so slow as to make it unusable for classroom purposes. Web pages may take up to ten minutes to load, because the connection goes through the National campus server.

There are flaws in the implementation of the technology policy. Representative equity is an issue and National campus representatives make up the majority who are involved in decision-making. Meetings are called on short notice and held at the National campus. This limits participation of several members, especially those from the state campuses. This could be the reason that 30% of faculty surveyed were unsure of the college process of evaluation. [IIIC1(4)]

The Technology Advisory Committee has not held regularly scheduled meetings. The tendency has been to meet when particular problems arise. Faculty, as the primary users of technology for instructional purposes, are underrepresented on the committee. Those who actually use technology to implement distance education are not directly represented on the

committee.

IIIC1. PLANNING AGENDA

1. To enable as many members of the TAC to be present for the decision-making and planning process, the chair of TAC committee will call a meeting at least twice each semester on a regularly scheduled basis. Meetings should coincide with other meetings when state campus representatives are on Pohnpei.
2. The Information Technology department will research the purchase of a generator to provide back up for the server when power fails.
3. The designated subcommittee should continue negotiations with FSM Telecom to improve the speed of internet connections. The increased speed will improve communications between state and local campuses and allow instructors to utilize the internet in their classes. Also, improved speed is the first step towards developing the ability to have video conferencing and deliver distance education via computer.
4. The TAC membership will be reviewed with a view to including better representation of

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IIIC1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

IIIC1A. DESCRIPTIVE SUMMARY:

Section IV of the technology policy defines "computing resources" and how these resources can and cannot be used by students, faculty and the community. Page three of the policy states:

The computing resources of the College of Micronesia-FSM are intended to support the academic programs of the College. Anyone pursuing academic work may use the facilities and equipment. Use is limited to curriculum, academic, and College related work.

The information technology director informs the Technology Advisory Committee (TAC) of all issues involving technology services, hardware, and software used by the college. TAC is charged with the responsibility of providing advice to the president on all essential professional support needed to enhance the operation and effectiveness of the college. [IIIC(5)] Technology is used in two main applications at the college, student instructional activities and business support.

The college maintains 18 computer laboratories. There are six computer laboratories at the National campus, five at the Pohnpei campus, two each in Yap, Kosrae, and Chuuk, and one at FMI.

The Technology Advisory Committee and the information technology division also work closely with the president's office, financial aid office and admissions office to maintain and improve the use of technology in support of college operations that include the following:

- The Financial Aid Office runs Microsoft Windows operating systems on seven computers and one server, they connect to the US Department of Education using

the college's TCP/IP network via a proxy server with a program called *ED-Express*. This program is used to download student information regarding financial aid;

- The admissions office runs Microsoft Windows operating systems on seven computers and one server. They connect to a Microsoft Access database housed on a Windows 2000 server kept in a secure location via a TCP/IP network on a 100MB link. State campuses also use this system and synchronize their databases with the National campus databases using the WAN and also through our TCP/IP network;

- The information technology division has nearly completed connecting the National campuses, state campuses and FMI via a WAN. The Information Technology department predicts it will take one to two years to incorporate the Financial Aid Office and the business office into the WAN.

The Information Technology department has two information systems specialists and one database specialist at the National campus to support all faculty and staff members. These systems specialists also work with the computer personnel in the education and English computer laboratories.

IIIC1A. SELF EVALUATION

The evidence gathered indicates the college does an excellent job providing technical support and services to faculty and staff members. This outcome is achieved due to the dedicated information technology staff that often works long hours to meet the college's technology obligations.

In responses received from survey question one, "Technology resources at the College are used to support student learning programs and services," 86% either strongly agree or agree. Furthermore, in the responses received from faculty to question two 80% strongly agree or agree with the statement: "Technology resources at the college are used to improve institutional effectiveness." Staff response to the same question was that 86% either strongly agree or agree.

The Information Technology department staff strives to maintain good working relationships with vendors both locally and overseas. The Technology Advisory Committee and IT department authorize purchase of computers and hardware from selected vendors as policy guidelines dictate to enhance efficiency and reliability. [IIIC1(1)] Buying locally increases the cost substantially, but improves the reliability factor in meeting manufacturer's warranties and provides more reliable on-site support. However, it is more commercially viable to buy off-island.

TAC and the IT department also support staff development with new software applications. When the business office upgraded and changed financial software in 2001, two business staff and one IT staff member were identified and trained.

The college is progressively implementing more distance education opportunities. The Division of Social Science delivered an online psychology course during the 2003-04 college year. The Division of Social Science has and is delivering a Micronesian studies course online called "Contemporary Issues in Micronesia." The languages and literature division is

delivering a mythology course online in fall 2003. These courses are offered to National campus students as part of degree programs.

To permit access to electrical, electronic and telecommunications training across the nation and to help remedy human and physical resource deficiencies, the college has purchased a proven computer aided instruction (CAI) / distance education system and is installing it at each of the state campuses. The system will be centered at the Pohnpei campus with that campus fulfilling the roll of the primary training facility. Other state campuses or work places will function as satellite training facilities. A program coordinator located at the Pohnpei state campus will oversee the implementation of the system with close cooperation with the other state campuses. A local assistant vocational instructor at each of the other state campuses will facilitate the self-paced competency based CAI system and liaise with the program coordinator. An administrative/educational assistant will work with the program coordinator. This assistant will record and maintain student records, and manage the transmission and reception of distance education materials from the state campuses and clients. [IIIC(6)]

COM-FSM and San Diego State University have jointly committed to training college faculty in the design and delivery of web based online courses.

A maintenance log, kept by one of the information systems specialists at the National campus, records all malfunctioning equipment and software.

IIIC1A. PLANNING AGENDA

1. The Information Technology department director and vice president for instructional affairs will ensure that technology planning is integrated into the college's strategic plan.

> **IIIC1b.** The institution provides quality training in the effective application of its information technology to students and personnel.

IIIC1B. DESCRIPTIVE SUMMARY

The academic divisions supervise the educational laboratories and provide student training. The Division of Languages and Literature and Division of Education employ laboratory coordinators to assist students and faculty in the use of computer technology. The Division of Natural Sciences and Mathematics uses the computer laboratory for a classroom Monday, Wednesday, and Friday for college algebra, trigonometry, statistics and calculus. The laboratory is available on Tuesdays and Thursdays for other mathematics classes and science classes. The business division uses the computer laboratory as a class-room also.

Each division is responsible for evaluating the software and computer usage and making recommendations through the information technology director to the Technology Advisory Committee.

The Learning Resources Center (LRC) assesses student needs and provides tutorials for the use of computers in the LRC for research and educational purposes. New students are given an orientation. Students complete surveys to allow the LRC staff to improve their

tutorials.

The staff development committee, in conjunction with TAC, develops workshops for the annual Staff Development Day. They have provided training for MS Word, Excel, Power Point and Access over the past few years. They have also provided workshops in developing online courses and web pages.

As an example of Staff Development Day workshops, the languages and literature division has conducted workshops on the use of grading software for interested faculty. Each of the workshops during Staff Development Day are evaluated. These evaluations are used to develop other in-service workshops.

In response to survey question nine, "The college provides quality training in the effective application of its information technology to students, staff and faculty," only 7% of faculty strongly disagree and 7% disagree. Students surveyed indicated only 8% strongly disagree and 9% disagree. 14% of staff disagrees and only 4% strongly disagree.

IIIC1B. SELF EVALUATION

The college is and has been in compliance with this element of the standard. However, most of the training is given on Staff Development Day. Training should be given on an ongoing basis.

IIIC1B. PLANNING AGENDA

1. TAC and the Staff Development Committee will continue to evaluate training needs and provide as much training as resources allow, throughout the year.
2. The chair of the Staff Development Committee will maintain a complete listing of training opportunities.

IIIC1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

IIIC1C. DESCRIPTIVE SUMMARY

There are three primary processes for procurement and replacement of technology. They are:

1. Each academic division provides for computer, printer, hardware, and software procurements in their annual equipment and supply budgets. These procurements are limited to faculty and staff machines, except in the case of educational software used for instruction. The administrative divisions also include hardware and software procurement in their annual budgets;
2. A technology fee is assessed to students each semester, as stated in Section XV of the technology plan. This fee is used "for purchase of computer and related technology that is used directly by students in classrooms, labs, or other student-accessible facilities at the

COM-FSM campuses"; and
3. Hardware and software may be procured through grants. Many administration and faculty members have been successful in getting technology needs funded through grants.

The Information Technology department has two information systems specialists at the National campus who are responsible for maintaining all computers, networked printers, routers and other peripheral hardware used by faculty, staff and students. Each state campus employs one systems specialist for localized maintenance and installation.

The IT department also has one database specialist to provide programming support to the financial aid and admissions offices.

The IT department also has funds available for "special contracts" to temporarily employ people for specific projects. Systems specialists also repair hardware and recycle computers from the student laboratory as technology is upgraded.

The computer use fee assessed to the students has been very effective in generating funds to replace computers in the computer labs and LRC. The fund was originally designed to replace the computer labs on a five-year cycle. Due to a decrease in the cost of computers, the computer labs have been turned over more frequently.

Location	Turnover
English lab	Jun-01
LRC	Jul-02
Math/Science Lab	Aug-02
Pohnpei campus	Jan-03
Business lab	Aug-03
SSSP National	Sep-03

Computers removed from student and educational laboratories are refurbished and then redistributed by the IT department under the direction of TAC. TAC evaluates the requests and prioritizes the redistribution of the refurbished computers. The minutes of TAC contain the discussion and outcomes of the meetings. According to page 12 of the technology policy, division chairs and department heads must submit their technology requests in writing to the IT director and then TAC for approval.

IIIC1C. SELF EVALUATION

The college is compliant with Standard IIIC1c in respect to disaster recovery, backup capabilities, and the security of the network and computer systems as evidenced by the following:

- Physical Firewall between the internet and the college's Local Area Network;
- Automated virus definition updates for Linux servers to update the *Mailscanner* software. *Mailscanner* is software that checks for viruses in all incoming and outgoing college email;
- Annually renewed subscriptions to Red Hat Service updates and patches and F-prot for Linux virus definitions.

- Admissions, financial aid, library and business office MS Windows based server operating systems and hardware drivers are updated manually by IT staff along with weekly scheduled scans for viruses;
- Lab computers to workstations have anti-virus programs installed and scan periodically with the latest virus definition updates. Service packs are also monitored for needed updates;
- Backups for servers are stored on magnetic tape cartridges and changed on a set schedule. The tapes are manually removed and replaced with a different cartridge by IT staff;
- Hard drives, power supply, and in some cases processors and voltage regulators for servers are redundant;
- Recovery software is available for Windows based servers;
- Recovery option available for all servers from magnetic tape backup or other digital means;
- Servers and workstations are protected by surge protectors and battery backups;
- Main server room is continually air-conditioned and in a locked room on the first floor of the National campus administration building. Access to the room is restricted to authorized personnel only; and
- Hardwire routers, wireless routers, servers, switch equipment, and computers containing sensitive data are secured with passwords kept by the IT director and only provided to relevant authorized personnel.

In response to question 17 of the survey, "The college systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs," 7% of students strongly disagree and 7% disagree. 3% of faculty strongly disagrees and 17% disagree. These indicators suggest that, while there are some who feel there is more improvement needed, it does appear that the college is complying with this standard.

The Technology Advisory Committee has been a useful committee in maintaining a comprehensive technology plan and should continue to be inclusive of all academic and business divisions and the various campuses. However, TAC meets infrequently on an as needed basis. The meetings are called on short notice by the chair. This limits the number of committee members that can attend the meetings and normally excludes the state representatives. The minutes indicate the members normally attending the meetings are normally from the National campus.

IIIC1c. PLANNING AGENDA

1. As recommended in Standard IIIC1a., TAC should meet on a regularly scheduled basis at least twice a semester.

> **IIIC1d.** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

IIIC1D. DESCRIPTIVE SUMMARY

As stated in Standard IIIC1, the college provides a central committee that oversees the distribution and utilization of technology resources.

The IT department and vice president for instructional affairs have discussed distance education and have made some movements toward incorporating distance education. As mentioned previously, San Diego State University staff have worked with several faculty members in designing web based online courses. Further expansions of distance education courses are in the planning stages.

Operating systems, especially server and router operating systems and switch equipment, are always chosen with appropriate performance and security aspects in mind. Statistics and logs are monitored by IT staff to verify performance. Changing situations are closely monitored to ensure the current infrastructure achieves maximum reliability. Periodically, surveys are used to attain feedback from users. The Technology Advisory Committee is constantly assessing robustness of the technical infrastructure by raising concerns of users and listening to reports about changing situations from IT.

Whenever possible, the IT department makes updates/upgrades to infrastructure, as per policy guidelines. Information on updates and upgrades are also made available via the college's web site for users to attain and install upgrades whenever such an upgrade is available and appropriate.

The institution does give sufficient consideration to equipment selected for distance programs. Extensive research has been carried out to determine the most appropriate equipment considering the institutions geographical location and ability to deliver. Depending on the type of distance program identified as a need, appropriate equipment is researched and analyzed to achieve the maximum benefits for all stakeholders.

Following are the descriptions of the technology laboratories for student use according to the technology policy, section IVB.

The math and science computer lab has 30 Micron computers running Windows XP with 7/24 connectivity to the Internet. Other software in use is MSOffice Professional including Excel, Live Math 3.0, and textbook support for various mathematics and science classes. The lab is used Monday, Wednesday, and Friday for college algebra, algebra and trigonometry, and statistics and other mathematics courses as the schedule allows. On Tuesdays and Thursdays the lab is used by other mathematics courses for labs and for science labs as scheduled by instructors. The lab also has one Gateway Destination running Win 98 with a 36 inch monitor for demonstrations to class and an Optra 620 LaserJet printer.

The education lab has 12 Micron computers with Windows XP running MS Office, Publisher, & PowerPoint, and one HP laser Jet Print. The schedule changes each semester and is maintained by the education department. Instructors can schedule the lab for use on an as needed basis.

The English lab has 29 Micron computers with Microsoft Windows 98 (student workstations) and 1 Micron with Microsoft Windows XP (Lab administrator) and 1 HP Net

Server with Microsoft Windows 2000. The lab has internet, email, Office 2000 (Word, Excel, PowerPoint, & Access), Adobe Page Maker 6.5, Adobe Photo Deluxe Business Edition 1.0, Adobe Photoshop, Adobe Premiere 5.1, Encarta Reference Suite 2001 (Dictionary, Encyclopedia, World Atlas, & Africana), FrontPage Express, Perfect Copy, Photo Impression 2000, Story Book Weaver, Visual Basic 5.0, Integrated Accounting, Accelerated English I, Accelerated English II, Accelerated English III, Active English One, Active English Two, Active English Three, Active English Four, English Tutor Improve skills in: Pronunciation, Grammar, Writing, Listening, Reading Comprehension, Focal Point, Grammar Games, Hyper studio, Library of the Future 4th Edition-The Complete Text of Over 5000 Historical & Classical Titles, Multimedia Study Skills, Microsoft Encarta Africana Third Edition, Microsoft Encarta Encyclopedia Deluxe 2000, Microsoft Encarta Interactive World Atlas 2001, Microsoft Encarta World English Dictionary 2001, Microsoft Encarta Reference Suite 2001, Multimedia English Composition, PALM (Pacific Area Language Material), The Print shop Ensemble III, TOEFL Mastery, TOEFL Mentor, TOEFL Sampler, Ultimate Speed Reader, Ultimate Word Attack to assist students in all Lang/Lit classes and Media Studies. Both instructors and students of the national campus use the lab. The languages and literature division instructors mainly use it for their English and humanities classes. Instructors from other divisions (e.g. education division) also sometimes use the lab for their classes as well. Students use the lab for assignments and class activities that require the use of computer and to do internet research. Students also use available ESL software in the lab to develop their English skills.

The Business Computer Laboratory (BIZLAB) has 30 high-end workstation computers running in Microsoft Network and one network server running in Red Hat Linux operating system.

This 100BaseT network architecture in peer-to-peer connection has 24/7 internet connectivity through a remote proxy server powered by a Linux-based operating system located at the information technology department. The LAN is physically connected to the remote server through a fiber optic cabling system (not sure about this).

The network is implemented in star topology with a network bandwidth of 100 Mbps.

The business computer laboratory is used for seven days a week, from Monday to Friday the laboratory is used to hold computer classes, and as "open lab" for students to work on their computer projects and assignment during weekend.

Workstations	• 30 Workstations
Server	• One (Linux-based Server) – Redhat Linux • No gateway software (i.e., SAMBA) to allow Microsoft Network client workstations to access the linux server
Network Printer	• Installed in one of the client workstation (BIZLAB11) • Brand: Lexmark Optra S 1625 (MS) • Printer Type: Non-Impact (Laser) • Availability: Shared Network Resource
Computer Networking	• Local Area Networking in Peer-to-Peer connection. • Topology: STAR • Workgroup Name: BIZLAB • Network Operating System Platform: Microsoft Network • Network Priority Protocol: TCP/IP • Network Bandwidth: 100 Mbps • Network Cabling: Twisted Pair Cable (CAT5) • Network Architecture: 100BaseT (Ethernet Network) • Networking Model: OSI Model • Internet Connection: Through a remote proxy server. • Data Transmission: Full Duplex • Communication Method: Baseband Technology

FMI hasone computer laboratory containing 10 computers using the Windows 98 operating system and Microsoft Office software.

Library Lab has 40 Dell computers running Windows XP. 20 computers are dedicated to reference materials and library searches and 20 computers have programs for student applications. The basic function of the library lab is for student research, production of papers, and internet research. The computers are open to students during normal opera rating hours for the LRC. The library also has six computers terminals available for students to use for email correspondence.

Student Support Services Program at the National campus has six computer workstations for student use.

Chuuk campus has two computer laboratories containing a total of 32 computer workstations. This includes the library and designated computer room.

Kosrae campus has an open computer laboratory with 25 Micron computers running XP Pro. which are used for all educational programs and for student research on the internet. Also, Kosrae has one NIDA training room with 10 Micron computers used to deliver Computer Assisted Instruction (CAI) in electronics and telecommunications.

Yap campus has two computer laboratories, one has 20 workstations and another has 8 workstations specifically to deliver CAI in electronics and telecommunications. Yap has a total of 48 computers for faculty, staff, and student use.

Pohnpei campus has three computer laboratories at the lower campus and two situated at the upper campus. Following are the details of the campus technology components, not including those used by faculty, staff, Upward Bound, Talent Search Program or Land Grant.

IIIC1D. SELF EVALUATION

The college is in compliance with Standard IIIC1d on all campuses with the exception of Chuuk because of insufficient space allocation.

Survey results from question 11, "The distribution and utilization of technology assistance at the College supports the development and enhancement of its programs and services" indicate 38% of students in Chuuk either strongly disagree or disagree. 75% of faculty strongly disagree or disagree and 33% of staff strongly disagree or disagree.

However, the average response across the college system for students from the same survey was 14% either strongly disagree or disagree, 23% of faculty strongly disagree or disagree and 14% of staff either strongly disagree or disagree.

IIIC1D. PLANNING AGENDA

1. The college will secure funding for technology resources for Chuuk campus. When possible, the Information Technology department will equip Chuuk campus with more computers.

IIIC2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

IIIC2. DESCRIPTIVE SUMMARY

The following is an extract from page 86 of the College of Micronesia-FSM Strategic Plan 2001-2006:

Obj. 1: Provide system-wide access to a computerized network of information resources in a timely and user-friendly manner

1a. Create an Information Technology Services Division to:
  1. Research, recommend, coordinate, and purchase software and hardware
  2. Coordinate, repair, maintain, and upgrade hardware
  3. Coordinate technology training for faculty, staff, and administrators
  4. Provide appropriate support to maintenance services

HI 1: Budget is created for Information Technology Services

The Technology Advisory Committee keeps a record of all meetings and resulting recommendations. Minutes of meetings provide evidence that the committee makes decisions concerning technology and delegates responsibility on evaluation of programs and service requests made to individuals or the TAC itself.

To "determine that technology needs in program and service areas are met," requests from division chairs and/or campus directors are weighed against the possible available technology solutions and reviewed by TAC. TAC then makes recommendations to the IT division. The IT division is also responsible for researching available technology for implementation into the existing technology infrastructure when needed, appropriate, and/or possible.

Although TAC is responsible for prioritizing purchases of technology needs for the college, section VIII of the technology policy states:

The IT Director will determine best recommended computer specifications based on currently available technology, suitability to specified purpose, and compatibility with existing systems. Therefore:
  1. IT director reserves the right to request information on the purpose of the purchase and information regarding specified equipment.
  2. Justification must be submitted with the purchase order stating the need and the purpose of the item.
  3. IT director can decline to approve a purchase with adequate justification. The buyer can appeal such a decision to the Technical Advisory Committee.

Available funding, division budgets, previous requests, existing plans, committee

decisions, new immediate needs, mission critical systems and existing technology that can be reassigned are all factors that are examined by the IT director or TAC before allocations of technology resources are made.

IIIC2. SELF EVALUATION

In response to survey question four, "The technology resources planning at the college supports the college's mission and goals," only 13% of students, 0% of faculty and 6% of staff either strongly disagree or disagree.

In response to survey question three of the technology survey, "Technology resources planning is integrated into the College long term planning", 43% of faculty, 59% of students and 61% of staff either strongly agree or agree.

Results of the survey indicate a wide-ranging satisfaction among all stakeholders that the college's planning of technology resources is sound.

In response to question 15 of the survey, "The college provides adequate hardware for instructional use," 50% of students either strongly agree or agree and 16% either disagree or strongly disagree. 47% of faculty strongly agree or agree while 7% either strongly disagree or disagree.

However, a predominantly negative result came from the Chuuk campus regarding question 17: "The College provides enough computer terminals so that students doing personal email or browsing do not interfere with students needing a computer for class work." Eighty-eight percent of staff either strongly disagree or disagree, 75% of faculty either strongly disagree or disagree and 47% of students either strongly disagree or disagree. The average percentage system-wide was 34%.

Although some indicators for Chuuk campus are negative, the college is performing reasonably well in providing for the technology needs of all stakeholders.

IIIC2. PLANNING AGENDA

1. Chuuk campus should receive priority in acquisition of technological resoruces when suitable premises are obtained.

Standard IIIC: Evidence

[IIIC1(1)] *COM-FSM technology policy*
[IIIC1(2)] COM-FSM Technology plan
[IIIC1(3)]Refer minutes of Board meeting, Dec, 2001)
[IIIC1(4)] Technology survey
[IIIC1(5)] (Minutes of TAC meeting)
[IIIC1(6)]Title III, Proposal for Academic Enhancement, Draft, 2003

Standard IIID:

Financial Resources

> **IIID1.** The institution relies upon its mission and goals as the foundation for financial planning.

> **IIID1a.** Financial planning is integrated with and supports all institutional planning.

IIID1A. DESCRIPTIVE SUMMARY

The College of Micronesia-FSM (COM-FSM) system is comprised of the National campus, four branch state campuses and the FSM Fisheries and Maritime Institute (FMI) in Yap. The college bears full financial responsibility for all the five campuses, but not for the FMI. Under an MOU signed between the college and the FSM government, the latter is responsible for financing the FMI while the college only manages the Institute.

Financial planning at the college is integrated with overall strategic planning. The director of research and planning is an ex-officio member of the Finance Committee, the committee responsible for financial planning at the college. Other members include the comptroller, all three vice presidents (academic affairs, support and student affairs, and cooperative and research extension), all state campus directors, the financial aid director, and faculty representatives. The committee is therefore composed mainly of the same people responsible for overall institutional planning. The budget process now requires that a unit (activity, division, or department) budget be tied to that respective unit's strategic plan. The strategic plan, during its preparation, required that the sources of funds for planned activities, even those with timelines as far away as five years, be identified by the unit heads. The director of research and planning is also responsible for ensuring that all financial plans are in harmony with the college's mission and goals as is the president's cabinet and the Board of Regents.

IIID1A. SELF EVALUATION

While a great effort has been made by the college to integrate financial planning with overall strategic planning, the process still faces some shortcomings. Firstly, the position of director of research and planning has not been filled on a full-time basis since August 2002. Therefore the crucial link between finance and overall planning is currently lacking. Moreover, it is the responsibility of the planning director to analyze a unit's budget to ensure that it is tied to that unit's strategic plan and the mission of the college.

Secondly, while state campus directors are members of the Finance Committee, they often do not participate in the committee meetings due to the campuses being so geographically dispersed. Efforts have been made by management to set up teleconference meetings. However, these have not always been successful due to technological difficulties. However, input has regularly been obtained from state campus directors via email and this seems to be working, given the circumstances. [IIID1(1)]

IIID1A. PLANNING AGENDA

1. The college should fill the director of research and planning position in order to provide a crucial link between financial planning and overall planning.
2. Tele- or video-conferencing should be used as much as possible to ensure that remote state campus directors participate adequately in financial planning as well as in overall institutional planning.

> **IIId1b.** Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

IIID1B. DESCRIPTIVE SUMMARY

The college attempts to keep its institutional planning within the scope of available or anticipated financial resources. The revenues of the college are derived from three principal sources—tuition and fees, government grants and contracts, and the Congress of the Federated States of Micronesia (CFSM) annual appropriation. The revenues from tuition/fees, government grants/contracts, and CFSM appropriations for FY'99 - FY'02 are as follows:

	Tuition/Fees	Gov't Grants (Unrestricted)	CFSM Appropriation
FY'98:	$3,186,191	$151,056	$2,500,000
FY'99:	$2,679,444	$208,622	$2,960,000
FY'00:	$3,134,773	$161,456	$3,200,000
FY'01:	$3,491,518	$366,787	$3,000,000
FY'02:	$4,442,231	$313,698	$3,067,000
FY'03:	N/A	N/A	$3,220,000

Most of the tuition and fees paid by students is in the form of financial aid from the US federal government in the form of Pell and other grants. The college administers three U.S. Federal Student Aid Programs (Pell, SEOG, FWS) to help students with limited financial resources seek financial assistance to pay the costs of tuition and fees at the college. Scholarship grants (State Government, National Government, and other scholarships) are also administered to provide financial assistance to students.

Other sources of revenue for the college include private contract revenue, auxiliary enterprises, private grants, and interest income.

Program and unit funding priorities are established based on both financial resource availability and on the college's strategic plan. Financial information, such as the budget, is disseminated to all units so that they are aware of resource availability and can plan accordingly. Programs that focus on or support student learning are usually given priority.

Before any new academic program is approved for implementation, the responsible division is required to carry out a needs assessment. The regular procedure is that the division collects data relating to program demand, cost, and overall feasibility. The Curriculum Committee, Finance Committee, and the research and planning office then review the program proposal to determine whether it falls within the planning framework and if

the program's costs fall within financial resource limits.

The college has also recognized the need for further development of financial resources to supplement those that are available and/or anticipated, particularly resources pertaining to the operations budget. In fall 2001 for instance, there was an increase in tuition of $10 per credit from $65 to $75. Despite the increase, there has been a large increase in enrollment and this has led to increased revenue from tuition and fees in the recent years. Another $10 tuition increase effective spring 2004 will raise the rate to $85 per credit.

Since 1998, the college has also made efforts to seek continued support from the FSM Government in subsidizing a portion of the college's operating budget. The FSM Government appropriations for the years 1998 – 2003 (for the operations budget) are shown in the table above.

A new position for a sponsored programs coordinator/grant writer has been budgeted in the FY'04 budget under the office of research and planning. This position is for the development of financial resources for programs that are restricted in nature but providing assistance and support to the regular instructional and student activities of the college. The new employee's task will be to identify and research alternative sources of funding and write and submit grant proposals.

The capital improvement plan reflects the realistic assessment of resource availability. The plan is spread out over seven years based on the realization that funding for such projects can only be obtained on a piece-meal basis. [IIID1(2)]

The college has also addressed the need for partnerships in its planning, recognizing that a lot more can be achieved through working with other organizations which might possess the necessary experience as well as financial and human resources. Memoranda of understanding that exist between the College and the FSM Government Department of Education and the state departments of education point to the college's partnership efforts, particularly in the area of teacher education. [IIID1(3)] Such partnerships have resulted in grants, such as the SEPPIE and TQEG grants received from the FSM Government.

The college has also been running a fourth year program in education in partnership with the University of Guam. The college has partnered with San Diego State University in California in the area of faculty development and distance education capability enhancement. The FSM-China Friendship Center (gymnasium), a giant structure located on the edge of the National campus, is another example of the college's partnership arrangement with the FSM Government. All the partnerships cited above provide academic and support services to students with a subsidized financial obligation for the college.

IIID1b. Self-Evaluation

Efforts are made to make realistic assessments of financial resource availability in institutional planning. Needs assessment studies are often carried out for this purpose. In some cases, however, institutional plans are based not simply on cost but on national interest. The agriculture and the marine science programs, for instance, are high cost programs which would otherwise not be offered given the college's available financial resources and the programs' cost per seat. [IIID1(4)] However, the FSM Economic Summits of 1995 and 1998 identified the two programs as priority areas and the college was asked to offer or continue offering them. [IIID1(5)]

The amount of FSM Congress appropriation to the college is often uncertain. Although the appropriation has increased annually from $2.95 million in 1998 to $3.22 in 2003, the allocation has always prompted a budget cut as the amount provided has consistently been less than what the college has requested and therefore insufficient to cover projected expenditures. For the current fiscal year, FY2004, only $3 million of the $4 million request was honored, representing a 25% cut in the requested budget. With the economic future of the nation itself currently uncertain, the amount of appropriation in the coming years seems even more uncertain than it was during the previous years.

An October 2003 communication from the FSM president, however, has expressed the president's concern over the long-term financial stability of the college. The letter advised the Board of Regents and management to project the annual operation costs of the college for the next 10 to 20 years and to submit their findings and recommendations to him for further review and discussion. He strongly expressed the need to "firmly establish a long-term financial commitment and support for the College operations at least for the next ten to twenty years." [IIID1(6)]

IIID1B. PLANNING AGENDA

1. A cost analysis of all current programs should be carried out in order to shed programs/ activities that are not cost effective – that are a strain on the financial resources.
2. Increased dialogue with government and other stakeholders regarding COM-FSM's program offerings and their cost/benefit analysis needs to take place.
3. Alternative sources of revenue need to be identified and exploited, for instance:
   • grants by grant writer/sponsored programs coordinator; and
   • more auxiliary enterprises
4. Graduated tuition increases (e.g. 3% or 5% per year) should be built into a new tuition policy.

IIID1c. When making short range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

IIID1c. **DESCRIPTIVE SUMMARY**

The endowment fund's "20/20 Vision" is the most concrete example of the college's long-term financial priorities. The campaign began in 1997 and reflects the college's plan to raise $20 million in 20 years or by the year 2017. This would reduce the college's reliance on FSM Congress appropriations. Based on the endowment fund policy, endowment income will be used to fund the operational and special needs of the College of Micronesia-FSM.

In order to reduce reliance on government appropriations, the college also increased tuition in FY2000 and is planning to implement another increase in FY04.

The five-year institutional strategic plan contains financial plans, but only in regard to identifying sources of funds. There are no projected dollar amounts shown against future institutional goals, objectives, or outcomes in the strategic plan. Instead the projected

amounts are shown only in the annual (short-term) financial plans and budgets as each year comes.

As of September 30, 2002, the college had no long-term liability owed to any party. The COM-FSM retirement scheme was established in the year 2001 and the college contributions to the scheme are part of the institution's operations budget. All future retirement benefit obligations are funded by the retirement fund that has been entrusted to a trustee. The only contingent liability associated with the fund is if there happens to be a significant investment loss of the college's contribution.

Other liabilities, mainly accounts payable, are current and part of the normal expenditure cycle and are planned and settled within the regular accounting period. The college does not have any debts that have been outstanding for any significant period of time.

IIID1c. Self Evaluation

The endowment fund and tuition are the college's major long-term financial priorities in order to reduce reliance on government appropriations. Planning for such priorities is, however, complicated by the uncertainty of funding sources and funding levels.

- The endowment fund itself cannot be tapped until the year 2017 and income from the fund may not be used until the year 2007. That is when the board will make a decision as to whether to start using some of the fund income or to wait another 10 years.
- Long-term financial planning is complicated by uncertainty in the levels of FSM Congress appropriations to the college. The FSM is currently at a crossroads with the old compact expiring and the new compact being ushered in. While the FSM president's expression of concern and pledge of support is very positive news, the college does not know whether to expect any annual increases in funding given that the economic realities of the new compact are still not very clear.
- The college is contemplating taking on a long-term financial obligation in the form of a secured loan in order to buy the Chuuk Star hotel as a campus building for Chuuk campus.

Therefore, while long-term financial plans have been integrated with the strategic institutional plan, and while short-term financial plans emanate from them, assurances of financial stability are less than satisfactory.

IIID1c. Planning Agenda

1. Annual tuition increases should be implemented.

> **IIID1d.** The institution clearly defines and follows its guidelines and processes for financial planning and budget.

IIID1D. DESCRIPTIVE SUMMARY

The Finance Committee, chaired by the comptroller, is the primary financial planning unit of the college and is composed of national and state campus administrators and faculty members. Every year the budget process commences in August (sometimes July) when the committee meets to propose budget preparation guidelines for the fiscal year that begins 14 months later. [IIID1(7)] The tentative guidelines take into consideration the college's strategic plan, student learning and support services outcomes, the previous year's budget, student enrollment projections, and any communication received from the FSM Congress, Board of Regents and the president, whether formal or informal. The committee sends the proposed guidelines to the cabinet and, if approved, the president forwards them to the Board of Regents. After board approval, the formal guidelines and timelines are disseminated to all unit heads, including state campus directors, usually by way of memos, emails or circulars from the comptroller (through the President). [IIID1(8)] When budgets are submitted, the first test they have to pass is whether the guidelines were followed.

While unit heads are responsible for submitting and overseeing their respective unit's budgets, they involve all members of their unit in budget development, just as in strategic plan development. It is therefore expected that the unit budgets submitted to the committee are each a product of collective effort and are consistent with the strategic plan for the unit.

IIID1D. SELF EVALUATION

Clearly defined guidelines for budget development (generated by the process described above) are distributed to unit heads system-wide. To date, all unit heads have followed the guidelines to develop their budgets. However, while the guidelines usually reflect projected availability of financial resources, there is usually no assurance that the funds will materialize. As a result, nearly every year, unit heads have later been instructed by the Finance Committee to revise their budgets because less funding was received than had been anticipated. [IIID1(9)]

As mentioned in the descriptive summary, unit heads are expected to involve all members of their unit in the budget development process. Up to this time, however, this has just remained an expectation (or assumption) as there have been no checks made to ensure that unit heads are getting input from their members. It would not be inconceivable, therefore, to find that most faculty do not know the size of their division's budgets.

IIID1D. PLANNING AGENDA

1. Solicit timely assurances from current funding sources in order to provide more accurate guidelines and ensure smoother processes.
2. Research and develop new and more certain sources of funding.

3. Establish procedures to ensure that unit members are involved in the development of their unit's budget.

IIID2. To assure the financial integrity of the institution and responsible use of financial resources the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

IIID2a. Descriptive Summary

During budget preparation, academic and support services unit heads consult with faculty and staff in their units. They then draw up their annual budgets based on each unit's needs and on their strategic and operational plans. Instructional and student service units are expected to submit budgets that adequately address their planned program objectives, particularly student learning and student support. The college has also instituted an expenditure control mechanism that ensures expenditures are in accordance with the budget. Thus, requisitions for expenditure by the unit head must be approved by the supervisor and by the appropriate vice president or by the president. The comptroller must also certify that funds requested by a unit head for expenditure have been budgeted and are available.

The college's financial statements are audited externally by the auditing firm of Deloitte & Touche. There have been a few findings over the years. However, all of the four audit reports from FY'99 to FY'02, stated that while the findings needed to be addressed, they were all minor and had caused no material errors in the financial statements. [IIID2(1)] The findings cited in each audit report since 1998 were acknowledged by the comptroller, discussed and presented to the Board of Regents, and thereafter resolved. [IIID2(2)]

IIID2a. Self Evaluation

Allocation of Funds

Generally, funds are allocated to programs at the college's six campuses (including FSM FMI) based on need and on available financial resources. Units responsible for student learning programs and services, as well as state campuses, prepare budgets in line with guidelines established by the Board of Regents. These guidelines, however, sometimes restrict the achievement of planned student learning outcomes. The guidelines tend to generalize the budget process instead of looking at individual units' projected student learning outcomes. For instance, one such guideline states: "the new budget line items

should be at last year's level with a 5% increase in salaries/benefits only." While this kind of sweeping generalization is a result of financial resource constraints, it does not take into account a unit's planned outcomes. Thus, a unit whose planned outcomes might be greater (and therefore cost more) than the previous year's is likely to end up with the same budget as they had in the previous year.

Use of Funds

The expenditure procedure at the college attempts to ensure that the financial resources allocated to programs and campuses are used for their budgeted purpose. Approval by the department head (or president) and by the comptroller's office is required before any expenditure can be effected. The ability to reprogram funds from any account to another within a unit's budget (up to 50% of the unit's total annual budget) has allowed for some flexibility, particularly when planned outcomes or costs change during the year. For control purposes, the department head, comptroller, and president must also approve such reprogramming.

The independent audit by Deloitte & Touche has not indicated any misallocation of resources.

IIID2A. PLANNING AGENDA

1. In preparing budget guidelines, the Finance Committee and Board of Regents should strike a balance between program/department/campus projected outcomes and anticipated financial resources. This will mean using "performance-based" budgeting in a much stricter sense.

> **IIID2b.** Appropriate financial information is provided throughout the institution.

IIID2B. DESCRIPTIVE SUMMARY

The business office is responsible for providing each unit (activity, department, or campus) with their respective approved or final budget at the commencement of each fiscal year. Thereafter, the business office provides periodic reports that summarize each unit's transactions, encumbrances, and current balances. [IIID2(3)] Dissemination of transaction and balance information within the individual unit is the responsibility of the unit heads.

The comptroller also provides quarterly financial reports to the Board of Regents during board meetings. Such financial reports include the statement of revenues and expenditures, analysis of student accounts, and the current cash position.

Information pertaining to the overall current and future financial condition of the institution is also communicated to the college community. For instance, over the last few years, information regarding the need for tuition increases has been disseminated to all campuses, with hearings and surveys conducted among faculty and staff, current and prospective students, parents, and other stakeholders in all states. [IIID2(4)] The status of Pell Grant eligibility beyond 2004 has also been discussed at various levels on various occasions, such as tuition increase hearings. Provision of comprehensive financial informa-

tion is intended to make the college community appreciate the college's financial situation and to make planning more realistic.

IIID2B. SELF EVALUATION

As mentioned in the descriptive summary, unit heads receive the approved budget and monthly reports for their units and are expected to share the information with members of their respective units. However, as in the process of budget development, this has remained an expectation (or assumption) as there have been no checks made to ensure that unit heads are sharing budget information with their members. While a division such as the business division reported sharing budget balance information, it is possible to find that faculty and staff in some other departments do not know the balances in their unit's budgets let alone how the money is spent.

While information regarding the need for tuition increases has been disseminated to all campuses and most stakeholders in all states, the uncertainties surrounding the future financial condition of the institution have not been well communicated to the college community. Many students, staff, faculty, and members of the FSM community have been expressing apprehension about the college's financial future. Although the Pell Grant has been funded in the new compact between the United States and the FSM, Federal Work-Study and Supplemental Educational Opportunity Grant (SEOG) programs have not been funded as previously. These programsa re part of a "cash out" scheme which will fund the programs with a yearly lump sum of cash rather than through the US government. The details of the cash out are still being worked out as of fall 2003.

IIID2B. PLANNING AGENDA

1. The comptroller and appropriate committee will establish procedures to ensure that unit heads share the approved budget and expenditure information with their members.
2. Increase information sharing opportunities through media such as president's updates, emails, memos, radio programs, and assemblies.
3. Management should provide appropriate information to the college community in a timely manner to allay fears or to let people appreciate the situation facing the college.
4. Finance committee should develop a plan for dealing with the loss of federal work- study and supplemental grant funding.

> **IIID2c.** The institution has sufficient cash flow and reserves to maintain stability, has strategies for appropriate risk management, and has made realistic plans to meet financial emergencies and unforeseen occurrences.

IIID2C. DESCRIPTIVE SUMMARY

Cash flow and reserves

As the table below indicates, the college has maintained a sizeable cash flow with annual cash reserves ranging from $1.76 million in 1998 to $2.96 million in 2002. These

cash reserves are necessary to meet the day to day and short-term obligations of the college, particularly payroll and payment of vendors including FSM Telecom which offers a 10% discount on monthly bills paid in full and on time. Payroll is the most significant expenditure of the college, at about $450,000 to $500,000 per month.

Year Ended (9/30)	Cash Balance	Current Fund Balance
2002	$2,961,738	$5,094,253
2001	$2,628,452	$4,471,247
2000	$1,992,684	$3,968,989
1999	$2,021,875	$3,526,468
1998	$1,757,524	$2,915,208

As seen in the table above, the college's fund balance has also increased consistently since 1998. The fund balances indicated comprise current restricted and unrestricted funds only. They do not include the investment in the plant fund and the endowment fund.

The college's total cash, cash equivalents, and investments were $2,994,565 on 9/30/2002. Of this, only $200,000 is insured by the FDIC or collateralized, following the closure of Bank of Hawaii in September 2002. The remaining $2,794,565 is neither insured nor collateralized. There has so far been no loss as a result of non-collateralization. The college has continued to rely on the "health of [its] banking institutions" to not require collateralization. The Finance Committee is exploring possibilities of how to provide security to the college's cash.

Strategies for appropriate risk management/ plans to meet financial emergencies and unforeseen occurrences

The college purchases insurance to cover buildings and their contents from the potential risk of fire and related risks, including typhoons and earthquakes. The college also purchases workers' compensation insurance for all its employees. Other insurance policies are for fidelity guarantee, automobile insurance, and third party liability.

The college has also made a major attempt to assess the risk associated with a major reduction in funding from FSM Congress, particularly as a result of reduced levels of US compact funding to the country. The risk assessment has also considered the possibility of FSM student ineligibility for Pell Grant in the future. In early 2001, the Finance Committee deliberated on the potential impact of a possible reduction in congressional funding and of Pell Grant ineligibility on the college.

IIID2C. SELF EVALUATION

There are potential threats to the health of the college's cash flow. Cash flow difficulties could arise due to the late release of FSM Congress appropriations, late student filing for Federal Financial Aid, and accumulation of student accounts receivables. The current cash reserves are sufficient to cover day-to-day expenditures for about two months in addition to paying five payrolls, this assumes $500,000 per payroll and monthly expenditures of $200,000. Beyond that, the college might have to pursue other more expensive sources of cash, such as borrowing. In fact, there is a preliminary effort being made by management currently to obtain a line of credit of about $500,000 from a local bank as a safeguard, albeit temporary, against a cash flow problem.

Use of the fund balance and excess revenue is another avenue through which the college could alleviate expenditure shortages. A policy on the use of the fund balance was approved by the Board of Regents. [IIID2(5)] Because the policy stipulates that use of the fund balance must be for an extraordinary, unanticipated, and non-recurring need, a cash flow problem or other emergency would qualify for funding. Expenditure of excess revenue generated by a campus is also governed by a separate policy. Both expenditures, of course, require the approval of the Board of Regents and depend on availability of cash reserves such as those mentioned in the descriptive summary. [IIID2(6)]

The endowment fund policy precludes the college from using the endowment fund or proceeds from it to cover expenditures of the college, other than fund management fees, until the fund reaches $20 million. Therefore, use of the endowment fund is currently not an option, nor is it likely to be one in the near future.

The college is sufficiently covered for risks of fire, typhoons, auto accidents, workers compensation, and other damage.

The college has also attempted to assess the risk associated with a major reduction in funding from FSM Congress, particularly as a result of reduced levels of US Compact funding to the country. The risk assessment also considered the possibility of FSM student ineligibility for Pell Grant in the future. In early 2001, one division chair informally initiated a process of self evaluation in light of the risk of financial instability. He dubbed his plan, the "onion," as it entailed "peeling" off the most cost-ineffective layers of the college, leaving the institution as lean as financial resources would permit. Soon afterwards, the Finance Committee retreated for one full day to discuss the risk and draw up a formal plan, including recommendations. That contingency plan still exists. [IIID2(7)]

IIID2c. PLANNING AGENDA

1. The Finance Committee will explore ways of securing the college's unsecured cash reserves currently in banks - as a precaution against bank failures.
2. Management should vigorously pursue and obtain a line of credit at a local bank.
3. The Finance Committee and appropriate bodies should continually assess the risk associated with reduced financial support and update the contingency plan to deal with the risk.

IIID2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

IIID2D. DESCRIPTIVE SUMMARY

The college's administrative systems and policies ensure the effective oversight of the college's finances. As part of the administrative systems, the Finance Committee is tasked with the responsibility of developing and recommending financial policy and overseeing the financial management process of the college. The president's cabinet approves or vetoes

the recommendations of the Finance Committee, while the Board of Regents makes the final decision. The comptroller implements the decisions and manages the day-to-day and long-term financial affairs.

Financial aid from the US Department of Education comes in three major forms, namely, Pell Grant, Federal Work-Study and Supplemental Educational Opportunity Grant. The table below summarizes the expenditures of the three programs from 1998 to 2002:

	Pell Grant	FWS	SEOG	TOTAL
FY'02:	$6,318,070	$165,697	$180,736	$6,663,000
FY'01:	$5,030,096	$160,955	$105,172	$5,296,223
FY'00:	$4,389,226	$154,209	$70,116	$4,613,551
FY'99:	$2,985,485	$163,088	$83,905	$3,232,478
FY'98:	$3,676,858	$142,784	$99,336	$3,918,978

Board appointed professional managers and consultants manage the college's endowment fund and other institutional investments.

Annual external audits have been carried out to ensure, among other things, proper management of all of the college's financial resources.

IIID2D. SELF EVALUATION

The college's administrative systems and policies do ensure the effective oversight of the college's finances. The comptroller is a well-qualified and experienced accountant and many of the business office staff are also long serving and experienced employees. The business office ensures that contractual agreements (with vendors, contractors, and other service providers) are properly documented and the resulting financial obligations are honored in a timely manner.

The systems and policies also ensure that the college endowment fund and other institutional investments are managed professionally. The Board of Regents appointed a professional consultant to manage the college endowment fund. Unfortunately, due to international events, the endowment fund that had reached a high of $1.785 million in 2000 had fallen to $1.411 million as of 9/30/2002.

Proper management of student financial aid is a vital part the college's overall financial management responsibility given the important role financial aid plays in the survival of the college. Policies regarding financial aid eligibility and administration are clearly laid out in the college's administrative policy manual. External audits have also indicated that the college has been in compliance with federal regulations regarding the administration of both US Department of Education and US Department of Interior federal grants. [IIID2(8)] The external audit reports are also evidence of the overall effective oversight of the entire financial management process of the college.

IIID2D. PLANNING AGENDA

1. Continually review and update the financial management policies and procedures.
2. Seek advance clarification from grantors of funds regarding accountability and expendi-

ture requirements of their particular grants.

3. Closely oversee the endowment fund investment and evaluate the fund's performance vis-à-vis the college's long-term financial objectives.

> **IIID2e.** All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

IIID2E. DESCRIPTIVE SUMMARY

The main auxiliary activities at the college include the bookstore, cafeteria, and dormitory. These enterprises are non-profit and are only intended to provide supporting services while breaking even. Responsibility for the bookstore and the cafeteria fall directly under the comptroller's office while the dormitory falls under the office of the vice president for support and student affairs.

Fund raising, particularly for the endowment fund, has been an ongoing activity since 1997. Prior to this, however, in 1994, the college received an endowment gift of $150,000 from the FSM Telecommunications Corporation. The endowment fund, as earlier reported, stood at $1.411 million as of September 30, 2002.

The college receives grants from various sources, with the US DOE being the largest grantor. The main grants include Pell, SEOG, Federal Work Study, Student Support Services Program, and the TRIO programs – Gear Up, Upward Bound, and Talent Search. Other grants are from the US DOI, particularly the OMIP funds.

IIID2E. SELF EVALUATION

The decision making and responsibility structure in regard to financial resources ensures the effective oversight of the college's finances, regardless of source. Oversight by the Finance Committee, cabinet, and Board of Regents ensures that use of financial resources is consistent with the mission and goals of the college. Revenues from auxiliary enterprises are fully accounted for in the general fund and the fund-raising proceeds are duly accounted for and deposited intact in the fundraising account. Funds for federally sponsored programs are on a reimbursement basis and expenditures are related to the intent of the grant. There have been no external audit findings related to dishonesty or any kind of misappropriation on the part of management in regard to auxiliary revenues, fundraising proceeds, or grants.

IIID2E. PLANNING AGENDA

No planning agenda.

IIID2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

IIID2F. DESCRIPTIVE SUMMARY

The contractual agreements currently in existence include MOUs with the FSM Government regarding the Fisheries and Maritime Institute - FMI and management of the FSM-China Friendship Sports Center, Land Grant, FSM Department of Education (SEPPIE, TITLE X, TQEG), US DOE, US DOI, and University of Guam. These are all agreements that involve the college financially – either by way of management or by matched funding or both. Before a contractual agreement between the college and an outside entity is reached, a procedure must be followed. Such procedure may include discussion by relevant stakeholders within the college, discussion and recommendation by the relevant standing committee, and approval by the cabinet and Board of Regents.

IIID2F. SELF EVALUATION

As mentioned in the description above, contractual agreements with external entities that involve the college financially must follow a set procedure before they are approved for implementation. The agreements are first discussed by relevant stakeholders within the college community. Academic agreements with another university, for instance the University of Guam and the college's Division of Education, required discussion by the instructional faculty, students, and administrators. More formal discussion then continues at the standing committee level. It is here that the agreement is evaluated for its consistency with the institutional mission and objectives and recommended to the cabinet and Board of Regents for approval. The cabinet and board further scrutinize the agreements and sometimes refer them back for modification or re-evaluation by the relevant committees. This procedure ensures that contractual agreements with external entities are in the best interests of the college.

IIID2F. PLANNING AGENDA

No planning agenda.

IIID2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

IIID2G. DESCRIPTIVE SUMMARY

Key financial management processes include the budget process (guidelines, preparation, evaluation, and approval), expenditure procedures, preparation and maintenance of accounts, and the audit process. The comptroller is responsible for the aforesaid processes.

The comptroller is assisted by the business office staff in carrying out the day-to-day activities. The Finance Committee assists the comptroller in the budgeting process and in the longer-term and more policy-oriented phases of the processes.

IIID2G. SELF EVALUATION

The key financial management processes are regularly reviewed and updated by the Finance Committee in conjunction with the comptroller's office, usually through policy updates or drawing up of new policies. The college's off-island purchasing process was reviewed in 2002 and found to be inefficient, resulting in the decision to obtain a college credit card. The credit card is expected to expedite orders (textbooks and others), provide savings to the college through internet vendor discounts, and earn free mileage that can be used for official travel. [IIID2(9)] Other processes recently evaluated include the reprogramming policy, per diem rate procedure, use of positive fund balance, use of additional revenue, use of the imprest fund for state campuses, procedure for the petty cash fund for the National campus, disposal of surplus property policy, and tuition and room/board fees. [IIID2(10)] In all cases, the evaluation resulted in new policy or in policy modification aimed at improving the financial management system. In some instances, for example the state campus imprest fund, the Finance Committee has made provisional policy modifications. These modifications would become substantive after an evaluation period of six months. [IIID2(11)]

The previous year's budget and budget process is also evaluated when planning current budgets.

The external audit has also been an important evaluation tool. The audit's feedback, in the form of findings and recommendations, has been a springboard for change in financial management processes and policies.

IIID2G. PLANNING AGENDA

No planning agenda.

IIID3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

IIID3. DESCRIPTIVE SUMMARY

The financial resources of the college are intended to be used to support the achievement of the institution's mission and objectives. These objectives are set out in the college's strategic plan and in the annual plans. It is the annual plans that form the background for annual unit budgets and for the entire college budget. Therefore, as the college evaluates the achievement of objectives such as student learning outcomes and program learning outcomes, it is in essence evaluating the effective use of financial resources.

IIID3. SELF EVALUATION

Management periodically reports the financial condition of the college to the Board of Regents. The board is charged with overseeing all operations of the college, including financial operations. The Finance Committee develops policies and procedures that are aimed at ensuring that financial resources are used effectively. The committee also periodically reviews policies and procedures, updates them and/or makes new ones. External audits have also provided useful assessment of effective use of the college's financial resources.

Assessment of program and student learning outcomes is still in its infancy at the college. Therefore, evaluation of effective use of financial resources vis-à-vis outcomes is still very limited. However, it is a fire that is slowly beginning to burn and it is expected that in the next few years, assessment of financial resources against achievement of outcomes will be the norm.

IIID3. PLANNING AGENDA

1. Unit and institutional objectives should be scrutinized and clearly stated and disseminated throughout the College community.

Standard IIID. Evidence

Standard IIID1

[IIID1(1)] State campus director email input to the Finance Committee.
[IIID1(2)] COM-FSM Capital Improvement Plan
[IIID1(3)] Examples of MOUs between COM-FSM and DOEs
[IIID1(4)] Cost per seat evidence.
[IIID1(5)] 1995 and 1998 FSM Economic Summits
[IIID1(6)] Letter from Joe Urusemal
[IIID1(7)] Finance Committee minutes
[IIID1(8)] Sample budget guidelines
[IIID1(9)] Evidence of annual budget cuts - $ amounts and dates of cuts

Standard IIID2

[IIID2(1)] Audit Reports from 98-02
[IIID2(2)] BOR Minutes pertaining to changes due to audit findings.
[IIID2(3)] Samples of periodic budget reports.
[IIID2(4)] (see survey/minutes of FC meetings).
[IIID2(5)] fund balance policy
[IIID2(6)] Examples of use of fund balance since policy.
[IIID2(7)] (evidence – President's Office; FC minutes)
[IIID2(8)] (see auditor's opinion relating to the administration of U.S. DOE/DOI grants)
[IIID2(9)] Credit Card Policy
[IIID2(10)] See policy manual
[IIID2(11)] Finance Committee minutes

Standard IV:

Leadership and Governance

IVA. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IVA2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IVA2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

IVA. DESCRIPTIVE SUMMARY

Governance at the College of Micronesia-FSM is shared amongst administration, faculty, support staff, and students. According to the *Faculty Handbook* the function of the president's cabinet "serves as the president's management team and acts as an advisory body to the president on all matters relating to the welfare of the college." [IVA(1)] Accordingly, the president's cabinet's functions are to:

- facilitate the flow of information and concerns to and from the president
- identify areas that are in need of new or revised policy and/or procedure and develop and approve the policy development plan annually
- review final versions of policies and procedures, academic calendar and programs,

budget, and strategic plan for clarity and consistency with the college's mission and objectives and recommend to the president those that are ready for implementation or presentation to the board

• review all facilities renovation and /or development plans
• serve as a forum for discussing new ideas and/or direction for improving the operation and services of the college
• assist the president with strategic planning for accomplishing objectives.

Pages four and five of the *Faculty Handbook* also state that membership on the cabinet includes the following positions:

• president
• vice president for instructional affairs
• vice president for support and student affairs
• vice president for research and cooperative extension
• comptroller
• director of personnel
• director of research and planning
• state campus directors
• director of FSM Fisheries and Maritime Institute
• Staff Senate president
• Student Body Association president.

Through their own contributions and by representing their constituencies, cabinet members assist the president in decision-making, problem identification, analysis, and resolution as well as information collection, distribution, and planning.

In college governance each administrator has a clearly defined area of responsibility and a clear reporting channel. All administrators have been given clearly published job descriptions that outline their respective responsibilities and major duties.

Higher-level administrators report either to the president or to a vice president. The handbook states both their appointing authority as well as their positions within the college as follows:

• All higher level positions are appointed;
• Division chairs are appointed in most circumstances, although they may be elected. Chairs may change from year to year; and
• Division chairs are also teaching faculty and they are the link between appointed administrators and the faculty.

The *Faculty Handbook* outlines the faculty's role in governance. It specifically delineates the participation of faculty on appropriate policy, planning, and special purpose bodies. Page 21 of the *Faculty Handbook* states that:

As part of the college scheme of shared governance members of the faculty are appointed to serve on standing committees, such as Curriculum Committee, Admissions

Board, Student Services Committee, Staff Development Committee, Assessment Committee, Student Conduct Board, Personnel Committee, Library Committee, and Disaster Preparedness Committee.

According to the *Faculty Handbook* selection for committee appointments may be "determined by position." It further states that a survey on interest in open membership is taken toward the end of the academic year, and that "assignments are made during the summer for the next academic year." And that "priority is given to those responding to the survey."

Faculty members are involved in institutional governance within their departments and within the greater College of Micronesia-FSM community. At least one faculty member is assigned to each major committee. The Staff Senate president at the National campus, who may be a faculty member, is part of the president's cabinet.

All faculty, staff, and administrators are members of the Staff Senate. The senate has the following officers: president, vice president, faculty representative, staff representative, secretary, and treasurer. These officers serve for one academic year. [IVA(2)] Staff Senate bylaws, Article IV, Section 1a-c, states that:

- Regular meetings shall be held monthly. Notice of regular meetings, including an agenda, shall be publicly posted at least one week in advance. All meetings shall be open to the public.
- Special meetings shall be called by the president or upon demand of two or more members. Notice of special meetings, including an agenda, shall be publicly posted at least 48 hours in advance.
- Voting shall be by voice count, however, a vote shall be by secret ballot if any member so requests.

The Staff Senate functions as a democratic public forum to discuss issues concerning the faculty, staff, and students. It is the legitimate linking point for employee relationships with the college administration. It addresses concerns regarding the general welfare of the college community, particularly in academic matters, educational programs, faculty and staff personnel problems, and student demands.

The Staff Senate bylaws states in Article Ia, that the faculty sub-committee will have the following mandate:

Gather opinions and concerns from the faculty and speak for faculty members (whether in meetings or through memos, etc.) on matters of concern to the faculty. The Sub-Committee may speak on behalf of the faculty without prior approval of the Staff Senate president.

Article II, Sections 1 though 6, of the bylaws of the Staff Senate delineates the role of the senate in institutional governance as follows:

- The COM-FSM Staff Senate shall serve as a forum to discuss and debate new and existing policies with respect to all issues affecting the college;

- The COM-FSM Staff Senate shall make recommendations to the president, the Board of Regents or any other persons or body making decisions which affect the college. The Staff Senate <u>shall</u> consult at each administrative level before going to the next higher level;
- The COM-FSM Staff Senate shall receive all information that affects the college from the president and the Board of Regents in order that the Staff Senate may fulfill its obligations as an active participant in the decision making process. In particular, the Staff Senate shall receive information about, and be involved in, decisions relating to academic planning, general budget, personnel, and facilities planning and development;
- The Staff Senate empowers its president or other designated representative to represent it on matters affecting it at meetings with the Board of Regents, administrative agencies, political entities, and other groups;
- The COM-FSM Staff Senate shall encourage professional development at COM-FSM by identifying areas and developing plans to promote such professional development, and by presenting such plans to appropriate authorities; and
- The Staff Senate is committed to fair grievance procedure and will support any member of the Staff Senate, or any student, should administrators fail to implement decision made as a result of a grievance procedure.

The Student Body Association exists as a body organized to present student concerns to the administrators of the college. Membership to the College of Micronesia-FSM Student Body Association is open to "Every student who is currently enrolled in the college of Micronesia – FSM as a full-time student." [IVA(3)] According to page 10 of the *Student Handbook*, the purposes of this organization are:

- to present the views of the students to the administration and faculty of COM-FSM
- to recommend policies relating to student conduct and behavior
- to recommend needed improvements in policies
- to make recommended changes in student related services
- to make budgetary recommendations to the president through the vice president for support and student affairs regarding student activity monies or other activities monies.

The College of Micronesia-FSM Student Body Association is a constitutional government body that is democratically elected. It presents the problems of the students to faculty and administrators of the college. It may recommend policy changes and improvements in student services and give input on other student-related issues. A representatives serves on the president's cabinet.

IVA. SELF EVALUATION

In response to a governance questionnaire, the results of faculty and administrators regarding their role in shared governance varied. In response to question 5a, "The faculty has and exercises a substantial voice in matters of educational program, personnel, and

other matters of college policy which relate to their areas of responsibility and expertise," only 43% of faculty indicated "agree strongly" or "agree." 48% of faculty indicated that they were either "neutral" or "disagreed" with their participation in governance. Fully 9% "disagreed strongly." 100% of administrators indicated that they "agree strongly" or "agree". No administrators questioned the importance that faculty members have in the decision making process.

In response to survey question 4a, "The current organizational structure allows for and facilitates the discussion of ideas among students, faculty, staff, administration and the Board of Regents," 80% of administrators indicated "agree," while only 38% of faculty indicated that they "agree strongly," or "agree." 44% of faculty indicated that they were either "neutral," or "disagree," with 19% who "disagree strongly." 51% of staff "agree strongly," or "agree." Amongst students 56% "agree strongly," or "agree."

In response to question 1a, "Institutional leaders encourage staff, faculty, administrators and students to take initiative in improving the practices, programs, and services in which they are involved," 100% of administrators, 76% of faculty, 82% of staff, and 71% of students "agree strongly," or "agree."

According to the responses it would appear that a majority of the faculty do not feel that they have a substantial voice in matters relating to educational programs, or to other matters of college policy. There are several reasons to explain this lack of a feeling of involvement on the part of the faculty. The College of Micronesia-FSM does experience a large faculty turnover. As an example, the English department of Pohnpei campus experienced a 75% faculty turnover in the fall semester of 2003. Only one of the departing faculty members, the chair, remained through a full three-year contract. It is difficult to encourage faculty participation when many faculty members do not feel that they are making a permanent or long-term commitment to the college. The college does not have a system of permanent tenure, but instead relies on three to four year contracts. The *Personnel Policy and Procedure Manual* states, in Section VIIa, that:

- Initial contracts are for three years. Shorter contracts may be offered when the funding for the position is less than three years. The first year of the initial contract shall serve as the probationary period. The college may terminate the contract after the probationary period if the employee is found unsatisfactory; and
- Renewal contracts are usually for four years. The length of renewal contracts may be shorter or longer dependent on the employee's personnel rating and the recommendation of the supervisor. [IVA(4)]

According to the section VIII-3 of the manual, at the time of contract renewal, "The college has no obligation to offer subsequent employment. The college may, at its option, offer a new period of employment, but a decision by the college not to offer a new employment contract may not be appealed." This gives many faculty members a sense of being only temporarily attached to the institution. Also, it may be argued that board members consider outside faculty hires as only temporary, and that administrators who are felt to have made a stronger commitment to the college should be involved in the decision making process.

IVA. PLANNING AGENDA

If it is impossible to implement a tenure system, the board and administration of the college should make it known that the input of faculty members is valued. It may be necessary to form a grievance committee in which faculty who are turned down for contract renewal may seek, if not redress, at least a formal reason for the actions of the college.

IVA3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IVA3. DESCRIPTIVE SUMMARY

Every member of the faculty and staff is expected to "contribute to a positive institutional culture which encourages honesty, appropriate moral values, and respect for human and cultural diversity." [IVA(1)] This positive institutional culture fosters an open atmosphere that facilitates discussion of ideas at the college. As noted in other sections, ensuring effective communication in a system with six campuses on four islands spread across the western Pacific ocean remains an ongoing challenge.

Decision making at the college is broadly distributed, with the vast majority of the decisions originating in committees such as curriculum, student services, chairs, finance, and personnel. This contributes to a sense of inclusion in decision making at the National campus. State campus personnel on Yap, Chuuk, and Kosrae have fewer opportunities to be included in committee work, the starting point for many decisions at the college. To the extent possible, the division chairs at the National campus inform faculty at state campuses of developments and request comments via email. This process is complicated by turn-over at the state campuses, faculty at state campuses with non-college email addresses that are not known to the chairs, and by the more extensive use of part-time instructors at some state campuses.

IVA3. SELF EVALUATION

This area was not surveyed in the self study process.

IVA3. PLANNING AGENDA

A survey will be conducted on all six sites in order to determine whether present processes are perceived as facilitating discussion of ideas and effective communication.

IVA4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

IVA4. Descriptive Summary

The college is committed to openness, honesty, and integrity in its relationships with external agencies. Openness, honesty, and integrity in external relationships are based on the same values that guide internal relationships. In IVA3 the institutional goal was cited that faculty and staff contribute to a positive institutional culture. The proposed faculty evaluation system, approved by Curriculum Committee on November 6, 2003, includes professionalism as an evaluation area. [IVA(2)] This evaluation will be guided by a code of ethics, which is currently being developed by the Personnel Committee.

The college has met and will strive to continue to meet its obligations to external agencies, other institutions, and the accrediting commission. The college is committed to working closely with the Accrediting Commission for Community and Junior Colleges. Indirect evidence for this can be inferred in the college's choice to be a pilot institution for the new standards. The college had the option of pursuing reaffirmation under the 1997 standards, the college chose to follow closely the lead of the commission and move into the new standards as quickly as possible.

IVA4. Self Evaluation

While the college has striven to comply with the commission, the college has also erred. The issues surrounding turn-over at the college have caused a lapse that led this year to the implementation of an associate of applied science (AAS) degree prior to approval of the substantive change submitted to the commission. During a three year span between 2000 and 2003, the college has had three different directors of vocational education and two directors of research and planning. At present there is no director of research and planning. Last year there was only an acting director of research and planning who held the position for a year. The director of research and planning is also the accreditation liaison officer, although Standard I proposed to separate out the liaison officer position. During this same three year period, the director of academic programs and the director of students services left the college. In the confusion caused by so many departures, the status of the associate of applied science application, the substantive change, was not ascertained. Other units, specifically the state campuses, deployed the AAS degree under the belief that the directors of vocational education and research and planning had obtained the necessary approvals. Work on rectifying this situation is occurring as this document was being written.

IVA4. Planning Agenda

The college has had a serious lapse in its relationship with the commission due to employee turn-over. The college is removing the accreditation liaison officer's duties from

the tasks for which the director of research and planning is responsible. The intent is to ensure that when the college loses a director of research and planning, the college does not simultaneously lose an accreditation liaison officer. The reverse will also be the case. The loss of a liaison officer is not likely to coincide with the loss of a director of research and planning. Institutional memory and ongoing work with the commission is less likely to be disrupted as a result.

There is also a need, outlined in IVA5 below, to examine the administrative structures of the college.

> **IVA5.** The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IVA5. DESCRIPTIVE SUMMARY

There is no regular review of the college's governance and decision-making structures and processes.

IVA5. SELF EVALUATION

There is a clear need to review the structure of the administration. Over the past two years the college has had a director of academic programs and a director of student services depart. The college chose to leave both positions vacant. There was a sense that the loads could be redistributed such that the positions would no longer be needed. During this time, the college developed a position for a director of recreation and sports activities. The new director was with the college for three months and then left, noting that the position should never have been a directorship. Due to concerns expressed about the dormitory in self studies and their responses in 1992 and 1998, there is a recommendation to rewrite the job description for the director of recreation and sports activities. The recommendation suggests the director be responsible for the dormitory and student life, carrying the new title director of dormitories and student life.

During the past year the college has lost two directors of research and planning. The directors were also the accreditation liaison officer. Over a two and half year period the college has had three directors of vocational education. The turn-overs have a significant negative impact on institutional memory. The ability to complete substantive changes in vocational education and to perform the self study were severely impacted.

The vice president for instructional affairs has noted that while the VPIA job title implies an authority over academic affairs, the college's administrative structure is such that each state campus director has authority over academic matters at each state campus.

IVA5. Planning Agenda

There is a clear need to examine the administrative structures and to decide which positions the college needs, which ought to be redesigned, and what other structures might work for the college. Vacancies in a number of positions at the moment provide a window of opportunity to re-engineer the administrative processes of the college. Work is actively occurring at the time of the writing of this document. No timelines have been put in place.

> **IVB1.** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

> **IVB1a.** The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IVB1a. Descriptive Summary

The components in this standard element are addressed in the Public Law 7-29 enacted by the Congress of Micronesia, which was subsequently amended by Public Law 7-130, transferring the administration of the College of Micronesia-FSM to an autonomous Board of Regents. The Seventh Congress of the FSM, at its second special session of 1992, enacted Public Law 7-79 titled "College of Micronesia-FSM Act of 1992," which established the "College of Micronesia-FSM" as a public corporation. Public Law 7-79 states that:

> The College of Micronesia-FSM, its extension schools, continuing education programs, and such other colleges, institutions, schools, centers and programs as may from time to time be established by law or by the Board of Regents to come under the College of Micronesia-FSM System, is hereby established as a public corporation. It is the intent of this act to establish a Post-Secondary educational entity to be located within the Federated States of Micronesia to serve the various post-secondary and adult educational needs of the Nation. [IVB(1)]

The Board of Regents establishes the broad institutional policies of the college. It then delegates the day-to-day operations of the college under these policies to the president. The Board of Regents reviews policies and practices that the president calls to its attention.

Public Law 7-79 of September 25, 1992 stems from an agreement amongst representatives of the FSM, the Republic of Marshall Islands, and the Republic of Palau to restructure the three-nation College of Micronesia system for greater local autonomy.

Public Law No. 7-79, Section 5, states that the College of Micronesia-FSM, in accordance with recognized professional standards, "shall have a representative governance structure to insure institutional autonomy, academic freedom, principles of equity, and insulation from political interference in order to best serve the public interest."

Responsibility for implementation of college policies is clearly outlined in Public Law 7-79, Sections 13-16, which state that the board:

- Approve such policies and standards as deemed necessary for the effective operation of the college;
- Approve programs of instruction and research;
- Incorporate into the college such technical and research establishments as the board deems necessary or appropriate to ensure a quality of program of instruction and research which is relevant to priorities of the state and national governments of the Federated States of Micronesia, and to acquire all property whether real, personal or mixed, tangible or intangible, or any such establishment as may be transferred to the College; and
- Annually review and approve long-range plans for the development of the College.

Evidence that the Board of Regents establishes broad policy and then charges the president to carry out its directives can be found by reading the minutes of the Board of Regents.

IVB1A. SELF EVALUATION

In response to the governance survey question 1b, "The Board of Regents reflects the public or shareholder interest in board activities and decisions," the overall response to "agree strongly" or "agree" was 53%. With the breakdown of faculty, staff, administration, and student as follows: Faculty 26%, staff 49%, administration 75%, and students 59%. The numbers of faculty, staff, administration, and students who "strongly disagree" was 12%. It would appear that there exists a fairly representative group of the college community who does not seem to perceive of the board as reflective of the public interest.

The responses to question 2b, "Once the BOR reaches a decision, it acts in unity," received an overall 51% from all respondents that they "strongly agree" or "agree." With only 11% who "strongly disagree." The breakdown between faculty, staff, administration, and students who "strongly agree" or "agree" was as follows: faculty 37%, staff 59%, administration 75%, and students 51%. 11% of the college community "strongly disagree" that the board acts in unity.

IVB1A. PLANNING AGENDA

It would appear that some members of the college community do not perceive that the board is reflective of public or shareholder interest in board activities and decisions. The board should continue to focus on its proper role, but must also take a more proactive stance in explaining its position and actions to the greater college community. Once deci-

sions are reached, the board must act in unity and not give the college community the sense that their actions are at a disservice to the community.

> **IVBb.** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IVBb. Descriptive Summary

The College of Micronesia-FSM governing Board of Regents is a working board that keeps itself well informed about the educational programs and financial well being of the institution. Moreover, Public Law No. 7-79, as amended, establishes the Board of Regents as an independent policy-making body. Section 13 outlines the Board of Regents meeting responsibilities as follows:

- The Board shall meet and organize by the election of its officers in its regular annual organizational meeting which shall be called on a specified date each year.
- In addition to the regular organizational meeting, the Board shall meet in one other regular meeting during the year, as specified in the bylaws of the Board.
- The Board may also meet in special meetings at such other times of the year as the Board so determine.
- The chairperson shall call a special meeting of the Board upon the petition of three of its members.
- In case of any regular meeting of the Board, written notice shall be provided to Board members at least 10 calendar days in advance of the meeting.
- Meetings of the Board shall be open to the public provided that the Board is not discussing personnel matters, litigation or impending litigation with its attorney.
- In the case of any regular meeting of the Board, notice shall be provided to the public in advance of the meeting day.
- The Board shall publish and disseminate the minutes of all of its meetings within 20 calendar days of the conclusion of a meeting.

Public Law No. 7-79 declares that the Board of Regents shall have general management and control over the affairs of the college, and to this end, shall have the powers to:

- Clarify the mission of the college;
- Ensure the institutional autonomy of the college;
- Act as a liaison between the college and its programs and businesses and institutions inside and outside the country;
- Appoint and terminate all officers and employees of the board;
- Appoint and assess the performance of the president of the college;
- Ensure the well-being of faculty, students, and staff through the approval of appropriate policies and procedures;
- Adopt, amend, and repeal bylaws governing the conduct of its business and the

performance of the powers and duties granted to, or imposed upon it, by law;
- Serve as the court of appeal for faculty, students, and staff;
- Fix, in its discretion, the rates to be charged to students of the college for tuition, room and board, and other necessary fees and charges, and grant tuition waivers as the board shall deem appropriate;
- Approve such policies and standards as deemed necessary for the effective operation of the college;
- Approve programs of instruction and research;
- Incorporate into the college such technical and research establishments as the board deems necessary or appropriate to ensure a quality program of instruction and research which is relevant to priorities of the state and national governments of the Federated States of Micronesia, and to acquire all property whether real, personal or mixed, tangible of intangible, or any such establishment as may be transferred to the college;
- Annually review and approve long-range plans for the development of the college;
- Execute, in accordance with its bylaws, all instruments necessary or appropriate in the exercise of its powers and to that end adopt, alter, and use a common seal by which all acts of the board shall be authenticated;
- Delegate any of its powers and duties to an officer of the Board or an official or employee of the college where proper and appropriate;
- Act in an advisory capacity to the regional COM Board of Regents on land grant plans of work and other land grant issues;
- Take such other actions and assume such other responsibilities as may be necessary or appropriate to carry out the powers and duties granted to or imposed by this act;
- Ensure adequate financial resources, including seeking funding for the college;
- Be responsible for the financial soundness of the college and ensure that the educational program and physical facility plans are of high quality and consistent with the purposes of the college; and
- Assess their own performance.

All major college initiatives, such as the establishment of new programs and changes in tuition and fees are reviewed and adopted by the board to guarantee that all programs and practices are consistent with the college mission and board policies.

The Board of Regents ensures the educational programs of College of Micronesia-FSM are of high quality through reviewing the periodical reports from the president, listening to oral presentations from department heads, and requiring Board of Regent's approval of all major policies and curricula. A review of the minutes of the Board of Regents shows that the decisions of the board are made to maximize the quality of the programs offered at College of Micronesia-FSM. The board spends most of its time on policy issues and leaves the day-to-day operations of the college to the president.

IVBb. Self Evaluation

According to faculty, staff, administration, and students' response to the governance

survey all parties do not readily accept that the Board of Regents establishes policies that ensure quality, integrity, and improvement in student learning programs. In response to question 4a, "The BOR establishes policies to ensure the quality, integrity, and improvement of student learning programs," a combined 59% of faculty, staff, administration, and students that answered that they "agree strongly" or "agree." 22% of faculty, staff, administrators, and students felt neutral about this issue, with 12% signifying that they "strongly disagreed." 100% of administrators indicated that they either "agree strongly" or "agree." The group with the lowest agreement to this question was faculty with only 50% of faculty who "agree strongly" or "agree."

IVBb. PLANNING AGENDA

Because of the high percentage of students, staff, and faculty who question the effectiveness of the board on this standard, the board should consider investigating alternative avenues for informing itself about the actual practices of the institution. It might contribute to a better understanding between all parties if board members could speak informally with students, staff, and faculty about issues that effect the overall good of the college.

IVBc. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IVBc. DESCRIPTIVE SUMMARY

The Board of Regents oversees the financial health and integrity of College of Micronesia-FSM through approval of the annual budget, in-person presentation of the budget to the FSM Congressional appropriation committee, review of the quarterly reports on operational and capital funds prepared by the comptroller, and review of the annual audit. Public Law 7-79. Section19 states that the board is responsible for the following:

- the financial soundness of the college
- ensuring adequate financial resources, including seeking funding for the college and its programs from businesses and institutions both inside and outside the Federated States of Micronesia
- ensuring strong financial management.

The Board of Regents confirms that institutional practices are consistent with the mission statement and policies it has approved through reviewing quarterly reports by the president and evaluation reports by the office of research and planning along with requiring its approval of all major policies and curricula.

Evidence supporting the Board of Regent's commitment to overseeing the financial health and integrity of the institution is the amount of time spent on financial matters at every meeting. The board reviews the financial statements provided by the comptroller at each meeting. The comptroller is in attendance at every meeting to orally review all financial statements and is available for any questions the board may ask. The May meeting is always scheduled to meet in the State of Pohnpei because this is also when the budget

committee for the FSM Congress holds its hearings. During these May hearings, the full board accompanies the college president to the hearings.

IVBc. SELF EVALUATION

The board is in compliance with this element of the self-study.

IVBc. PLANNING AGENDA

The board should continue to monitor institutional finances, the progress and quality of college programs, and to review the mission statement annually to ensure that it keeps pace with changing needs and priorities of the nation.

> **IVBd.** The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IVBd. DESCRIPTIVE SUMMARY

The constitution and statues of the Federated States of Micronesia govern the specific components of the above standard. The Seventh Congress of the Federated States of Micronesia, second special session, 1992, Congressional Bill No. 7-184, C.D.1, C.D.2, C.D. 3, Public Law 7-79, established the College of Micronesia-FSM. This act was subsequently amended in the Eighth Congress of the Federated States of Micronesia in its fourth regular session, 1994, "to change the number of members in the Board of Regents of the College of Micronesia-FSM from seven to five members, and for other purposes." Public Law 7-79, with its amendments, Public Law No.8-144, states the number, the duties of the board, responsibilities, structure as well operating procedures. All public laws are published and open to public scrutiny.

- Size. The Board is composed of five members. [IVB(3)]
- Duties and responsibilities. Public Law 7-79, Section 19.1-21. states and lists that the Board of Regents shall have general management and control over the affairs of the college.
- Structure and operating procedures. Public Law 7-79. Individual sections of the board's structure and appointment of members (Section 6.1.a-c.2.3). Initial terms of office (Section 7). Terms of office (Section 8.2-3). Notification of expiration of term (Section 9). Vacancies (Section 10). Officers (Section 11). Quorum (Section 12). Meetings (Section 13.1-7). Committees (Section 14).

Every faculty member is given a printed *Personnel Policy and Procedure Manual*. In Section II.1-2, the manual outlines the duties and responsibilities of the Board of Regents, which states "The Board of Regents of COM-FSM is the sole governing and policy-making body for all campuses within the administrative jurisdiction of the College." Section II.1-2 states that the areas of responsibility of the board are as follows:

- programs of study

- courses of instruction
- requirements for and issuance of certificates, diplomas, credits and degrees
- position qualification requirements, personnel recruitment, appointment, disciplinary actions, and all other personnel matters
- expenditure and disposition of funds, subject to the purpose or purposes stipulated in the Act appropriating said funds and other applicable laws
- soliciting, receiving and using gifts of any kind whatsoever subject to limitations imposed by pertinent laws governing the college
- other policy matters falling within the jurisdiction of the Board.

The personnel manual, Section II.2b, also states that the board is the sole hiring authority for the following positions within the college:

- the president
- other staff positions specifically identified by the board as to be hired by the board
- the president is delegated by the board as the appointing authority for personnel assigned to the staff of the president's office.

According to Article III, Section 2 of the bylaws of the Board of Regents, amended May 3, 2000, "All books and records of the Board, except for records of executive session of the Board or records expressly deemed non-public, shall be open to inspection at the office of the President."

IVBd. SELF EVALUATION

The college meets the standard. The board's policies and procedures are published and readily available to members of the college community.

IVBd. PLANNING AGENDA

None.

> **IVBe.** The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IVBe. DESCRIPTIVE SUMMARY

Public law specifies the board's delegation of authority to administration, faculty, and staff. Section 19 of Public Law 79-7 states that the board "shall have general management and control over the affairs of the College." Section 19.10 gives the board the right to "Adopt, amend, and repeal bylaws governing the conduct of its business and the performance of the powers and duties granted to, or imposed upon it, by law." According to the bylaws of the Board of Regents, Section 2, the board must meet in an annual meeting held on the first Monday of December, at which time, "the Board shall elect officers, consider reports of the reports of the affairs of the College and transact such other business as may

properly be brought before the meeting."

IVBE. SELF EVALUATION

The board is in full compliance with this standard.

IVBE. PLANNING AGENDA

None.

> **IVBf.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IVBF. DESCRIPTIVE SUMMARY

The board recognizes the need for board development and new member orientation in order to maintain a high level of functioning for the public and the students served by the college. Since the time of the last self-study (1997) there have been two board workshops for Board of Regent members. The first was lead by Dr. John Petersen, and the other by Dr. David Wolf, both of whom are former directors of the Accrediting Commission.

Public Law 7-79. Section 7 provides for continuity of board membership and staggered terms of office declaring that:

At the initial board meeting, the four members of the board representing their respective states shall draw lots in order to ascertain their terms of office. Two states shall have an initial two-year term and two states shall have an initial three-year term. After the initial terms, the terms of the respective state members shall be as provided in section 8 of this act. Members of the board may serve beyond the expiration date of their initial terms until their successors have been appointed.

The organizational meeting of the Board of Regents was convened on March 19, 1993. At that time, the Board of Regents assumed the powers and duties authorized by Article Five, Section 1 and Article Seven, Section 4 of the treaty amongst the governments of the Republic of Marshall Islands, the FSM, and the Republic of Palau regarding the College of Micronesia. Effective April 1, 1993, the governing board adopted the bylaws of the Board of Regents.

In its Fourth Regular Session, which met April 19, 1994, the Eighth Congress of the Federated States of Micronesia amended sections 6, 7, 8, 13 and 19 to change the number of members on the Board of Regents of the College of Micronesia-FSM from seven to five members. The components of Standard IVBf are addressed in the constitution and statutes as follows:

- A five member Board of Regents shall be the governing body for the general management and control for the college;
- One member shall be appointed by the president with the advice and consent of

the Congress;

- Four members, one from each state, shall be appointed by the president with the advice and consent of the Congress. These members shall be designated as representatives from their respective states;
- The president of the college shall be an ex officio member of the board with no voting rights;
- Employees of the college shall not be eligible for appointment by the President;
- All members, except the president of the college, shall be voting members.
- The four members of the board representing their respective states shall draw lots in order to ascertain their terms of office. Two states shall have an initial two-year term and two states shall have an initial three-year term;
- The member representing the National government shall serve for a term of three years and shall not serve more than two consecutive terms; and
- The members representing their respective states shall serve for a term of three years and shall not serve for more than two consecutive terms.

Members of the board may serve beyond the expiration date of their terms until their successors have been appointed. The initial terms of members of the board shall be counted towards the aforementioned limitation of terms. This act assures both continuity and staggered terms of office.

IVBF**. S**ELF **E**VALUATION

The college meets the standard of board member orientation through *de jure* practice, though not *de facto* policy. Regents cannot effectively carry out their duties if they have to wait several months, or longer, for orientation. Provision must be made for regents who are unable to attend a workshop in order to ensure that they can fulfill their mandate of service.

The college on paper meets the standard of staggered terms of office. The make-up and role of the Board of Regents, with five members serving staggered terms, is clearly defined by law. While it looks good on paper, orderly succession of Board of Regent members has not always been the case. The present status of each regent is as follows:

- The regent representing Kosrae completed his second term in November 2001;
- The regent from Pohnpei and the regent representing the National government completed their first term in February 2003;
- The regent from Pohnpei has been reconfirmed; and
- New regents from Chuuk and Yap were confirmed fall 2003.

Public Law No. 7-79 mentioned the need for the members of the board to "represent diverse elements of the population of the States and the Nation, including, but not limited to, business and industry, education, and community organizations." It is hoped that in appointment to future vacancies, this will be taken into account.

IVBF. **PLANNING AGENDA**

The orientation and training of new board members should be formally embodied in policy and procedure. The board should make certain the legal length of service as well as staggered terms of office are adhered to by board members according to the laws that govern the Board of Regents.

> **IVBg.** The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IVBG. **DESCRIPTIVE SUMMARY**

Establishment, review, and revision of board policies are ongoing and governed by public law. Public Law 7-79, Section 17 declares, "The Board shall adopt, amend, and repeal bylaws governing the conduct of its business and the performance of the powers and duties granted to, or imposed upon it, by law." Section 19.21 declares that the board may "Take such other actions and assume such other responsibilities as may be necessary or appropriate to carry out the powers and duties granted to or imposed upon it by this act." Section 19.21. requires that the board "assess their own performance." All policies are reviewed and approved annually by the board.

IVBC. **SELF EVALUATION**

The college is in compliance with Standard IVBg.

IVBC. **PLANNING AGENDA**

None

> **IVBh.** The governing board has a code of ethics that include a clearly defined policy for dealing with behavior that violates its code.

IVBH. **DESCRIPTIVE SUMMARY**

The board's code of ethics is clearly documented in Public Law 7-79, Section 20, which states that, "The Board shall act as a whole; no member of committee created by the Board may act in place of the Board. The bylaws of the Board created pursuant to sections 17 and 18 of this act shall include a statement of ethical conduct for its members. Such statement shall include, but is not limited to, a provision prohibiting Board members from participating in any action involving a possible conflict of interest or from realizing a financial gain, other than compensation provided pursuant to this act, from their position as a Board member." Section 18 of the same public law states that "Board members may be removed

before the expiration of their terms by a four member majority vote of all the other voting members of the Board for incompetence, neglect of duty, unethical conduct, or malfeasance in office." The board is aware of its responsibility to uphold the public's trust and to act effectively to maintain institutional quality and the reputation of the College of Micronesia – FSM.

IVBh. SELF EVALUATION

The college meets Standard IVBh. The guidelines concerning ethical conduct are clearly stated. The board members are aware of the ethical expectations placed on them. The adherence to the ethical implications of Board membership is taken seriously as is shown by the recent re-appointment of Regent Podis Pedrus. Before Regent Pedrus' appointment was approved, a resolution was introduced into Congress to confirm the nomination of Mr. Damian G. Sohl as a member of the College of Micronesia-FSM Board of Regents. The Eleventh Congress of the Federated States of Micronesia second regular session adopted the resolution on October 19, 1999. Meanwhile, an employment opportunity announcement opened on July 12, 1999, for a coordinator for the National Language and Culture Institute. On August 11, 1999, the closing date of the announcement, Mr. Sohl submitted an application for the position, which he later withdrew. The position was again opened on September 29, 1999, with a closing date of October 28, 1999. Mr. Sohl again expressed interest in and was recommended for the position. It was explained to him that while he was recommended for the position, the college could not offer him the position while he served as a board member. Mr. Sohl attended the December 13-15, 1999, board meeting during which he asked to discuss a crucial matter in executive session with the board. On December 20, 1999, Mr. Sohl submitted to the FSM President a letter tendering his resignation from the board citing his wish to accept a position with the college.

Following Mr. Sohl's resignation, the special assistant to the FSM president for legislative affairs consulted with the college on possible names for the president's consideration as a Board of Regent's replacement for Mr. Sohl. Mr. Podis Pedrus', who had served two previous terms as a regent, was considered as a possible replacement. The reasoning for suggesting his name was to provide continuity on the board. Three regents: Pedrus, Yatilman and Sohl, had served their final term. Regent Walter, the newest member, had been on the Board for only about a year. The special assistant thought it was a good idea and checked with the attorney general's office on the propriety of nominating Mr. Pedrus. Only after receiving a positive answer from the attorney general's office did the FSM President submit Mr. Pedrus as a nominee. Mr. Pedrus was confirmed by Congress to start a fresh term. At all times the Board of Regents was cognizant of following the law in this matter. Every step was done to follow all ethical considerations.

IVBh. PLANNING AGENDA

None.

> **IVBi.** The governing board is informed about and involved in the accreditation process.

IVBI. DESCRIPTIVE SUMMARY

The president keeps the board informed on all matters pertinent to the operation of the college. This includes the accreditation process. The board receives monthly updates concerning the progress of the accreditation process. While the self study is in progress, the accreditation liaison officer writes a summary to the board for each regularly scheduled board meeting. The self study document shall be submitted to the board for is perusal and approval before it is scheduled to go to print.

IVBI. SELF EVALUATION

The board is fully informed about the accreditation process taking place at the college. The board is highly supportive of the college's efforts to evaluate itself. It takes the accreditation process very seriously. All chairs of the accreditation committees agreed that the board is informed about and involved in the accreditation process.

IVBI. PLANNING AGENDA

The board should continue to assist in the accreditation process as much as possible. The board should continue to be informed about WASC requirements.

> **IVBj.** The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.

IVBj. DESCRIPTIVE SUMMARY

Public Law 7-79, Section 21.1 states that, "The President of the College shall be appointed by the Board." This law further states that, "The President of the College shall have full charge and control of the administration and business affairs of the College." The bylaws of the board, as amended May 3, 2001, Article 11, Section 4, state that the powers of the office are as follows:

> The President of the College shall be the Chief Executive Officer of the College and the official advisor to and executive agent of the Board of Regents and its committees. The President shall, as educational and administrative head of the College, exercise a general superintendence over all affairs of the institution, and brings such matters to

the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities. Furthermore, the President shall have the power, on behalf of the regents, to perform all acts and execute all documents to make effective the actions of the Board or its committees.

Section 21.2.a.b.c.d.e.f. and g. outline the duties of the office of president and state that "the powers of the President of the College are subject to limitations by the Board and by law, and include the following:"

- To see that rules and regulations of the College are established and implemented;
- To attend all meetings of the Board and submit a general report of the affairs of the College to the Board;
- To keep the College advised of the requirements set forth by the Board;
- To keep the Board advised as to the needs of the College;
- To devote her/his full time to the business of the College, to approve the selection and appoint the employees of the College except as otherwise provided by this act and to plan, organize, coordinate, and control the services of such employees in the exercise of the power of the College under the general direction of the Board;
- To cause to be submitted to the President of the Federated States of Micronesia and the Congress 120 days from the end of each fiscal year a report describing the condition and progress of College programs and activities during the preceding fiscal year, including a financial report showing the results of operations for the preceding fiscal year and financial status of the College on the last day thereof. The report shall be made in a manner provided by the Board; and
- To perform such other additional duties as the Board may require.

The board evaluates the president of the college annually. According to Public Law 7-79, Section 19.8, the board shall have the power "appoint and assess the performance of the President of the College."

IVBj. SELF EVALUATION

The college is in compliance with this element of the standard.

IVBj. PLANNING AGENDA

There is no need for a planning agenda for this element. However, some faculty members and the Staff Senate have expressed a desire for more faculty input in the hiring procedure of the college president. The Staff Senate has specifically requested that a faculty member be chosen by the faculty to serve on the hiring committee to appoint a new president. Such changes could be amended in the board bylaws, bypassing the need for changes in public law.

IVB2. The president has primary responsibility for the quality of the Institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IVB2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IVB2b. The president guides institutional improvement of the teaching and learning environment by the following:

Establishing a collegial process that sets values, goals, and priorities; Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; Ensuring that educational planning is integrated with Resource planning and distribution to achieve student learning outcomes; and Establishing procedures to evaluate overall institutional planning and implementation efforts.

IVB2. DESCRIPTIVE SUMMARY

The College of Micronesia – FSM is composed of the National Campus, located on the island of Pohnpei, as well as four state campuses. State campuses are located on the islands of Pohnpei, Chuuk, Kosrae, and Yap. The total number of students serviced by the College, fall 2003, is 2,678. The college has a combined faculty and staff of 297. The National Campus has 947 students serviced by 150 staff and faculty. Pohnpei campus has 431 students serviced by 50 staff and faculty. Chuuk campus has 832 students serviced by 50 staff and faculty. Kosrae campus has 329 students serviced by 30 staff and faculty. Yap campus has 139 students serviced by 17 staff and faculty. The president of the college is the chief executive officer of the college and official advisor and executive agent of the Board of Regents and its committees. The president, as educational and administrative head of the college, exercises a general superintendence over all affairs of the institution, and is charged with bringing appropriate matters to the attention of the Board of Regents. The president oversees three main administrative sectors of the college: instructional affairs, support and student affairs, and cooperative research and extension. These three administrative sectors are each headed by a vice president who reports directly to the president of the college. The president, as educational and administrative head of the college, exercises a general superintendence over all affairs of the institution. According to Public Law 79-7, Section 21.1, "The President of the College shall have full charge and control of the administration and business affairs of the College." According to Public Law 79-7, Section 21.2, the powers of the president are subject to limitations by the board as well as by law. The president works closely and in a collegial manner with various constituencies of the college. He has a president's cabinet, which serves as the president's management team and acts as an advi-

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sory body to the president on all matters relating to the welfare of the college.

IVB2. SELF EVALUATION

In the governance questionnaire the response to question 10b, "The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the college's purpose, size and complexity," from administration was that 50% "strongly agree" and 50% "agree." Since administrators must work most closely with the office of the president, it would appear that he receives a high level of support from his administration. In the overall response only 5% perceived that they "disagreed strongly" with this question. It would appear that the president fulfills this element of the standard.

For question 11b, "As appropriate, the president delegates authority to administrators and others consistent with their responsibilities," 56% of faculty, staff, administration, and students indicated they either "strongly agree" or "agree," with 22% indicating a "neutral' stance. 21% indicated that they "disagree" or "strongly disagree" that the president fulfilled these expectations. 60% of administration "strongly agree" or "agree." Twenty percent of administration "strongly disagree" that the president of the college is accomplishing these goals.

In response to survey question 12b, "The president guides institutional improvement of the teaching and learning environment," 55% of faculty, staff, administration, and students indicated that they "strongly agree" or "agree" with 26% indicating a "neutral" position. Nineteen percent indicated that they "strongly disagree" or "disagree."

The results of the survey indicate a general satisfaction among employees with the president's leadership role. The highest indication of his abilities comes from his administrative staff, but there appears to be room for improvement.

IVB2. PLANNING AGENDA

The president should attempt to share his vision of the college more clearly with all members of the college community, including faculty and staff.

IVB2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

IVB2d. The president effectively controls budget and expenditures.

IVB2D. DESCRIPTIVE SUMMARY

The president is charged with the direction and oversight of the total educational program of the college. According to Public Law 79-7, Section 21.2.a, it is the president's charge "To see that rules and regulations of the College are established and implemented." Section 21.2e, of the same law, states that the president:

Devotes her/his full time to the business of the College, to approve the selection and appoint the employees of the College except as otherwise provided by this act and to plan, organize, coordinate, and control the services of such employees in the exercise of the power of the College under the general direction of the Board.

The president, through the major college administrators, manages the financial, human, and physical resources of the college. In accordance with Public Law 79-7, Section 21.2.f, the president is under obligation to:

Cause to be submitted to the President of the Federated States of Micronesia and the Congress 120 days from the end of each fiscal year a report describing the condition and progress of College programs and activities during the preceding fiscal year, including a financial report showing the results of operations for the preceding fiscal year and financial status of the College on the last day thereof.

The major instruments in managing these processes are appointments of committees, assignments of job responsibilities, strategic planning, communication, budgeting, and overseeing of the general operation of the institution.

IVB2D. SELF EVALUATION

In response to survey question 13b, "The president assures the implementation of statutes, regulations, and board policies and assures the institutional practices are consistent with institutional mission and policies," the overall indication of faculty, staff, administration, and students was that 56% "strongly agree" or "agree." There was an overall 9% who "strongly disagree." Amongst administration, 50% "strongly agree", 33% are "neutral", and 17% "strongly disagree." For faculty the breakdown was 47% who "strongly agree" or "agree"; 34% "neutral", 15% "disagree", and 5% "strongly disagree." 56% of staff "strongly agree" or "agree." The group with the highest number who "strongly agree" or "agree" was students with 58%. It would appear that a sizable number of members of the college community doubt that the president is successful in the implementation of statutes, regulations, and board policies. This is worrisome.

In response to survey question 14b, "The president effectively controls budget and expenditures," the overall of faculty, staff, administration, and students was 50% who "strongly agree" or "agree," with 9% who "strongly disagree." Fifty percent of administration "strongly agree" or "agree." 50% of administrators "disagree" that the president has effective control over the budget. 43% of faculty "strongly agree" or "agree," with 38% indicating "neutral," and 19% answering that they "disagree." Amongst faculty and staff the highest percentages indicated "neutral' on questions of budgeting and expenditures. It appears that a large number of staff and faculty do not how budgeting policies are made at the college.

IVB2D. PLANNING AGENDA

The president should foster stronger communication between all levels of the college

community. The president needs to assure faculty, staff, and administration that institutional practices are consistent with the missions and objectives of the institution. The president should work to implement closer communication on budgetary issues to ensure that the entire college community understands how and why budgetary decisions have been made.

Financial reports were not made to congress for the past two fiscal years. Reports to congress should be submitted annually as per Public Law 79-7. Therefore, a report should go to congress in spring 2004 covering the most recent fiscal year and any year that has not been reported upon.

IVBe. The president works and communicates effectively with the communities served by the institution.

IVBE. DESCRIPTIVE SUMMARY

The president is the most high profile member of the college community. He represents the college to all levels of the community at large. The College of Micronesia-FSM has five campuses spread over a large area composed small islands spread out over thousands of square miles of open water. Our student body comes from nine major ethnic groups, speaking a total of 17 languages. Their homes are dozens of small isolated islands, many of which are not connected to the larger islands except by ocean-going vessels. Visiting the campuses and local island communities is a very expensive and time-consuming part of the college president's job. One of the ways in which the president keeps contact with the full college community is through updates that are posted on the college's web page. The president is also in day-to-day contact through email with the state campuses. On the National campus, where the President has his office, he always makes himself available to members of the college community. He is both approachable and easy to reach.

IVBE. SELF EVALUATION

Faculty, staff, administration, and student responses to survey question 15b, "The president works and communicates effectively with the communities served by the institution," varied greatly according to the respective position of the respondents. The combined response of faculty, staff, administration, and students on all campuses was 68% who "strongly agree" or "agree." Seventeen percent remain neutral on this issue. Ten percent "disagree" and 5% "strongly disagree." The breakdown according to position was as follows:

- Administration: 50% "strongly agree" or "agree." 33% "neutral." 17% "disagree." 0% "strongly disagree";
- Faculty: 24% "strongly agree" or "agree" 55% "neutral" 11% "disagree" 11% "strongly disagree";
- Staff: 60% "strongly agree" or "agree" 27% "neutral" 4% "disagree" 9% "strongly disagree"; and

• Students: 55% "strongly agree" or "agree" 22% "neutral" 13% "disagree" 11% "strongly disagree."

The strongest support for the president regarding his ability to work with and communicate with communities served by the institution comes from student and staff members of the college community. The faculty, with 55% reporting neutral and with only 24% reporting that they "strongly agree," and 22% who "disagree" or "strongly disagree," do not show a strong support of the president's role in communicating with the communities that are served by the college. The college administration with 50% who answered that they "strongly agree" or "agree," and 33% who were "neutral" seemed almost as cool on this issue as were the faculty. Administrators had 17% reporting that they "disagreed" with this question. However, none of the college administration reported that they "strongly disagree" that the president communicates with the communities served by the college. That there exists a fairly large percentage of the president's administration and faculty that do not perceive that he is able to work and communicate with the communities served by the college is disturbing. However, the total percentage of combined administration, faculty, staff, and students that "strongly disagree" was a mere 5%. Those sections of a college community that usually feel most excluded by the office of the president, the staff and students, have a high percentage that feel a positive attitude regarding the president's ability to work with and communicate with the communities served by the institution.

IVBe. **PLANNING AGENDA**

Regarding the geographical reality of the Federated States of Micronesia the president's ability to communicate with all communities served by the institution are severely limited by cost and time factors. Hence, to the best of his abilities, considering distance and cost, the president should remain in contact, as far as is possible, with the larger community. Contacts that the president has made with the constituencies served by the college should be published and made available by the office of administration.

Standard IV.Evidence

Standard IVA
[IVA(1)] Faculty Handbook
[IVA(2)] Staff Senate bylaws
[IVA(3)] Student Handbook
[IVA(4)] Personnel Manual

Standard IVB
[IVB(1)] Public Law 7-79
[IVB(2)] Public Law 7-130
[IVB(3)] Public Law No.8-144

Special Section:

The Bachelor of Education in Elementary Education Program

The Bachelor of Education in Elementary Education Program

Permission to expand the teacher training at the College of Micronesia – FSM to a four-year program was presented to WASC in December 2002. At that time, the college presented the request to ACCJC and formally requested permission to implement a Bachelor of Education in Elementary Education degree program. The request was accompanied with an extensive needs assessment and the evidence required to implement such a program. The program itself received Board of Regents approval in July 2002. It was understood that, when accredited, this program would become the college's Bachelor Degree in Elementary Education. [V(1)]

The college originally submitted a program containing 43 individual courses totaling 141 semester credit hours. A description of these courses, a suggested sequencing of the coursework and an extensive rationale for this program are included in the *Substantive Change Report.*

The college's Division of Education chair explained to the BOR that the reading of course descriptions and course sequences could be deceptive, or at best misleading. It was further explained that the program's significance rested with the concept of measuring defined competencies, sequentially building skills, and refusing matriculation to students not meeting the assessment expectations. This was followed by an explanation of the various methods used for evaluation. Included in a summary was a briefing on the electronic portfolio, a major feature of the bachelor program curriculum.

Curriculum assessment was then rephrased to the BOR in terms of the transparency and external measurement standards to which this bachelor program must abide. The importance of standards and measures that all college constituencies understand and accept was stressed. It was further stressed that retention rates, graduation rates, and even grades were no longer accepted as complete proofs of success or lack of success. From the discussions and questions that followed it was clear to the education chair that the BOR understood that the bachelor program included what new teachers would know and be able to do. It was clear too that the BOR understood that the various constituencies would also be able to measure what a COM-FSM bachelor degree holder would know and could do.

Equally important for BOR understanding was the curriculum refinement still required. The need to have all outlines in measurable student outcome form was stressed. This student learning outcome form applies to all college course outlines. Also, the BOR was made aware that, as course outcomes are analyzed and duplications found, course outlines would be modified.

It was further explained that the extensive use of the Palikir School would be a primary cause for modification of the curriculum. The education chair stated that the reality of dealing with 400 elementary students and a pilot year would alter the program's curriculum. After working in the real education environment, the chair explained, clinical experiences and even content courses would require reassessment based on actual experience.

A brief report outlining the necessary changes required and the rationale for those changes for the bachelor curriculum was submitted to the BOR at the December 2002 meeting. The report explained the reduced number of credit hours, the elimination of the educational foundations course, changes in course numbering, charges in certain prerequi-

sites, and a modification of the entrance requirements. The BOR approved the changes and modifications [V(2)]

Commentary on the Presentation of the Bachelor of Education in Elementary Education Program in the Self Study Process

The presentation of the program for evaluation is a bit difficult for some obvious structural reasons and other more subtle reasons. Structurally, the college has a bachelor's curriculum in flux. In flux does not mean the curriculum is not established. In flux simply means the college expects to add certain curriculum elements and further modify some student learning outcomes over the next several months. Furthermore, improvement based upon information gained in measuring learning outcomes is essential for the program. Therefore the college believes a teacher-training curriculum should always be in flux.

Moreover, assessing learning outcomes of curriculum not yet field-tested is not possible. It is possible, however, to judge the necessity for and the resources required to have such a program. Likewise, it is possible to present the form, structure, and scope and sequence of the program. These curriculum elements can be evaluated and will be presented. Other information on the processes and procedures surrounding the curriculum are found in evidence. [V(3)]

Furthermore, lower division courses as AR111 Art for Teachers and EN/ED233 Linguistics were developed specially for the bachelor program. These are being taught for the first time during the fall 2003 semester. A second year course, ED210 Introduction to Teaching was under revision as the course was being taught. Even the title of that course has been renamed to ED210 Introduction to Professional Teaching. The addition of the term "professional" reflects one bachelor program learning outcome specifically: The student will be able to demonstrate professionalism.

Also, in fall 2003, one half of the courses in the proposed bachelor program are associate degree level and applied to the associate degrees. Most of these are general courses, but some are special to education and apply only to the associate degrees in education. Treatment of most associate curriculum issues has been already presented in the self study.

Next, one quarter of the proposed bachelor courses are third year. One-half of these were taught previously as third-year certificate courses and one half were being taught for the first time in fall 2003. In 2003-2004 six major content courses and practicum experiences were being presented for the first time. Two other third-year courses, previously offered by the University of Guam in the fourth year, are being prepared and revised to meet the needs of the pre-service students at the college. The ED301 Technological and Audio-Visual Methods for Teaching and the ED352 Physical Education and Health courses will be offered in spring 2004.

It was not until April 3, 2003 that the education division and its committees learned of an accelerated schedule for implementation. The ALO now interpreted the commission requirements as having the third year or new junior year "up and running" when the WASC visited in spring 2004. The division had previously assumed that the entire program needed approval before implementation proceeded. Nevertheless, curriculum work was accelerated and all new 300 level courses with increased clinical experiences are or will be offered prior to the WASC visit.

Less obvious is the impact of adding the Palikir Laboratory School into the bachelor

program curriculum. The reality of demonstrating student learning outcomes in a fully functioning Pohnpei school has shown us several necessary departures from the curriculum originally envisioned. Four senior year courses await submission to the Curriculum Committee as we wait to see the results from the new third-year practicum and clinical experiences.

The results of the education assessment of students at the Palikir Laboratory School are of great importance to the program. The assessment began in November 2003 and will continue until May 2004. The college will continue to use the practicum students for administering assessment instruments. The college will concurrently train the Palikir Laboratory School teachers to implement student assessment. Never has such a school-wide assessment of students been attempted in the FSM. Previously, standardized test results have rarely been used for improvement purposes. The college curriculum must respond to a realistic picture of present learning achievement on a database of 400 elementary school students. The college is unable to predict exactly what curriculum changes will be required.

The remaining course outlines will be finalized as soon as the fall semester is completed and when the clinical experiences are analyzed. Therefore, the entire bachelor of education curriculum will have Curriculum Committee approval prior to the WASC visit. However, the results of the student assessment at the Palikir Laboratory School could alter the student learning outcomes expected in the present curriculum.

Finally, the college must convert an elementary school to a student learning outcome-based school while concurrently converting the college curriculum. This matter is discussed further below. The task of evaluating curriculum "in flux" and responding to needs is not a simple one. Neither is it easy to assess student learning looking at a curriculum. The college is fortunate that both WASC commissions are willing to accommodate a one-bachelor degree policy in areas where more training time is required and a need so pressing.

Commentary on the ACCJC Standards

As noted in the introductory comments, the Substantive Change Report provides evidence that the pre-2004 ACCJC ten standards will be fulfilled and evidence that the college intends to address and fulfill the 2004 four standards for accreditation. Additionally, the Eligibility Readiness Report presents a cross-referenced chart demonstrating that each ACSCU and ACCJC accreditation standard will be fulfilled. Also, as requested by WASC, the college has submitted the Addendum of Information on Academic Screening, Developmental Courses and Strategies to Ensure That Students Are Capable of Undertaking College-Level Courses and the Response to the Addendum to the Bachelor of Education Substantive Change Study for WASC (ACCJC) and to the Eligibility Readiness Report for WASC (ACSCU). This section has repeated mention of these reports as "documents previously submitted to WASC." This phrasing refers specifically to the four documents mentioned above.

Next, together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of curriculum integrity that parallel the ACCJC and the ACSCU standards. Program commentaries, analyses, and suggested plans specific to the college's Bachelor of Education in Elementary Education are offered.

Phrasing similar to the paragraph above is found throughout this self study section as

a reminder that all other college programs and services lie at the heart of the bachelor program. Division personnel play key roles in all college standing committees and give advice to and consult with the entire college community.

The education division contributed to and reviewed all descriptions, self-evaluations, and planning agenda of all self study work used for this accreditation process. The college does not, at this time or in the foreseeable future, aspire to be a four-year institution. The college strives to be an excellent two-year college that offers one excellent four-year degree. The FSM expects this of the college. For the sake of the children and their future, the nation deserves nothing less.

The following sub-sections elaborate on certain information not found in the "documents previously submitted to WASC", information not sufficiently explained in these documents, information not available when these documents were written, information not addressed elsewhere in this self study; and information and recent changes made to the bachelor program curriculum as of November 2003.

WASC ACCJC Standards for Accreditation

What follows are further comments on the bachelor of education program. Commentary is provided within each of the four standards. Subsections of each standard are not repeated with each general section because the self study has addressed these on behalf of the college and the division. The self study presents the college for reaccredidation of the present programs and services shared by the education division. This being the case, and as all standard have been addressed elsewhere, only the general standards are used for outline.

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 effectiveness by which the mission is accomplished.

Mission

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

STANDARD IA. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes this self study adequately describes and addresses the elements of the college's current education programs as they relate to Standard IA.

The following additional analysis and comments are offered which specifically address the bachelor's program.

Standard IA. Self Evaluation

The bachelor of education program is consistent with the current mission as stated in the *Catalog*. The insertion of "Originally established to develop teacher education, …" reflects the fact of the importance that teacher training has always been to the college's mission. This self study acknowledges this fact and accepts as well the national and state mission statements that focus on human resource development. With 500 teachers slated to leave the teaching profession in the next ten years, replacing this number alone is a human resource issue and an employment issue unto itself. [V(4)] As noted in the *Substantive Change Study* the statement was added to the mission statement for both reflection and to help establish the foundation for this degree program.

The mission of the college has always spoken to "national unity", and that the mere presence of hundreds of future leaders learning together, was a good step toward this ideal. Specifically, it is the mixing together and the sharing of curriculum, extra and co-curricular activities, and friendships that will foster understanding and cooperation as the students move into the societal hierarchy. However, while the college believes this to be true, it remains an assumption not yet proven in this fledgling nation.

Nevertheless, the education division does accept this assumption and submits that a national teacher-training program can be the most powerful force available for the fostering of national unity. While this is asserted without proof, the division believes that a curriculum that consistently stresses equality, fairness, honesty, integrity, and ethical behavior will benefit national unity. There are no education courses where these values are not embedded. The college hopes that new teachers can pass along to their students the richness of the diversity they have experienced at the college, as well as the common experiences of all FSM citizens. Certainly the college could query in the next alumni survey and ask if the college experience added to a sense FSM citizenship.

The bachelor of education program nourishes individual growth, scholarship, and service. While enrichment opportunities are provided, it is the intent of the bachelor of education curriculum to produce evidence of such enrichment. This can prove difficult with concepts such as service.

Furthermore, establishing evidence of concepts such as service or a sense of vision without an involved longitudinal study would be extremely difficult. Efforts as partnering with the Micronesian Red Cross are taking place so that that all BEd students may become Micronesian Red Cross certified. Opportunity to be prepared for national or state emergency service is one of the foundational pieces of evidence that can be established. We envision a cohort of teachers ready to be called upon to provide first aid service in times of emergencies. In this case, the BEd inches a little closer to having a learning outcome for the concept of service. The program will provide opportunity to obtain the skills necessary to perform first aid and CPR and award a Micronesian Red Cross certificate as evidence.

Proper attention was paid to the mission statement throughout the development of the bachelor program curriculum. But as the current mission speaks to providing opportunity, the assessment of the bachelor program curriculum should demonstrate something more than a compliance or congruency of providing opportunity. The program outcomes, as demonstrated by the graduates of the program, should reflect actual service to the community as a life-long habit. We cannot assure this, only prepare students for service.

Likewise the bachelor program is further aimed at developing integrity, critical think-ing skills, a breadth of vision as well as a habit of reflection in an educational environment enriched by cultural traditions. Once again the student learning outcomes should provide evidence and proof of critical thinking skills, decision-making skills involving matters of integrity, as well as skills that demonstrate vision and reflection. We are unable to do too much more than measure some temporary indicators. This must suffice for the present.

However, it must be clear that an inductive process guided the bachelor's program. There was a ground-up student learning outcome approach which, when completed, fit the mission. The program is founded upon the needs of teachers as expressed in local research and studies as well as a careful two-year analysis performed by the college from 2000-2002. [V(5)] While the mission statement of the college is all about providing opportunity and developing certain habits and skills, the bachelors of education program is about producing teachers at certain levels of competency. The bachelors of education program was devel-oped to produce a measurable product: a competent teacher. This product lends itself well to the over-all notions expressed in the various education, state, and national missions.

However, while the college can produce and measure almost all competencies needed to show that one can act or behave like a competent teacher, the college can do no more. Whether or not that individual will be a competent teacher when they arrive in the class-room is another matter.

Finally, the BEd program is a bit closer to supporting the mission statement for the FSM Division of Education 1997 *Strategic Plan for the Improvement of Education in the Federated States of Micronesia* than that of the college. This is simply because more rigorous and extensive teacher training was officially requested at that national economic conference and then translated to the ensuing 1997 mission statement in the national strategic plan. Meaningful employment rather than providing a " breadth of vision" is the focus of the national and state leaders.

Revising the Mission Statement-A Center for the Debate-The Education View

Much has been said about revising the mission statement to reflect the student learn-ing outcome philosophy that now is threaded through the accreditation process. In the bachelor program curriculum and all education division work, the student learning out-come approaches are reflected in the course outlines, syllabi, and program student learning outcomes.

However, education and the education program student learning outcomes do not fit or slide easily into institutional learning outcomes. Presently, the education program map is at a halt. The next level above program goals are institutional goals. These are not pres-ently stated in outcome form. The goals use the verbs instill, promote, develop, and pro-vide. These are not outcome oriented verbs and do not state what it is be known or accom-plished, although they hint at what ought to be valued.

 On the other hand, this is not entirely true for all goals. The goal stating that the college is to "Demonstrate fiscal, management, and programmatic accountability" appears as if it may be an outcome-based institutional goal. Nevertheless when or if institutional goals are restated in outcome form, they should in turn fit into a mission statement that is outcome-based rather than opportunity based.

As reported in the self study, extensive dialogue regarding the student learning out-

come process and the quantifying of student learning has and is taking place at the college. At times dialogue has moved to debate, and at times the debate is heated. College faculty, while geographically isolated, are not isolated from educational issues and controversy facing the profession. As at any college the faculty watch and read the news and subscribe to and read the professional literature. Furthermore, the college faculty come with a variety of international experiences and diverse educational philosophies. And therefore there are varying constructs to the ideas surrounding the measuring of learning and accountability.

To be open but blunt, many faculty see the student learning outcome format as a political exercise done as a response to the pressures of a conservative agenda. That agenda is seen, by some, as correlating funding too closely to the quantitative measures and completely ignoring the qualitative. These faculty perceive such an approach as infringing on their academic freedom to present their expertise in the manner they see fit. Others cite the gradations of learning in complex areas requiring complex and abstract reasoning. They point out that such learning values process and yields great differences as to correctness or incorrectness.

Other dialogue involves the relationship of student learning outcomes to a factory system for products not human beings. Those same faculty often see great value of student learning outcomes for the vocational areas and low-level cognitive skill measurement.

Further, many of the faculty question the worth of trying to deliver affective domain objectives. They see a lack of attention paid to that domain when quantitative measures seem to be the order. These faculty insist that the affective domain of feeling and attitudes is within their purview and should be part of their professional undertakings. The affective domain and the measuring of it have always plagued educators.

It is also likely that a few fears are founded on the notion that faculty will somehow be judged on student performance. This is always a controversial idea and a valid reason for concern, if indeed there are more political than educational quality motives involved. Finally it must be said, that much of the controversy may be more perception than fact. But that does not lessen the pressures of gaining acceptance for student learning outcomes in the mission.

However, none of this is to say that college itself and the faculty do not want measurement of student learning improved and in such a way that student learning and performance is better understood. This report and documents in evidence speak to this. It will be at the goal and mission stages of reassessment of mission that these matters are sure to arise once more. The notion that the college should somehow guarantee a student will have or obtain a " breadth of vision" or " the habit of reflection" borders on the ridiculous, even to some of the most ardent outcome-based supporters. Yet it does seem that the college will line up goals and the mission statement to conform to an outcome-based approach and education faculty will be well represented on any committee tasked with making these decisions.

In this whole process the education division finds itself in an awkward position. The bachelor's curriculum was being developed in student learning outcome fashion long before WASC issued new standards. Further, the education division has long been dealing with accountability and the ramifications surrounding measured learning. All faculty in the academic disciplines are well grounded in their content areas and fully contribute to scholastic endeavors. However, too many have not received training on performance objectives

nor given much thought to objective and subjective measuring. Because educators do have such a background and because the education division was developing the bachelor curriculum, the education division has helped lead and educate others as to the value of this process. The former college president, an ACCJC commission member, volunteered to conduct workshops and informational sessions for staff and faculty. She was joined by the LRC director, a former school principal, who acted as co-chair in this voluntary endeavor. These workshops and sessions have constituted most of the student learning outcome training involving curriculum. [V(6)]. The success of those trainings is evidenced in the college course outlines and throughout the bachelor program curriculum.

Likewise education faculty will now be involved in the revisiting of goals and the mission statement. The division will be expected to take a lead given certain expertise and experience with developing the bachelor program. The caveat here is the risk of faculty alienation. The accrediting commissions should understand that the idea of expressing the college as a product mill is philosophically repugnant to many.

Moreover, it should be explained that the reasons for the education division embracing the student learning outcome process are twofold. First, the state of teacher training in the FSM and the products of that training are not adequate by any measure. This fact stands to affect the credibility and integrity of the entire college. To counteract this and for professional satisfaction, the education division is professionally obliged to prove we have it right this time. The division is very comfortable with student learning that can be measured. The division is also comfortable that the measures the college will provide will be more than satisfactory to the college's constituencies.

Next, the division's enthusiasm is also grounded in the type of coursework and training offered in the bachelor curriculum. For example, teaching and measuring the skills necessary to teach reading are admittedly at times almost binary in nature. The type of student learning outcomes desired, taught, and measured in ED301b Reading Methods are markedly different than teaching and measuring of philosophies and philosophical attitudes in the EN208 Introduction to Philosophy class. In the FSM the p-b or t-d sounds must be mastered. There is no half way and it requires 100% accuracy. A small matter as this left unchecked perpetuates one of the most difficult distinctions Pohnpeian students must master.

Finally this lengthy and sometimes specific discussion is offered in this subsection because of the necessity of fitting the education division programs into a new philosophical construct. Where the education programs fit into this change is important. Certainly, the college will be distinguished by this new degree and this distinction brings a new focus upon the college. It is important to the college that this degree program is grounded within an accepted philosophy as expressed in the mission statement.

STANDARD IA. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in the planning agenda in subsection Standard IA of this self study.
2. Assure the maximum allowable education representation on the college's Planning Council as it addresses the matters of this standard.
3. The division will seek one additional seat on the Curriculum Committee. This should be

in addition to the division chair and represent the interests of the bachelor program.

Standard 1B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

STANDARD IB. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes this self study adequately describes and addresses the elements of the college's current education programs as they relate to Standard IB.

The following additional analysis and commentary are offered specific to the college's Bachelor of Education in Elementary Education program.

STANDARD IB. SELF EVALUATION

The results of the college work on student learning outcomes in the bachelor program have changed the reality if not the perception of the college's effectiveness. The terms competency, proficiency, and quality have been used without definitions for so long the terms are not useful. When the FSM called for competency-based education and a competency-based bachelor degree, few outside the college had any understanding of what such a degree meant or what would be required to implement competency-based curriculum.

The college has taken the lead in defining both competency and providing an educational model that speaks to producing competency. The college has attempted to instill in the state and national departments of education, as well as the public, that competency is a matter of what teachers know and can do. Unfortunately, the college has been only partially successful.

The development of the bachelor program is a result of institutional self-reflection, as current educational programs were judged insufficient. Such rigorous honesty was often painful, but the ethical pain subsided upon realizing that such a venture would have been impossible at any earlier time in the college's brief history. And, there is no doubt, in past years the college has provided extensive service to the teachers and the nation. In the context of Micronesian reality, past service might even be judged remarkable.

In accepting the discussions under Standard IB of this self study, the education division and the education programs bind themselves to the descriptions, the self-evaluations, and the planning agendas stated therein.

Likewise the education division is presently assessing program effectiveness with

student learning outcome-based courses and is designing all bachelor program related course outlines in that fashion.

Furthermore, it should be understood that the programs mentioned here are now outcome-based. This is, emphasis is placed on what a student knows; what a student can do; and what a student values. While all of these programs will retain grades as one form of evaluation, a student will be required to demonstrate knowledge and delivery competency at every step of every program. Students can be expected to produce a portfolio that demonstrates competencies in all areas of the curriculum.

Evaluation of Needs

Prior to assessment of the curriculum of any new program the needs for that program must be firmly established. Moreover, in resource scarce times a program with a curriculum rationale based on needs is particularly significant. Any new program must satisfy such queries as: How serious is the problem intended to be addressed? Is the problem so serious that funds and other resources should be prioritized for it? Will other programs suffer if resources are diverted? Only as these types of questions are satisfactorily answered can the matter of resource allocation be considered. And only when need is established and accepted can the matter of solutions be suggested. The college suggests that the following comments from accepted sources be offered as partial evidence supporting the need for the bachelor program.

"Of the 2200+ teachers employed in FSM schools, less that 20% possess a four-year degree and more than 20% possess no degree at all beyond the high school. The remaining 60% hold a two-year degree and some additional training, often the third year certificate. It should be noted that many of the two-year degrees held by teachers are not in the field of education." [V(7)]

"The normal FSM teacher has only the AA/AS degree, with a substantial percent having no degree. The AA/AS degree is often not in education related fields and beginning teachers often lack educational background. The same is true for content knowledge. Teachers are often teaching subject areas without a sound understanding of their content." [V(8)]

"Teachers need only possess an AA/AS degree to be certified to teach in the FSM. No previous requirements are made regarding either knowledge of basic educational knowledge such as appropriate teaching strategies, classroom management, or in content knowledge of courses they are teaching." [V(9)]

"…the issue of language is the most pressing issue affecting education in the FSM. Lack of proper approach to language training in the school system leads to lack of language competency among local teachers. Teachers in the higher grades in the elementary schools and those in the secondary schools are required to teach in English. But they do not have the levels in competencies in reading and writing in English to be effective. As a result teachers lack the confidence in all areas of teaching and the phenomenon of the inability to write effectively and to properly comprehend written

English continues in succeeding generations. Lack of literacy in English has a ripple effect that is self-sustaining and significantly undermines the success of students." [V(10)]

"The low level of teachers educational background together with the general lack of English and local language competence places a great burden on designing appropriate professional development strategies and development plans. Greater resources must be directed to this than might be expected." [V(11)]

"A continued trend is being seen in the lack of content upgrading. Most professional development is concentrated on educational strategies and programs not on activities that address the need for improving English competence of teachers and staff or specific content knowledge needed by teachers. Finally, still, a plethora of training has been made available to teachers, but….training has been unfocused." [V(12)]

These excerpts represent but a smattering of summary statements concerning the state of education and teachers in the FSM. These and other like comments based on research lead to mandates to the college from both the economic summits and the education summit previously cited.

These comments and many similar ones form the basis for the COM-FSM term "needs-based curriculum." The college asserts that the BEd curriculum submitted cannot be judged effective unless and until the colleges addresses:

- the need to have agreed upon competencies as the basis for all teacher training;
- the need to establish training linked to and based upon competency as proven by student learning outcomes;
- the need to prove competency in the curriculum content areas found in the elementary school;
- the need to rectify the language deficiencies in both English and vernacular languages; and
- the need for sufficient and rigorous practicum experiences whereby the delivery of the curriculum can be monitored and coaching for improvement can occur.

There was no doubt that making any meaningful impact on the competency of new teachers required more training time than previously allotted by the college. Equally important was the assurance that the new instructional time would be used effectively. Effective time use in this case is partially defined as time spent addressing the five major needs above. Internally, therefore, the college looks at this curriculum as addressing clearly stated national needs as well as individual teacher needs.

On the other hand the bachelor curriculum must focus on the shaping of a competent teacher as much as rectifying past needs. This required a firm idea of what a competent teacher in the FSM should be and how the college would measure that teacher once competency was more clearly defined. To this end the education division uses six program-learning outcomes as the positive framework within which the curriculum was developed.

Therefore, the college has always looked at the bachelor program as an opportunity to

have more teaching time with students in order to address needs and major learning outcomes. The college seeks more time to train teachers and more time to prove a graduate that is competent. The college does not seek merely to obtain the ability to give a piece of paper signifying a number of baccalaureate credits.

To the above needs, the college has presented a curriculum whose purpose is to provide the nation with competent teachers who in turn will improve student performance and therefore raise the educational level of the nation. The college holds that it is improved education at the lowest levels that is at the heart of economic development in the FSM, and that without vast improvements the nation faces economic stagnation. Most important to the future, however, are students' abilities to make life decisions in the ever-changing socio/cultural/economic environment. Decisions leading to a better "quality of life" in this ever-changing environment are difficult without basic literacy as a prerequisite. At the college we judge effectiveness by programs that address foundational problems not peripheral ones.

In summary, the college has ascertained needs from three perspectives. First, there is an overall need to have a program that addresses improving elementary education through improving teacher education. Next, inasmuch as that overall need is established and accepted, we may now concern ourselves with what is needed in the program and the curriculum. And lastly, the college can now look at the need to provide evidence for all claims in measurable student learning outcomes.

Evidence of Outcomes/Transparency

Evidences of learning in the education programs are provided by both internal and external measures.

Internal measures refer to grades produced by qualified faculty teaching courses based on measurable student learning outcomes. An in depth discussion on this topic has been presented to WASC in *The Response to the Addendum to the Bachelor of Education Substantive Change Study for WASC (ACCJC) and to The Eligibility Readiness Report for WASC (ACSCU).* That report analyzes the college's traditional grading system, exposes the present weaknesses, and offers ways to improve evaluation. Internal measures are termed such because, in past practices, they originated internally, and they were validated internally. Often, only those within the college system understood them. And the college admits that even those within the system may not understand the correlation or even the connection between grades and proven achievement. To better explain and account for student learning, the education programs accept the concept of external measures.

External measures are defined as program outcomes evaluation sampling, rubrics, standardized tests, uniformly applied system-wide exit examinations, to name a few possibilities. The electronic portfolio for the bachelor's program is the culmination of many external measures. Importantly, the portfolio is not mysterious. Any individual viewing the portfolio can listen to and watch a teacher teach, can review content competency examinations, and see writing samples in English and the vernacular. The importance here is not only the proofs, but also the transparency and the ease of understanding that is equally important.

The division of education presents its program on its web page as an "education nexus." The model, as described in the self study under Standard IB, illustrates how one

might find and understand the learning outcomes in courses and programs. Additionally the instructor for any given course will be linked to the website and their professional qualifications and experience will be available.

Not evidenced by viewing the education nexus are the learning outcomes of the Palikir Laboratory School. The Palikir Laboratory School improvement plans call for all Palikir curriculum to be student learning outcome-based and Palikir teachers trained to deliver and assess curriculum in that manner.

While the assessment of the 400 students has only begun, a complete database on all students is expected by May 2004. Once student needs are assessed and plans to address deficiencies are in place, it will be the college that will be evaluated on student achievement. While the college has no doubt that student achievement will improve, we cannot predict exactly how much and in what areas. Community expectations are high but the present conditions at Palikir are challenging and the college will ultimately be held accountable. It is a risky venture.

STANDARD IB. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IB of this self study.
2. The division will present *The COM-FSM Bachelor of Education Curriculum Guide* as evidence of education program assessment.
3. The division will present for evidence the format for the *B.Ed. Portfolio: Evidence of Competency* as evidence of bachelor program assessment.

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 out comes. The institution provides an environment that supports learning, enhances students understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminates in identified student outcomes leading to degrees, certificates, employment, or transfer to other institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

STANDARD IIA. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes this self study adequately describes and addresses the elements of the college's current education programs as they relate to Standard IIA.

The following additional analysis and comments are offered specific to the college's Bachelor of Education in Elementary Education program.

STANDARD IIA. SELF EVALUATION

The college and the college's Division of Education have educational programs and therefore educational concerns beyond the bachelor program for teachers. As noted in Standard IIA1 the division had direct responsibility for:

- the AA in Liberal Arts/Education, terminating 2003
- the AA in Teacher Preparation, terminating 2005 should the accredited status of the bachelor program be approved
- the AA in Education-Elementary offered at Chuuk, Kosrae and Yap campuses and terminating 2006 as FSM certification levels are raised to the baccalaureate level
- the AS in Early Childhood Education
- the Third-Year Certificate of Achievement in Teacher Education-Elementary, terminating 2003
- the Third-Year Certificate of Achievement in Teacher Preparation, terminating 2005 should the accredited status of the bachelor program be confirmed
- the Third-Year Certificate of Achievement in Related Services Assistant
- the students affected by the termination of the UOG/COM-FSM collaborative fourth-year elementary education program

- A portion of the Teacher Quality Enhancement Grant-Title II (TQEG) that includes producing and delivering modular curriculum units to in-service teachers and other education personnel.

Most of these programs are described in sufficient detail in the *General Catalog*, and the message that education is now outcome-based is made abundantly clear. Nevertheless, analysis of each is important for several reasons. These reasons are discussed below.

Present Curriculum and Related Issues Analyzed

As mentioned several times in this self study COM-FSM was founded as a teacher training institution. The college has roots as early as 1963 with the creation of the Micronesian Teacher Education Center (MTEC). It has curriculum roots from 1969 when MTEC began offering the pre-service associate of science degree program in teacher education and 1970 when MTEC became the Community College of Micronesia (CCM). A critical date is 1974 when CCM added the in-service teacher education associate degree through the merging of the CCM extension program and the district education centers.

1974 is critical for two reasons. First, according to Professor Harvey Segal who was actively involved in these early developments, the in-service degree was meant to be a very temporary arrangement. Both the in-service and the pre-service associate degrees were always intended as a starting point. The associate level was never meant to serve as a standard, merely a minimally acceptable level.

Second, in 1974 CCM began offering the associate of science degree in business and 30 years later the *General Catalog* shows sixteen associate level degrees, five third-year certificate programs, and 18 certificate of achievements in assorted academic and vocational areas. The college speaks proudly of such expansion and rightfully so. Students have so many more choices than could possibly be imagined 30 years ago. Thirty years ago there were few choices except teaching if one wanted a college education. The current shortage of qualified teachers in the nation is due partially to more and different educational choices for students at COM-FSM.

It should also be said that there is also much pressure to seek education that more closely parallels the FSM drive for economic independence. Business, accounting, computer technology, and related fields all hold the glamour of a good paying job. And with few private sector employment opportunities in the FSM, students see these fields as avenues to successful emigration.

Furthermore, the student pool, the high school graduates who can successfully handle college-level work, has not increased proportionately to the number of college offerings. The increased numbers in the high schools have not necessarily equated to a proportional college bound population. In 1974 college bound students all went into teacher training. Since that time, as programs are added, the pool of capable students becomes more shallow. It has become increasingly difficult to recruit young people interested in professional teaching.

Therefore in 2004 the recruitment of potential teacher candidates takes place in a highly competitive market. The mere mention that the college is applying for and being considered to offer the nation's first bachelor level degree is publicly significant. That the degree is in teacher education is highly significant. The bachelor degree brings focus to this

critical issue of teacher training and in turn offers a prestigious reward. The 34 associate degree holders enrolled in the new third-year certificate program evidences the interest in this bachelor degree.

These students are fully aware that this new third year certificate experience is far more rigorous than the previously offered methods certificate. The students also realize that should the BEd accreditation be granted, this third year would become the junior year of a bachelor degree program. Should accreditation not be granted, these same students realize that they will be granted the new third-year certificate. Unfortunately few rights and privileges are associated with that certificate.

Present Associate and Third Year Programs: Strengths and Weaknesses

Currently, the college offers an associate of arts degrees in liberal arts/education and teacher education-elementary degree at the National campus. The present liberal arts/education degree of 65 semester credits terminates in 2003 and the 67 credit teacher education-elementary terminates in 2005. Most coursework and the associated student learning outcomes in these programs are part of and prerequisite to the upper division work in the bachelor program.

The Associate of Science in Teacher Preparation is reserved for the campuses on Chuuk, Kosrae, and Yap. Nine to 15 of the 59-65 total credits in this degree may be designed to fit local needs and conditions. No official decisions have been made as to the termination of the state campus associate degree. The college had been told by the NDOE that new FSM certification regulations would require all teachers to possess a bachelor level degree by 2006. Surprisingly the draft regulations given the college in late November 2003 did not have such a provision and college plans may have to be altered. [V(13)] This is particularly true as new regulations equate any 60 college credits as an associate's degree equivalent.

With the exception of some electives allowed and designed for a specific state associate degree, the state degrees are the same as the coursework at Palikir. Therefore, the state degrees and the associated student learning outcomes are also part of and prerequisite to the remaining upper division work.

The *General Catalog* states these degrees are "… scheduled for termination in Fall 2006." This would better read, "The education division has recommended that all associate degrees in teacher education be terminated." This recommendation is made in part because the 2006 FSM teacher certification requirements were to have called for baccalaureate level degrees. These are mentioned here because it was anticipated that all associate degree holders would have been required to seek the higher degree. Nevertheless, it remains important that the associate degrees previously awarded be honored and the bachelor curriculum designed so that the associate degrees may legitimately count as the lower division coursework of the bachelor program.

However, there are more important reasons for terminating the associate degrees in elementary education. Even a cursory examination of the associate degree curriculum demonstrates that these degrees, regardless of credits, do not provide the content or methods required to attain the competence necessary to teach elementary school children. The associate degrees in education have come to represent to the public that the college has produced a teacher. This cannot be done in two years and the college cannot continue

perpetuating the notion that an associate degree of any kind produces a competent elementary school teacher. The public perception that a "college degree" is the same as "qualified teacher" must be altered. The matter of terminating degrees can be seen as a matter of institutional integrity.

In 1982, the college began offering third-year certificates in elementary education and special education for teachers. By spring 2003, 549 individuals had been awarded the designation. These certificate programs are primarily methodology and classroom management oriented. The courses and credit hours comprising the certificates have been articulated and accepted, in their entirety, by the University of Guam as applicable to the UOG Bachelor of Arts in Elementary Education degree. The certificate continues to be accepted by UOG as a junior or third year of the bachelor program.

However, with the content and language weaknesses previously related, this methods approach proved inadequate. In fall 1999, 18 third year science methods students were given the 3rd-8th grade science tests in the human science section from the *Pohnpei Curriculum Guide*. [V(14)] The human science section was selected in hopes the material would be fairly familiar, given all the students had taken college level health science and most had taken biology. On the examination, only two of the 18 passed with a score of 70%. A review of the examination itself was revealing. The students did quite well on material specifically covered in their college work but could not respond to questions on material that would be considered elementary knowledge. [V(15)] This result was passed along to the division. From that point forward the division vowed to address the content issues as well as methods in all future curriculum work.

Finally, the third year certificate, while short on content, provided fine methods training and benefited many. However, in spite of this valuable year of training, the certificate was never recognized by the national or state departments of education for either certification or salary increases.

The UOG/COM-FSM Collaborative Agreement: UOG Bachelor of Arts in Elementary Education Described and Analyzed

In 1999 the UOG/COM-FSM collaborative agreement offering a Bachelor of Arts in Elementary Education degree at the Palikir campus was implemented. Unfortunately, the curriculum did very little to address the matters of language deficiencies, curriculum content deficiencies, and the defining and measuring of competency.

This agreement when originally conceived, would operate as a mini-satellite campus of UOG at the National campus or at a minimum place one or two UOG faculty on the campus.[V(16)] Such oversight arrangements were never realized and resulted in COM-FSM instructors teaching the classes on an adjunct basis.

Moreover, the resulting agreement produced a program that slightly modified the existing associate degree and used the college's third year certificate as the junior year. The agreement extended six fourth year courses and the full semester practicum to the college, to be delivered by college faculty. A student could now complete a bachelor program without leaving the FSM, or more specifically Pohnpei, where the vast majority of these students resided.

The offering of this degree became an administrative nightmare for the college's Division of Education. It became so as confusion arose over in-service teachers with previous

UOG coursework. A procedure whereby in-service teachers were evaluated by state training coordinators together with the UOG Continuing Education Division was not followed. In-service students followed requirements different from the COM-FSM 4th year students. This caused additional confusion.

Student records reported to be at state departments of education, UOG, and the college could not be found at any of the three locations. Documents sent could not or were never verified by receiving parties. Even diplomas earned could take several years to receive.[V(17)] The education chair has stated, "This program often consumed more than 25% of all of my campus time just putting out fires. I put out those fires by using 50% of two of my staff. None of this time was spent improving anything-just dealing with administrative snafus." [V(18)]

Through all of this the status of "bachelor" and a document declaring such, remained important. The college could offer a bachelor degree. Nevertheless, the degree was issued by UOG and major yet necessary changes to the curriculum could not be made by the college. In this case, matters of our institutional integrity bound us to follow course outlines even though the college wished otherwise.

Furthermore, having a bachelor's program on campus was not enough. The division was not satisfied with the final product of that experience. This comment in no way is meant to disparage the UOG degree. The needs of the FSM teachers have been stated and they are different than those on Guam. To address those differences, the college required more control of the teacher-training curriculum. The college needed the curriculum to address deficiencies and needed curriculum expressed in measurable terms. UOG course outlines are available in evidence and a comparison with the COM-FSM course outlines is encouraged. [V(19)]

To the above matters the University of Guam and the College of Micronesia-FSM entered into a *Goodwill Cooperative Agreement-Declaration of Inter Institutional Cooperation* on October 10, 2003. The agreement, signed by both college presidents, is aimed at "establishing academic and cultural relations and to exchange knowledge and experience in various areas within the framework of education, planning and curriculum of both institutions and to prepare and to carry out joint partnerships…" It is hoped that the mutual respect the agreement implies will bring the institutions closer together while addressing the issue of teacher training in Micronesia and the Western Pacific. [V(20)] To cement this new agreement and to address the many outstanding issues, UOG was scheduled to hold a series of meetings in Pohnpei in early December 2003. It is hoped transitional issues for students recognized as UOG students will be resolved.

COM-FSM Research: The UOG/COM-FSM Practicum

In all fairness, the UOG experience was positively balanced with the permission to carryout the 540-hour practicum experience. Between 1999 and 2003, the college has successfully monitored and assessed 74 students in the UOG practicum and internship program. The opportunity to administer this practicum enabled the college to do the necessary research for constructing the new program within the realities of the FSM educational environment. College personnel spent hundreds of field hours with UOG students in 17 different schools. These schools reflect the real environment in which the college must prepare new teachers for productive work in the elementary schools. Most importantly, the information obtained through student assessment was valuable to the development of the

college's bachelor's degree curriculum. The reports on file demonstrate the thoroughness with which the college under took this task.

Further, the UOG practicum experience provided clarity, a capstone, to several years of planning and experimenting with student learning outcomes within a bachelor's degree curriculum. By spring 2001, 90 teaching competencies were defined, categorized, and placed in a matrix. These are referred to as the "Outcome Inventory For Competencies" in Annex G in *The Substantive Change Report*. The 90 competencies or targeted outcomes to be developed separated themselves into five sub-categories under three major categories.

Content, for example, was the first major category to emerge. This was broken down into concepts to be learned and skills to be developed. Concepts to be learned involve those ideas, facts, strategies, issues, and trends a teacher should know. There are eight such concepts. Skills to be developed involve cognitive skills, teaching skills, methodologies, and classroom management skills a teacher should be able to perform. There are 51 such concepts.

Professional Development and Use of Self was the second of the major categories. This was broken down into professional attitudes and professional behaviors. Professional attitudes involve values and approaches to issues of concern to educators. These attitudes must be demonstrated. There are eight such attitudes. Professional behaviors involve codes of conduct, ethics, as well as study and work habits. These behaviors must be demonstrated. There are fourteen such behaviors.

Micronesian Context was the third and final major category. This has but one sub-category, reality check. Reality check involves what teachers need to know about conditions and challenges of teaching in Micronesia and the application of course content and skills in the real environment. There are eight reality checks designed to show knowledge of the Micronesian context and demonstrate certain performances within that context.

While these 90 targeted outcomes have been added to, subtracted from, and massaged around, the division still refers to the original work and merely says " the 90" or "the 90 plus or minus." Important to the curriculum development, these competencies could be observed, measured, and recorded. An instrument for measuring these 90 competencies was devised and used for assessment over a two-semester period. [V(21)] However, several students reported evaluators or coaches rarely looked up from the laptops while attempting to complete the evaluations. These students reported that they felt completing the instrument was more important than observing the lesson they were teaching. Later, they admitted that the several hours spent in post-evaluation coaching convinced them that their lessons had indeed been heard. Still this was important. The students were correct in one important respect. For a 40-50 minute lesson assessment the instrument proved to be too unwieldy for anyone other than the developer. At present, the instrument serves as a wonderful cumulative device when applied to observing three, four, or five lessons and summarizing.

Still further, the 90 competencies form the basis for the student learning outcome approach to the pre-service bachelor curriculum. The education division looked to develop program level outcomes that would define the student who completed the program and similarly describe the competent teacher. Therefore, much of the college curriculum work is grounded in observation and measurement. The college sought out what it thought a competent teacher should know; what a competent teacher should be able to do, and what

a competent teacher should value. In short, the UOG experience made the education curriculum people focus sharply on measuring learning. Within this context the following program student learning outcomes have been proposed. Yet with no formal approving mechanism in place, the program outcomes are awaiting action.

Program Student Learning Outcomes

The following are the education and bachelor curriculum program student learning outcomes:

1. The student will be able to demonstrate a mastery of the content of the elementary school curriculum in both the English and heritage language.
2. The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies in English and the heritage language to meet the learning needs of the elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas: learning theories and principles; human development; language development; socio-cultural issues; individual difference; and individual and group motivation.
7. The student will be able to demonstrate professionalism.

These program learning outcomes are meant to answer the question, "What is a good teacher?" The program learning outcomes address this fundamental question by describing what a teacher should know, do, and value. This is as close as the college has come to defining the ever-elusive definition of "good."

The process by which these program learning outcomes were derived and agreed upon was inductive. That is, they were built from the bottom up. At one point the education chair listed his own program outcomes and suggested that the education group fit the competencies and curriculum into his preconceived structure. His outcomes were based on his perception of a universally accepted definition of a good teacher. However, after a period of deafening silences and no comments, the chair was reminded of two important matters.

First, the college had spent two years carefully constructing competencies based on and for FSM teachers. Further the entire purpose of the degree program was to specifically address FSM needs and the two years that had been devoted to this problem was to verify certain hypotheses and discover new information in the Micronesian context. The group wanted further study grouping, dividing, and subdividing of the 90 competencies and thus derived the program learning goals inductively. The chair acquiesced, agreeing his authoritarian deductive approach was inappropriate.

Next the group addressed the need for ownership of the program's outcomes. It was reasoned that teams work with more diligence and pride when they have established the end results. Once again the group had been correct and more time was allotted to put our

information in a matrix and study it a bit more.

Therefore, the education curriculum group looked at the proposed curriculum to the right of the program learning outcomes on the following matrices prepared for group work. Generally work begins in column B.

Inasmuch the Palikir Laboratory School clinical experiences are not yet analyzed and the full realities of the Palikir MOU are not yet fully understood, the worksheets are presented for a view of process rather than product. Completed matrices are to be found in the beginning section of the *COM-FSM BEd Curriculum Guide.* Such a document is now being constructed and will contain all coursework in the bachelor program and demonstrate the proofs and linkages of the curriculum.

Program Learning Outcomes	Competencies	Relevant Courses	Assessment/Evidence
The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of the elementary school students.	Example: Concepts to be learned.	ED310b Practicum	Portfolio Example: Lesson plans with visual record demonstration
The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.	Example: Skills to be developed.	ED 440 Assessment	Portfolio Example: Examples of student developed assessment instruments
The student will be able to organize and manage a classroom environment for learning.	Example: Skills to be developed.	ED330 Classroom Management	Portfolio Example: Examples of classroom rules-visual demonstrations of in class teaching
The student will be able to demonstrate and use background knowledge in the following areas: learning theories and principles, human development, educational foundations, sociocultural issues, individual differences, and individual and group motivation.	Example: Concepts to be learned.	ED300 Educational Psychology	Portfolio Example: High level cognitive essays-rubrics graded
The student will be able to demonstrate professionalism.	Example: Professional Behavior	ED492 Practicum	Portfolio Example: Recorded demonstrations

Program Learning Outcomes	Relevant Courses	Course Student Learning Outcomes	Assessment/Evidence
The student will be able to demonstrate a mastery of the content of the elementary school curriculum.	ED334 Physical Science for Teachers	Student will be able to define motion	Portfolio Example: Recorded examinations
The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.	ED305 Children's Literature and Drama	Student will be able to script a children's story.	Portfolio Example:Example of scripted story
The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of the elementary school students.	ED310b Practicum	The student will be able to demonstrate grouping by ability	Portfolio Example: Written evidence and recorded demonstrations
The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.	ED 440 Assessment	The student will be able to analyze and report results of standardized tests.	Portfolio Example: Written evidence recorded.
The student will be able to organize and manage a classroom environment for learning.	ED330 Classroom Management	The student will be able to construct classroom rules.	Portfolio Example: Development process and rules recorded.
The student will be able to demonstrate and use background knowledge in the following areas: learning theories and principles, human development, educational foundations, sociocultural issues, individual differences, and individual and group motivation.	ED215 Exceptional Children	The student will verbally explain the principles of IDEA	Portfolio Example:Checklist recorded.
The student will be able to demonstrate professionalism.	ED492 Practicum	The student will demonstrate timeliness as a professional behavior	Portfolio Example: Attendance record placed in evidence

Finally, from the UOG experience emerged the Integrated Competence-Based Model of Teacher Quality Enhancement Training. This model describes how the college intends to develop competencies. The model is considered of particular value to in-service teacher training as it lends itself to a variety of delivery models. When the concern becomes measured student learning outcomes, then flexible delivery is facilitated. The model itself has been presented at FSM conferences and warmly endorsed. [V(22)] Unfortunately it has yet to be incorporated into FSM National Department of Education certification work as the college had originally intended.

Should the bachelor program be suitable for accreditation, most education degrees and certificate programs would no longer be necessary. This is true because the college has defined the elements of competent teachers and shown a way to produce such teachers. Educational integrity can be questioned when an institution offers less than what is required. Moreover, the desirability of these associate and third-year certificates is questionable in light of new FSM certification requirements that reward the attainment of the bachelor's degree.

Transition of Students from Terminated Programs

It is the responsibility of the college to insure that students beginning a college program have sufficient opportunity to complete. Accordingly, when programs are modified or deleted, the institution must provide a smooth accommodation while attempting to fulfill the original contract as closely as possible.

The college has much experience with such transitions and accommodations. Over past years, the associate level education degrees have added more and different courses, and certain courses have been deleted from the catalog. Occasionally too, programs run on "soft" money and disappear or the ability to deliver them severely diminishes. These issues most often occur with in-service teachers and in MOUs with other institutions. The transfers of credits and finding like courses cause particular difficulty when trainings are abandoned when grant funds run out. For the most part, the college avoids this pitfall. New courses or programs must prove sustainability at the Curriculum Committee and in the past, in the Institutional Effectiveness Committee.

Also, many in-service teachers have large gaps between periods of college attendance. When these situations occur, the issue of trying to finish an old degree or transfer to a new degree is the question. Of the 44 education associate degrees awarded between mid-year 1999 and Spring 2003, 17 required either course substitution or independent study. Any given semester finds one of these "strays" in an education faculty office completing ED211 or ED/WS200 or some other offering from years past. Education faculty are allowed to carry such independent contracts as part of the faculty load, but usually this service is simply taken as part of the job. Such accommodations are approved by the vice president of instructional affairs and only after consultation with division staff.

For the most part, such transitions and accommodations have gone smoothly while maintaining academic integrity. However it was discovered that a number of in-service teachers with degree plans agreed upon prior to 1993 were adversely affected when placed on a new associate degree plan. While both plans stated MS100 College Algebra, the pre 1993 MS100 was elementary algebra while the new MS100 was college algebra at a true college level. In-service teachers had only preparation in arithmetic, which is sufficient for

elementary algebra but not college algebra. New degree students must test into college algebra or take MS098 Elementary Algebra. This MS098 then is really the old MS100. Pre-1993 students expecting elementary algebra for the MS100 course was certainly disadvantaged by this change.

Besides students trying to earn the associate, there were students who for years had been part of the old in-service UOG degree plan. In past years UOG had recognized the old MS100 and now the new MS100. No difference was made between the old and the new, so long as MS100 was taken and passed. The education chair explained the issue to the UOG Continuing Education Coordinator and was told that MS098, the old MS 100, could not be substituted. In total, the education division estimates that as many as 30 individual teachers could be affected.

MS100 College Algebra for teachers was scheduled for summer 2002 with the permission of the chair of the mathematics division and the approval of the vice president of instructional affairs. Prior to enrollment these teachers were informed that the class would entail elementary algebra as well as college algebra. The likelihood that no students would master all college level outcomes was explained. Therefore, it was accepted by the group that the grade of C might be the best that could be achieved. The instructor explained that 70% of the course objectives must be mastered for a passing grade. Moreover, no D grades were accepted by UOG with this transfer course so C was set as the goal. A total of 31 in-service teachers enrolled for the course.

While normal classes for the summer session ran one and a half hours, the MS100 for teachers was scheduled for a total of four hours per day with two and a half hours mandatory. On many occasions teachers worked at algebra the entire four hours. Of the 31 students enrolled, three dropped out, four failed, four received Ds, 19 received Cs and one student achieved more than 80% of the objectives and received a B. While an exhausted instructor vowed never again, the students expressed their deepest gratitude.[V(23)]

In fall 2003 the college received correspondence inquiring as to the status of nine teachers who have yet to receive their associate's degree. Letters had been sent to these teachers stating that termination was planned for them as they had failed to earn the associate. May 2004 was the scheduled date of termination. The nine were an assorted bunch with a mish-mash of credits that defies description. After several meetings among the education chair, the coordinator of admissions and records, and the Pohnpei chief of elementary education, arrangements for appropriate coursework was completed for these students. Eight students have recommended schedules that will allow them to complete by May. The final teacher has been granted a special dispensation and can finish by the end of the Summer 2004 term.

Transition of Students to the Bachelor Program

The new bachelor curriculum alters somewhat the course offerings at the associate level or lower division of a bachelor program. The new third year certificate adds four content courses and a substantially revised clinical experience. To make room for the new junior year, four courses and the practicum from the old third-year certificate were deleted. One course in the old certificate, ED338 Teaching Students with Special Needs in the Regular Classroom Setting, was scheduled to be revised and moved to the senior year of the new program. This course will now carry the ED438 designation. No transition issues other

than future transfer matters are anticipated with the new 400 level senior courses.

To anticipate as many transition issues as possible the education division looked once again to the rationale for the bachelor's degree program and all new courses and the need to get students onto the new program as soon as possible. This was to be particularly critical if the division was to be involved in accepting substitutions and courses not oriented to outcome measures. The college anticipates moving as many students as possible from an old associate program or old third-year into the bachelor curriculum.

At present the following describes the issues involved and the steps taken to move students from old programs to the new should they choose.

The Associate of Arts in Liberal Arts/Education: This degree terminates in 2003 with no new students accepted beginning Fall 2003. This degree contains all lower division coursework in the bachelor curriculum, except EN/ED233 Linguistics, SS212 Economy of Micronesia and AR111 Art for Teachers. This degree required students to choose nine elective credits in the natural sciences, social sciences or the humanities. If this degree has been completed, it is accepted in full as the first two years of the bachelor program and the three new courses are considered waived.

However, as stated in the *General Catalog* for those students who have yet to take the nine credit concentration, three credits from each area is now allowed. As such it is recommended that the EN233 be taken as the humanity elective, SS212 be taken as a social science elective and AR111 be taken for the required humanity rather than AR101 Introduction to Art. All prerequisite courses for upper division bachelor work are found in this degree.

The Associate of Arts in Teacher Preparation: This degree terminates in 2005. It is set up especially for those students planning to enter the bachelor program. The degree constitutes the first two years or the initial 67 credits of the bachelor's degree curriculum. Should permission be granted for the bachelor's degree, these students will be able to transfer in. Should the college not have permission to run the bachelor's degree program, the degree students will still receive their associate degree.

There are no issues with this degree other than the mathematics requirements carry a 200 level designation. This is not scheduled to commence until Fall 2004. Several students ready for these classes will be allowed to substitute the MS/ED110 Math for Teachers and MS100 for the mathematics. These are taught under the education/liberal arts associate and are currently available. All prerequisite courses for upper division bachelor work are found in this degree.

Associate of Science Degree in Teacher Education-Elementary: (Offered at state campuses except Pohnpei campus.) While these degrees are tentatively scheduled for termination in 2006, the decision likely rests with the requirements of the new certification system. The draft regulations make reference to 60 college credits as associate equivalent. This factor alone will impact decisions made regarding these and perhaps all education programs. At present the third year certificate program accepts these degrees while insuring that the prerequisite courses to the third year have been taken. In the future, not all required coursework for the bachelor program will be contained in these state campus associate's degree offerings. Therefore students will have some bachelor's courses available and may take them. However, every effort to bring all bachelor candidates to the National campus will be made. It must be restated that these state degrees were designed as the

other education associate degrees to be temporary and for in-service teachers.

Other COM-FSM Associate Degrees. All college associate degrees are accepted as suitable for entrance into the current third year program so long as applicants have maintained the 2.5 grade point average. This is required of all candidates including the education majors. As per the present policy, the college's associate degrees will be accepted into the bachelor program until 2005. At that time all bachelor's degree students will take the first year of the program as a prerequisite and then apply for official acceptance to enter the program at the sophomore level.

The Old Education Third-Year Certificate (Pre 2003) Part of the rationale for the bachelor's degree program was to increase content courses based upon elementary school curriculum topics. To make room in the curriculum for this, two social science courses and two science courses were added to the bachelor's degree proposal. These courses were added at the expense of the ED302 Social Studies Methods, the ED303 Math Methods, and the ED384 Population Education courses. The teaching methods stressed in these courses will be addressed in the four credits of clinical experiences provided in the new third year. No admissions to this program were permitted after spring 2003.

The above mentioned courses are no longer offered, yet approximately 35 teachers in Pohnpei were still in various phases of completion of the old third-year certificate. Also, as teachers take coursework from other institutions those records are often retained at their respective education departments. The National campus does retain all records of the COM-FSM coursework. Further, the Curriculum Committee occasionally extends individual third year courses to state campuses based upon request, a qualified instructor, and the proper course materials. The certificate program has never been extended as a program, yet a few in the states may have counted on transferring to the National campus, gaining admission to the third year and using the courses taken as fulfilling third year requirements. The courses extended to state campuses in the past often included those no longer available at National campus.

All students enrolled in this certificate program will be offered maximum opportunity to complete the certificate in which they began. Those who were to take the deleted courses will be allowed to take third year content course substitutions and clinical experiences aligned with the outcomes of the methods courses.

Unfortunately, the reverse accommodation of allowing a science methods or social sciences courses to substitute for a new content course cannot be accommodated. Such an allowance would violate the very rationale of the new degree program. Therefore, those currently on this old certificate have encountered some difficulties. These difficulties occur only when students wish to get into the proposed bachelor's degree program via the new third year certificate program.

The New Third Year Certificate (2003): This program began in fall 2003 and is comprised of all but two of the proposed junior year courses. It was designed to transfer in its entirety to the bachelor's program, should the program be given accreditation. However, attention must now be given to articulation of the new third year courses.

To address the above and other issues, information sessions were held the first week of April 2003. As per the college calendar, this week was reserved by the college for course selection for the subsequent summer and fall semesters. Notices for all education majors and those interested in the proposed bachelor's degree were posted. For two full days, a

large room was reserved and manned by education staff. Four separate handouts were prepared, distributed, and discussed with all who attended. Handouts were prepared for freshmen, beginning sophomores, graduating sophomores, and current third-year certificate students. In-service teachers attending the spring semester were given handouts that most closely fit their individual situation. Those who attended the sessions have had few completion and transfer problems, while those who did not attend have experienced considerably more. [V(24)]

In-service Teacher Training

There are approximately 2200 high school and elementary teachers employed in the public and private schools in the FSM. The college has been a major provider of in-service training for these teachers.

In past years, many FSM classrooms have been staffed with teachers possessing less than an associate's degree and in some cases only a secondary diploma. Such teachers have been granted a temporary certificate that allows certification of those with less than an associate's degree. While referred to as temporary, state directors of education need only certify that they still require such emergency personnel and the NDOE will automatically grant the request. Therefore, all teachers in the FSM are certified but the certification has nothing to do with appropriate training or even experience.

It must be repeated that certification requirement of the associate allows any associate degree, regardless of the designation. In FSM schools it is not uncommon to have teachers teaching elementary school with a business or accounting associate degree. While this hiring practice was based on the shortage of teachers and limited employment opportunities, the practice has held back education improvement and perpetuated mediocre standards.

Additionally, difficulties arise when in-service teachers return to the college for additional coursework with incomplete associate's degrees. Teachers are sent to earn credits to fulfill the degree. A teacher may have absolutely no training or skills in evaluating learning or managing the classroom. If such a teacher needs two humanities courses to complete a degree those will be the courses taken. The college despairs at this, but can exercise no control over the situation.

The new FSM certification requirements were distributed on November 13, 2003 and 30 days were given for the college and the public to respond. The requirements state that new teachers must possess an AA/AS degree or equivalent prior to beginning teaching. In-service teachers may continue teaching, but must earn an AA/AS or equivalent by October 1, 2007. The definitions section of the document states that "a teacher will be considered to have the 'equivalent AA/AS degree' if he/she possesses 60 semester credits from an accredited institution of higher education." This permits even lower standards than presently set for certification.

Finally, the college will meet and provide a response to the draft certification document. As the document stands, it scuttles much of the competency-based training the college has planned for in-service teachers. The Teacher Quality Enhancement Grant, under the authority of the NDOE, supports these new certification regulations and their implementation.

Teacher Quality Enhancement Grant (TQEG) Background Information

In February 2002, the education chair presented the college perspective on future teacher training and the relationship of that training to teacher certification. This presentation was to the FSM Association of School Chief Executive Officers (FACSSO). The FACSSO is comprised of the four state directors of education, the FSM Assistant Secretary of Education, and the COM-FSM President.

The presentation covered the competency-based bachelor's program, and the connections that should be made between the bachelor curriculum and in-service teachers. It was reasoned that if all the competencies for a good teacher are identified for a new teacher in the bachelor's program, then in-service teachers should hold those competencies as well. It was further reasoned to the group that certification should be based on the attainment of these competencies. With that in mind it was explained that the outcomes in the bachelor's degree program should be the focus of training. Modular courses, distance education, and even correspondence courses, were some delivery methods discussed. Most important was the identification of teacher weaknesses and making sure that training was focused on improving teachers. The chair maintained that states should look at a system whereby teachers were certified and re-certified by demonstrating competency and not necessarily a batch of college credits.

The minutes of that meeting reflect an enthusiastic endorsement of the college vision and the chair was requested to continue such plans and report back at the summer meeting for an update.

The TQEG Grant

In May and June of 2002, at the request of the FSM Division of Education (NDOE), COM-FSM personnel drafted a grant proposal for a three-year Title II Teacher Quality Enhancement Grant offered through the United States Department of Education. Guidelines for this grant required that applicants address certification and training surrounding certification. The college's Division of Education chair, the UOG/COM practicum coordinator and the director of research and planning (who was also the ALO) did the primary work. In August, the director mentioned resigned and the coordinator assumed that position, including the ALO designation.

Inasmuch as the college had been directed to produce a competency-based degree, the college reasoned that any new certification system should be likewise competency based. The chair reviewed the presentation to the FACSSO and their endorsement of the college vision of training and certification. Therefore, the college drafted a grant proposal for a system based upon the competencies prepared for and outlined in the bachelor curriculum.

The college proposed the first year as a preliminary assessment period whereby, at years end, all 2200 FSM teachers would have individual improvement files delineating individual strengths and weaknesses. During the second year it was proposed that certification tests in English and mathematics be developed and piloted. The third year of the grant was to see the finalization of the English and mathematics instruments and the preliminary work done for content area testing of teachers.

Concurrently with the above, COM-FSM proposed putting the BEd curriculum in modular form for in-service training. Once again the rationale seemed obvious. If indeed the bachelor curriculum had defined competency and demonstrated the ways to measure

competency, then all teachers should evidence those competencies for certification.

Eleven days before the grant was due for submission, NDOE informed the college that the grant should be focused on competency testing and the attainment by all teachers of a bachelor's degree. The idea that competency could be defined by any bachelor's degree, regardless of content, was rejected by the college. Likewise the college rejected the measurements suggested by NDOE as "activities" and not outcomes of learning. The end result was a grant submitted in the NDOE format and neither parallel to COM-FSM curriculum plans nor with the idea that certification be based upon proven competencies. As such using the TQEG for maximum benefits in the present has created some difficulty.

The TQEG was funded and the college has obligated itself to contracts for curriculum instruction modules and the oversight of five TQEG coordinators located in the four states and National campus. While part of the education program, the TQEG in its present form is an appendage and sewn on to the body of the education programs by administration signatures. The TQEG neither defines competency nor addresses weakness with appropriate training.

Nevertheless, the TQEG still has several positive features that will assist pre-service teachers and may assist with in-service training. The modules developed to date may have use for test preparation, although they need further piloting. While developing the modules, the college sponsored a three-day conference of FSM educators in March 2003. At this meeting, the college explained module curriculum in terms of outcomes and measurement. The forum presented student learning outcomes to the participants. Certificates for attendees were stated in learning outcomes rather than the usual attendance or completion statements. Participant groups, all doing different work, were required to define a variety of different outcomes. Co-sponsored by NDOE and COM-FSM, the national contingent stressed the testing aspects of the grant. The college, on the other hand, spoke to measuring outcomes and providing training that matched the outcomes in the bachelor program.

Equipment for the teacher studio at the Palikir Laboratory School and resource materials for in-service teachers are included in the TQEG grant. The FSM National Language and Culture Institute, located at the college, will develop curriculum modules for vernacular languages. This TQEG grant will facilitate the indigenous language development planned by the languages and literature division. Ultimately, the bachelor's degree program will offer four major Micronesian languages as part of the curriculum. And lastly, the college will continue to lobby for training based upon needs and in-service training that reflects the competencies in the bachelor program.

Finally, in late fall 2003, the college was contracted to provide the technical assistance to the NDOE for certification testing work. The college is to research the methods of demonstrating competency and present the research at a national conference in January 2004. Using the conference recommendations, the college is to assist in the production of instruments and a system by which competency can be demonstrated and measured. This work coincides with work on evaluation in the bachelor's program and allows the college to reveal the extensive work done to date.

Related Services Assistant Program (RSA)
The Related Services Program offers a third-year certificate of achievement for related services assistants working with special education children. RSA personnel in the field and

with associate degrees are eligible for the program. However, the offering of the training has not occurred until a significantly large cohort group has been identified and funded. In the past, the training funds have been secured through the UOG University Affiliated Programs. In spring 2001, RSA certificates were earned by and granted to four Yapese, three Pohnpeians, two Chuukese and one teacher from Kosrae. These ten have requested more training as it may become available. Recently, UOG Affiliated Programs has informed the college of the possibility of beginning a new cohort group as early as 2004.

The major purpose of RSA Program is to build local capacity for providing related services to children with disabilities. The curriculum is based upon a set of core values that are deemed culturally appropriate for Micronesian children and their families. The training focuses on the development of functional skills in the home, school and community life that support children and their families. Practical experiences are integrated with coursework that provides trainees with hands-on and real-life clinical experiences while serving this previously under-served constituency.

The RSA program speaks to many of the competencies recommended by the college for special education endorsement to a basic certification. Should the FSM adopt certification endorsements as "special education" the elements of this program must be considered for special education certification above the baccalaureate.

Special Education and the Bachelor Program

The college no longer offers the associate degree or the third-year certificate in special education. The programs were discontinued due to lack of enrollment. This does not mean, however, that the college has abandoned efforts to address special education concerns only that it must do so within the scope of its resources.

In past years, under the first Compact of Free Association, the FSM has received in excess of four million dollars annually to address the needs of the nations special needs population. In 1995 the FSM became ineligible for funding with the passage of the Improving America's School Act. Funding resumed in 1997 with the signing of the Individuals with Disabilities Act (IDEA). Since that time funds have been appropriated under IDEA the statute. Moreover, the use of IDEA funding must be consistent with FSM P.L. 8-21. [V(26)] Recent developments in the United States have assured the FSM that eligibility for special education funding will continue in the FSM at about the same funding level as past years.

Through contracts from the Office of Special Education at the NDOE, the college has provided a variety of services to assist with the FSM's special education needs. Education division faculty have taught in and coordinated the RSA trainings held at Palikir. The college contracts for faculty to assist in the annual review of all state special education plans and participate in site visits to verify the compliance of such plan to the US and FSM regulations.

The college has also received contracts to provide certain courses for special education teachers to obtain an associate degree or a third-year certificate. Tuition for teachers is covered under the Special Education Program for Pacific Entities (SEPPIE) and the Special Education Teacher Training Initiative (SETTI). The latter program has sponsored college work in distance education through San Diego State University. Several courses developed under this grant are offered online, ED211 Classroom Management, ED215 Exceptional Children , ED339 Curriculum Development for Elementary Education, and ED314 Assess-

ment and Remediation Skills. Developing these special education courses for online availability has prepared the education division to assume its role using this delivery mode.

The SEPPIE grant also contracted the college to assist with matters specific to teacher certification of special education teachers. In 1998 a blue ribbon conference on special education certification was held at the National campus. Education notables and special education experts were called together to make recommendations for special education certification. In spite of objections from the college and several parents, the conference recommended that the same minimum requirements for all teacher certification, any associate degree, be the same for special education teachers. The report in evidence confirms the strong objections of the education division. [V(27)]

In the summer of 2003, the college submitted recommendations once again to the NDOE on special education. The report recommends the long held feeling that special education certification must be considered as requiring additional expertise beyond that of the regular classroom teacher. Though ignored, this advice was also given at the blue ribbon conference. In short, the recommendations require the competencies the college deems necessary for regular classroom teaching and additional specialization in special education beyond that required of the regular teacher.

Moreover, the college has paid great attention to special education in the bachelor's degree curriculum. The program provides an introductory ED215 Exceptional Children course in the second year and the ED438 Special Needs course in the fourth year. In addition to these specialized offerings, the curriculum addresses the disability issues in other courses and clinical experiences are provided.

Presently, the education division awaits a commissioned needs assessment report on the special needs situation at Palikir Laboratory School. The study is being prepared by the division specialist and will further give direction on how to better integrate disability issues even more fully into the curriculum. The FSM Office of Special Education is committing resources to the Palikir Laboratory School based upon the recommendations of this report. The report itself is due January 2004 and will be palced in evidence.

Finally, the division of education, through SEPPIE, has commissioned a special education text entitled *The History of Special Education in the Federated States of Micronesia*. The text will be required reading in the ED438 Special Needs course. The authors, Dr. Michael Caldwell and former Yapese governor, John Manafel, are acknowledged experts in this field.

STANDARD IIA. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested section IIA of this self study.
2. The Curriculum Committee will review and approve the college's bachelor of education curriculum guide.
3. Through the Curriculum Committee, the division will seek articulation agreements for all new bachelor's degree courses.
4. The Curriculum Committee will review and approve the BEd portfolio as the accepted official assessment instrument of the bachelor degree.
5. The education division will conduct follow-up on teachers for post-graduate

research.

6. The education division will establish a new advisory council that reviews and oversees all education programs, including the bachelor's degree program and the Palikir Laboratory School.

7. The education division will actively lead or participate in all teaching methodology training at the college.

8. Transfer all bachelor course student learning outcomes to modular forms for in-service teacher training, with attention to ease of delivery.

Standard IIB. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institutional systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

STANDARD IIB. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of the current education programs relevant to Standard IIB.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

STANDARD IIB SELF EVALUATION

Appropriate student services for bachelor's degree students will be maintained through the office of the vice president of student support services. Necessary services include service from the admissions and records office, Business Office, financial aid, dispensary, cafeteria, Learning Resource Center, security, counseling, Peer Counseling Center, dormitories, recreation, and tutoring programs.

The quality of these services has been assessed in this self study. The education division has worked closely with all of the above service areas and understands the responsibilities and services of each unit. There is no reason to conclude that the addition of the bachelor's degree students will lessen present services or impede plans stated in this self study.

However, some lower division courses in the bachelor program are offered at the state campuses and as such must be fully transferable. As already noted, certain student service deficiencies exist and certain improvement plans have been suggested for the state campuses.

Of critical importance to the education program are the bookstores. The textbooks and all materials in course outlines are necessary to accomplish the student learning outcomes

of any given course. In the past, courses, including education courses, have been taught without the approved course materials. Education will continue to work on bookstore solutions. At the same time, education joins with the other divisions in asking that sanctions be invoked when students are not provided access to required course materials.

Additionally, the state campuses are unable to provide the tutorial assistance found at the National campus and this is unfortunate. The Student Support Services program now available at the National campus was strongly endorsed by the education division.

Written English Skills, WASC Concerns, and the Languages and Literature Writing Laboratory

Likewise, the education division enthusiastically endorses the new writing laboratory program proposed by the languages and literature division. This service is to be an integral part of the bachelor's degree.

Inadequate English communication skills reflecting inadequate preparation of FSM teachers have been cited repeatedly in all professional reports. This is cited as the major barrier to educational improvement in the nation. Inadequate English communication skills at the college is the primary academic issue. This matter has not gone unnoticed by WASC and has given rise to additional responses and addendums to the *Substantive Change Study.*

ACCJC and ACSCU first expressed concerns about the English communication issues in a teleconference with the college in April 2003. Given the low English scores of many entering students, concerns were expressed regarding the college's remedial programs. The teleconference discussions focused more on preparation for college level courses than specific preparation for the bachelor's program. In response to this the college explained the remediation process in *An Addendum of Information on Academic Screening, Developmental Courses and Strategies to Ensure That Students Are Capable of Undertaking College-Level Courses.*

Next, concerns arose at WASC over English preparation for entry into the rigorous academic programs outlined in the *Substantive Change Report.* These concerns were of such magnitude that the *Substantive Change Report* was not accepted.

However, the rejection was not a permanent one. It was stated that should the college address the matter further and in more detail, approval was still possible. Of primary importance to ACCJC was that the preparation of English communication skills be expressed in expected student learning outcomes and measures. ACCJC further requested assurance that these outcomes and measures be at an appropriate college level and at a level appropriate for those planning a career as elementary school teachers. Therefore the movement of students through the English program and the student learning outcomes in English courses were explained. Specifically addressed were the core associate level courses EN120a and EN120b expository writing 1 and 2, EN110 Advanced Reading and EN/CO205 Speech Communication. These are considered the prerequisite English communication courses for the bachelor's program. These courses, associate's degree exit and bachelor's degree entrance, were presented in student learning outcome form in the *Response to The Addendum to the Bachelor of Education Substantive Change Study for WASC (ACCJC) and to The Eligibility Readiness Report for WASC (ACSCU).*

The above concerns, remediation and bachelor's degree preparation in English communication skills are also the concerns of the education division. The English needs of our

college students have been stated many times. In response, part of the bachelor's degree curriculum design focuses upon reinforcement of learned communication skills as well as remediation and practice as needed. The languages and literature division " writing center" is critical to these plans.

Some division faculty have admitted to ignoring improper grammar, poor sentence structure, and spelling errors when correcting essay responses. Explanations for this serious oversight range from " I just look for content" to "I do not have time to correct all the grammar errors that my students make." [V(28)] Within the bachelor curriculum, ignoring poor communication skills will no longer be acceptable.

Enhancing English skills in the bachelor's degree curriculum is discussed in the first week of the first education class, ED210 Introduction to Professional Teaching. As the course and program student learning outcomes are reviewed, great emphasis is placed on English as vital to accomplishing course and program learning outcomes. This class collects written samples from students regularly and corrects repeated errors in class. But this has not been sufficient.

Therefore all education course outlines and syllabi will describe the writing laboratory and require English writing sessions for those deemed in need.

FSM Teacher Corps

The SEPPIE grant called for the college to plan three major elements of a teacher-training program. First, a competency-based bachelor's degree should be developed. Next, it was agreed that a competency-based teacher support system for in-service teachers should be developed. Such a system should mirror the competencies and outcomes in the bachelor's degree program and have multiple delivery strategies. Lastly, the SEPPIE grant provided direction to develop the concept of the FSM Teacher Corp.

The teacher corps concept is being designed to address two major shortages. These shortages are the general shortage of qualified teachers and specific shortages that occur in the schools removed from population centers, particularly the outer islands.

The general shortage of teachers has been evident for a number of years. It is not too unusual for state departments of education to hire a student in the middle of their practicum training. This has been particularly true of third–year students who possess the minimum associate's degree requirements. State directors cite the need to have certified teachers in the classroom even though certification has nothing to do with competency and everything to do with a piece of paper.

Furthermore it appears that the teacher shortage is not waning. In November 1999, the education chair retrieved a hard copy list with 2,208 teachers certified in 1998 from the National Division of Education. All of these had a temporary or permanent certification. As the FSM requires a mandatory retirement at age 60, birth dates between 1940 and 1950 were recorded. This process generated the number of teachers that must retire between the years 2000 and 2010. The list showed the nation would need 496 teachers just to replace retirees. No estimate was made for other forms of attrition, but many teachers seek other employment when available. In 2001, one Pohnpei school lost three of 12 teachers leaving for employment elsewhere. While 25% is not the norm, the college suspects that attrition, other than retirement, is slightly higher than 5% annually.

Furthermore, the chronic national shortage is exacerbated in the areas remote from

population centers such as outer islands. The teacher corps would ask the states for partial sponsorship of their residents. This sponsorship would be annual scholarships requiring two years teaching service at the location named by the sponsoring state for each year of scholarship. Such a scheme allows outer island residents to choose a teacher as early as high school and begin making plans for the respective states to sponsor. This is a powerful tool for those islands wishing to have their own clans and local chiefs involved in education decisions. If the traditional hierarchy wishes to have both a competent teacher and a member of their own community as a teacher then the teacher corps has advantages.

With this information the education division, through a private donation, purchased 400 automobile bumpers stickers reading simply "500/2010." The bumper stickers were distributed and many still remain on cars today. The public awareness campaign had people constantly asking what the sticker meant. With each question a little speech on teacher needs in the FSM was given. The 500 figure was reconfirmed in January 2002, at a college-sponsored workshop in Yap. The states produced new teacher lists with birth dates. A count of teachers retiring between 2003 and 2013 was 502. There is no doubt that should the college graduate 50 bachelor's degree teachers each year, there would be a job for every graduate.

Services Explained

The bachelor's degree program will have available a *School of Education Catalog* for WASC at the March visit. This same catalog will be ready on May 1st for prospective students and the public, should permission to implement the bachelor's degree program be granted. [V(29)]

The *School of Education Catalog* will describe in detail those supportive services necessary to investigate, apply to, enroll in, and matriculate through the bachelor's degree program. As such, the catalog serves as an explanation of and the map through successful completion of the bachelor's program student learning objectives.

STANDARD IIB. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IIA.
2. The education division will incorporate mandatory writing laboratory visits for students in need of support in all education course outlines and course syllabi.
3. The education division will place *COM-FSM School of Education Catalog* in evidence by March 2004.
4. The education division will write draft legislation for an FSM Teacher Corps.

Standard IIC. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

STANDARD IIC. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of Standard IIC.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

STANDARD IIC. SELF-EVALUATION

Since the last accreditation visit and in anticipation of a four-year bachelor's program, the education division has directed considerable energy to having sufficient learning resources to support the more intensive and demanding work required. The work done and the additions to the LRC, while focused upon upgrading the education section were done on behalf of the entire college. The entire LRC has been enhanced in anticipation of a bachelor's degree program.

In 1999 the education division chair was requested by the director of academic programs to review the LRC resources for the purpose of further planning for a bachelor's degree program in elementary education. The chair was to make recommendations through the director of academic programs to the vice president for instructional affairs. [V(30)] The chair and education division personnel considered all comments generated by the 1998 self study team and held several meetings with LRC personnel. The associate director (now director), a former school principal, was extremely helpful. The report concluded that the LRC was improving dramatically and appeared to be able to support the associate's degree and other programs. It was concluded that the LRC could likely support a bachelor's program in elementary education. It was stressed that additional resources specific to teacher training should be acquired so that the program could facilitate this specific degree.

Therefore the initial question facing the college in 1999 was "What additional resources are needed at the college to support a bachelor's program in terms of learning resources and accompanying services sufficient in quantity, currency, depth, and variety to facilitate the educational offerings in the bachelor curriculum?" As noted in IIC, the LRC collections total more than 36,000 print titles in the electronic catalog and another 10,000 pieces of material awaiting inventory and electronic cataloging.

Of further importance to education was the availability of technology, particularly

computers, for research and other information gathering purposes. The report to the director of academic programs cited the 40+ computers in the LRC and the 60 additional machines in the English and math/science laboratories.

Furthermore, the chair's report to the director of academic programs stressed the need of curriculum specific material for elementary school teachers and the need to support a curriculum resources center in the LRC. Also, the chair reported that the 40 LRC computers were often crowded and the computer labs mentioned were almost always booked for scheduled classes. These were and still remain concerns of the education division.

Lastly, the chair reported the suspicion that the associate's and third-year level education majors rarely used the LRC for education courses. Verbal discussions among the library and education staff and a review of education course outlines deepened that suspicion. Library personnel and faculty reported more from recollection than from analytical knowledge, and the discussions were bothersome. There was a pervasive feeling about the division that our education students may be unaware of certain teacher training materials in the LRC. Even worse, they were neither trained nor encouraged to be comfortable in the LRC. Education course outlines revealed that few, if any, assignments involved the need for education specific material. Assignments required little knowledge or skill level beyond internet searches. It was resolved that through the bachelor's program students will become "friends of the library."

Collection Development

The analysis of what has been done with the curriculum resources room was summarized by college librarian in a workshop session held in November 2003. The librarian had been charged with developing a curriculum resources room. Her workshop presentation entitled *Collection Development for Education Resources at the College of Micronesia-FSM* explained how the college went about preparing for accreditation by establishing and developing the collection for a curriculum resources room. [V(31)]

Initially, the curriculum resources room was developed without the aid of a collection development policy. The LRC had never been requested to develop a new collection nor had funding been available to perform such a function. However, the need for these resources had been discussed at all administrative levels and with the Board of Regents on final budget approval. In 2002, $40, 000 was allocated to LRC to upgrade the general education resources. Most was spent on additional resources to support the new bachelor program research requirements and a smaller portion on the curriculum room.

In her presentation the college librarian detailed a process of collaboration and communication between the LRC and the division of education heretofore nonexistent. The librarian attended bi-weekly Curriculum Committee meetings for several months. She attended weekly education division curriculum meetings and met a number of times individually with education faculty and staff. Additionally, she spent four months querying other libraries at various colleges and universities. She queried by specialty areas such as special education at colleges well known as leaders in various educational fields as curriculum developers. Through this process, comprehensive lists of curriculum choices for teacher training were produced.

Between March and June of 2003, core lists were presented to the education division and choices for ordering were passed around and discussed for several weeks. Faculty and

staff used a personal color code for checking off individual choices. As lists appeared it was not unusual for faculty to see a certain color check of a fellow professor and ask that faculty the rationale for the choice. The collection building was the first of its kind for the LRC and likewise for the education division.

The Palikir Laboratory School has a small library. The needs and plans for that facility and collection is covered in the WASC ACSCU subsection.

Standard IIC. Planning Agenda

1. The college's Division of Education accepts the planning agenda Standard IIC of this self study.
2. The education division will incorporate use of the LRC and curriculum resource room in education course outlines and course syllabi.
3. The LRC, in collaboration with the education division, will develop the *Palikir Laboratory School Library Plan.*
4. The IT department will place a 15 computer student laboratory in the Palikir Laboratory School.

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.

A. Personnel

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard IIIA. Descriptive Summary

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of current education programs as they relate to Standard IIIA.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

Standard IIIA. Self Evaluation

Faculty and staff are adequate, in both size and expertise, to support the present programs.

At present, the education division has six fulltime and two part-time teaching faculty.

In addition, faculty from the academic disciplines often teach content oriented education courses. Furthermore, the academic divisions have and continue to hire faculty for both their division needs and education division needs as well.

For developmental or associate's level courses and course development, the education division has relied heavily upon the Division of Languages and Literature for ESL specific assistance and the development of such courses as EN/ED 233 Linguistics as well as the development of college-level Micronesian language courses. The latter is extremely important in the college's efforts to address bi-lingual needs and to strengthen the education program's bilingual emphasis.

The education division retains education specialists in all fundamental education areas. The division boasts of expertise in the instruction of reading and language arts in both English and vernacular languages. The division also has or has available in depth expertise in classroom management, special education, early childhood education, linguistics, science, social studies, and mathematics.

Of special note is the co-chair of the BEd Portfolio Committee. This individual has authored three textbooks on media use and contributed more than 40 articles to the professional journals.

The division of education is equally rich in administrative training and experience. Division faculty consists of three former college presidents, one who served as a state director of education and one who held the FSM cabinet post of FSM Secretary of Education. The division chair holds a doctorate in educational administration and higher education and has many years of experience in the field.

Finally, as the institution has expressed in the self study, qualified and dedicated faculty lie at the heart of our student learning outcomes. The division of education faculty and various committees have defined competency, they have designed a student learning outcome-rich curriculum, and they have established the appropriate measurements.

Time as a Resource

As mentioned, the division of education faculty boasts both breadth and depth in educational training and practical experience. This expertise is recognized and the requests and demands for service have at times outstripped the division's ability to respond. This matter has been discussed verbally and in writing with both the VPIA and the college president. The idea of the importance of expert time as a valuable resource and excessive demands on that time has been underestimated. The education division is fully prepared to implement a successful bachelor's program so long as no new demands are placed upon it.

The division has taken the lead in analyzing time as a resource. While the expertise is deep within the division, allocating time to priority is important. The division has offered to prepare a division time/resource document for the VPIA covering the SY 2004-2005.

The prime example of the blatant disregard for college time was the submission of the final Title II Teacher Quality Enhancement Grant submitted by the National Division of Education in June 2003. The TQEG grant proposal was submitted with the acquiescence of the college and is in evidence. The TQEG has been described earlier and the rejection of a college version mentioned. Not mentioned is the $3.4 million matching requirement that accompanied the proposal. The college version matched the grant with considerable portions of college time and resources. For example, the division chair allocated 80% of his

time for three years and division staff between 20% and 50%. This was possible because the college version called for the bachelor's work, in-service training development, teacher assessment, competency testing and certification work to be done concurrently. The NDOE version was submitted in a completely different form. [V(32)]

Subsequently, the TQEG grant was funded and certain parts of that grant were offered to the college. A contract was signed in January 2003 by the college to deliver six pieces of curriculum in modular form to the NDOE. Four modules were for test preparation for teachers and two were management training modules. The college was contracted for this modular development and delivery, but no college staff was available. Fortunately, the modular development was well financed. Therefore, the college was able to entice enough faculty to perform the work on special contracts and on their own time. While the modules were completed by the June contract date, the contract also called for pilot testing of all modules in all states during the 2003 summer. Most faculty developers were unaware of the delivery clause and were scheduled for vacation over the summer and others were committed to other projects. Five modules were designed for about 50 training hours and, this being the case, the modules were only partially piloted.

All problems that have occurred with the TQEG are traceable to NDOE and the college's inattention to the resource of expert time. The NDOE committed college time in the TQEG, albeit mistakenly, and the college accepted a contract without properly analyzing the faculty time available for successful results.

Lastly, the college does not approach expert time from a priority of needs. While there are still valuable outcomes from projects such as TQEG, time invested in non-priority plans yields results disproportionate to time resources expended.

STANDARD IIIA. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IIIA of this self study.
2. The education division will hire one additional doctoral level faculty.
3. The education division will submit an annual *Time Resource Plan* to the VPIA.

> **B. Physical Resources**
>
> Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

V.IIIB. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of the current education programs as they relate to Standard IIIB.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

V.IIIB. SELF ANALYSIS

Palikir Laboratory School

A new chapter in the life of the college began with the acceptance of a community petition to investigate the transitioning of Palikir Elementary School into Palikir Laboratory School . [V(33)]

The college has been using the Palikir Elementary School for clinical experience since 1997. No formal or legal arrangements were made and the student teaching experiences were arranged by individual college instructors and with the consent of the school principal. The proximity of the college (about 1/3 of a mile) made transportation to and communication with the school relatively easy. This opportunity arose as the need to increase practicum experiences became obvious.

Important too was the very open request from the FSM Congressman whose election district includes the Palikir Elementary School. In 1997 this congressman, a CCM graduate, informally asked the director of academic programs if there was any assistance the college could offer this neighboring school. The congressman explained that this school had a low passing rate on the high school entrance test, and elaborated on other weaknesses he perceived. No specific assistance was requested, but the idea of a college laboratory school was conceived.

The idea of a Palikir Laboratory School was formalized at the September 2000, FSM Education Summit. A September 8 "Report Back" from a conference subcommittee finds the recommendation that COM-FSM use the Palikir Elementary School as a laboratory school. The aforementioned Congressman was a prominent member of that subcommittee.

In fall 2001, a Palikir Laboratory Committee was created with the director of academic programs as the chair. By spring 2002, the committee had decided that whatever arrangements to be considered should be in the context of the bachelor's program. For that reason and also because of the research implications of a laboratory school, a more complete treatment is presented in the WASC ACSCU subsections. The WASC ACCJC can be assured that the facilities and resource plans are paramount to the college and are discussed.

As of fall 2003, COM-FSM was hooking up the Palikir Laboratory School to the college water supply for sanitation guarantees and also renovating a small room for a student computer laboratory.

In 2002, a 14 passenger van was acquired by the education division. A nine passenger station wagon is also available for division use.

V.IIIB. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IIB of this self study.
2. The education division, in collaboration with the maintenance division, will create a facilities development plan for Palikir Laboratory School.

C. Technology Resources

Technology resources are used to support student-learning programs and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

STANDARD IIIC. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of the current education programs in Standard IIIC.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

STANDARD IIC. SELF EVALUATION

All division staff and faculty have desktop computers and most are competent in the use of technology. Three laptop computers are also available for division use, as well as a digital zoom camera and a digital video camera.

All staff has upgraded their technology skills since the previous self study as evidenced in the annual performance reports.[V(34)] In 1997, the three senior faculty, including the chair, were technologically illiterate. These faculty have upgraded skills through institutional workshops and inter-division training. A full time education technology resource person facilitates division training.

In addition to the technology available to all students, education students share a mini-lab with the Division of Social Sciences. This is a 12-unit computer lab with full printing capacity. This lab has proven helpful for both instructional purposes and student use.

The mini-lab is also used for computer literacy classes for Palikir Elementary School students who are bussed to the college in the afternoons. On completion students receive certificate stating the student learning outcomes achieved. These are not certificates of completion as has been the usual custom. These are certificates of competency listing all the skills a student has successfully demonstrated. [V(35)] These certificates were translated into the vernacular and copies given to all parents at the June 2003 Palikir graduation. This was part of the college's parent education program on learning objectives.

However, the major technological advance proposed with the bachelor program is the teacher studio. The studio, at the Palikir Laboratory School, will have the capacity to record teaching activities in 12 different classrooms and simultaneously allow for coaching to all 12 classrooms from a single point. The studio is for day-to-day practicum experiences as well as a critical component for producing the electronic portfolio. Equipment necessary for the teacher studio is being secured through the TQEG and a building has been designed. The new building falls within the PDOE plans for four new classroom buildings. Such plans are in evidence and are attached to the Palikir Laboratory School Improvement Plan.

Moreover, all education courses require use of technology. This is reflected in the course outlines and course syllabi. Course outlines require the demonstration of certain skills relevant to the particular education course.

While technology for research is common to all education courses, the course ED210Introduction to Teaching, incorporates a web chat group for students. Preliminary

evidence shows an appreciation for such an activity. One student wrote, " I really like this. I am so afraid to ask questions in class and now I can ask my instructor or anyone a question. I just use my code." [V(36)] The course instructor also reports the added advantage of monitoring written English and offering corrective instruction. Other education courses as ED301a Language Arts Methods use technology for producing and reproducing curriculum materials for the Palikir Laboratory School. That class also measures the students' use of technology as a teaching tool. As mentioned, a complete list requires a review of the education course outlines. [V(37)]

The availability of technology and the inclusion of technology in education coursework has brought education students to a college skill level. Progress has been so satisfactory that a Technology for Teachers course, originally planned for the bachelor's program, has been scrapped. A new course ED302 Technological and Audio Visual Methods for Teaching is intended to cover the basics of technology as a teaching tool.

ED302 is a prime example of tailoring the bachelor curriculum to the FSM students' needs and to the reality of the Micronesian environment. It also exemplifies the advantage of creating new college courses based upon the UOG experience. The instructor of the UOG451 Audio-Visual Education course selected the most useable and necessary student learning outcomes from the UOG audio-visual course. He then included the use of outcomes from the newly adopted AR/ED111 Art for Teachers course. Together with education technology resource staff, the group chose technology components most likely to be available in FSM schools.

The curriculum worksheets completed for this and all course outlines are in evidence. [V(38)]

STANDARD IIIC. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IIB of this self study.
2. Secure final funding for the teacher studio building.

D.   Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

STANDARD IIID. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses the elements of the current education programs as relevant to Standard IIID-Financial Resources.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

The financial resources for the education division have been adequate to support present education programs. While the division has borne its share of budget restrictions during budget cuts, education has resisted and been spared any severe shortages that would impede quality delivery of courses and services. In fact, the education division has been granted all resource requests necessary to both carry out day-to-day program activities as well as planning activities for the bachelor's curriculum.

Necessary equipment and furnishings for regular division use and those necessary for the clinical experiences at the lab school have been approved in the division's FY 2004 and FY 2005 budgets.

The financing of the additional curriculum materials, clinical activities and necessary additions to the Palikir Laboratory School posed certain problems given the uncertainties of the compact funding. Therefore a decision was made to fund the laboratory school with new yet sustainable resources. A financing scheme using a variety of community resources is in evidence as part of the Palikir Laboratory School Improvement Plan. The plan involves sponsorship by individuals, businesses, community organizations, foreign governments, as well as state and FSM sources.

STANDARD IIID. SELF EVALUATION

External Funding and Teacher Training

Since October 2001 the college has made use of special education funds for development of the bachelor's degree curriculum. The Special Education Program for Pacific Island Entities (SEPPIE) has been a prime sponsor and supporter of a competency-based teacher training system and the bachelor of education curriculum approach. The FSM SEPPIE grant is monitored by San Diego State University (SDSU) and administered through the NDOE Office for Special Education.

It was agreed between the college and SDSU that much of the training previously conducted under the SEPPIE, particularly full inclusion training, was ineffective. It was ineffective because certain basic classroom management skills necessary to facilitate inclusion were lacking in many classroom teachers. It was agreed that including training to teachers without basic management skills, content mastery, delivery abilities, and assessment skills was not yielding the expected results. Both parties agreed this was because of the lack of basic teaching skills of training participants.

While the SEPPIE grant was used effectively, the college and the nation has not always carefully considered all ramifications of grant money and the requirements to secure the funds. This is said in light of training funds being secured simply because they are available. Again, the uncoordinated and scattershot approach to teacher training in the FSM is a result of this practice.

In practice, the various outside institutions prepare grants for states or the national government and require only a letter of collaboration to secure training funds. As neither the states nor the national government have a training priority scheme, any training offered for "free" is always accepted. Teachers really in need of content or language training can end up in a library workshop or curriculum development course. Training based on

needs and policies that encourage teacher training in needed areas are precluded by this practice.

STANDARD IIID. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IIC of this self study.
2. Secure three additional major sponsors for the Palikir Laboratory School.
3. Secure additional SEPPIE funding based on Palikir Laboratory School plans.

Standard IV. Leadership and Governance
     The institution recognizes and utilizes the contribution 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 institution recognizes that the ethical and effective leadership throughout the organization enable the institution to identify institutional values, set and achieve goals, learn, and improve.

STANDARD IVA. DESCRIPTIVE SUMMARY

     Together with the documents previously submitted to the WASC, the college believes the self study adequately describes and addresses education programs as they relate to Standard IVA.
     The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

STANDARD IVA. SELF EVALUATION

     The education division accepts the analyses previously presented and notes only its plans to reorganize as a School of Education. Such reorganization requires BOR approval but is contingent upon the acceptance of the bachelor's program as an accredited degree.

STANDARD IVA. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IVA of this self study.
2. The education division will present the design for the COM-FSM School of Education for approval to the Board of Regents.

Standard IVB. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system at the colleges.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college of the district/system.

STANDARD IVB. DESCRIPTIVE SUMMARY

Together with the documents previously submitted to WASC, the college believes the self study adequately describes and addresses education programs as they relate to Standard IVB.

The following are analysis and comments specific to the Bachelor of Education in Elementary Education program.

STANDARD IVB. SELF EVALUATION

The education division accepts the analyses provided under this subsection.

STANDARD IVB. PLANNING AGENDA

1. The college's Division of Education accepts the planning agenda suggested in Standard IVB of this self study.

THE BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION PROGRAM
AND THE WASC ACSCU STANDARDS

The Teaching Profession in the FSM

The college understands the many ramifications of planning, applying for, implementing, assessing and awarding an accredited bachelor of education degree.

The college also understands the difficulties encountered by WASC when an institution requests a single program be granted accredited baccalaureate status. On the one hand, this new degree is an extension of two and three-year programs, all accredited and monitored by ACCJC standards. By that measure, the college has always maintained its institutional integrity. On the other hand, the bachelor's degree is not merely an extension of a three-year program. The degree represents a measured experience that requires a four-year effort with one endpoint in mind, a professional teacher.

Two important features distinguish a profession the second feature dependent upon the first. The first is formal education. This formal education must be of such depth and rigor that those who complete such education are honored and set apart. They are the select few. Society bestows upon the educated a certain societal trust. Trust is important because it leads to the second, self-regulation. This in no way implies that the laws that protect society do not bind professions. It does mean that the profession itself governs the standards and training to meet those standards. And again this is based upon societal trust and if trust is eroded, so is the profession. Accreditation is the primary example of this self-regulation.

Trust must also be earned by demonstrating successful and honorable practices. Society must see that doctors are curing by visible results. Likewise, society must see that teachers are teaching. Here too, society expects visible results. When society does not see the results of the profession, trust is eroded and so too is the profession.

The college makes these remarks only to inform the ACSCU that such professional traits as proof of rigorous education, societal trust, and self-regulation exist in the FSM primarily at the college. In the community, the title "professor" carries weight and is respected.

However, these conditions are not true for elementary and high schools as institutions. The title "teacher" does not command the respect accorded the professional.

The teaching profession does not command respect because in the FSM, professional criteria have not been met. Teachers do not have in-depth education and they do not have high societal trust. Poor student performance is the obvious result of the minimal education standards for teachers and lack of proper training. By any measures, student performance is unsatisfactory and therefore the FSM pubic is dissatisfied. The teaching profession in the FSM suffers and for very legitimate reasons. Therefore, a proven and trusted bachelor's degree, confirmed by the college, will begin the process of raising the standard of teaching.

Raising the Standards

The college has proven the need for competent teachers in the FSM. The proofs provided are unchallenged. The accrediting commission acknowledged this need, but cannot accredit a program simply because it is needed. The accrediting commission questions only the college's ability to answer that need. In question is the rigor of the curriculum. However, there is a clear map as to how the institution will support, deliver, and evaluate the curricu-

lum. In question too is the college's ability to prove that learning at a high cognitive level takes place and that a graduate of that program can demonstrate learning.

It is reasonable to expect satisfactory answers to the above. The college accepts that the educational environment present in the FSM requires extensive evidence that such a curriculum can be successfully implemented. The bachelor's degree will confer proof of a more in-depth education. But more importantly, this bachelor's program will prove openly the results of student learning.

The demands of the bachelor's degree program raise professional teaching standards. The program raises the standards for teachers with a rigorous curriculum. And to support a new professional level, the college realizes its obligation to raise its own standards.

The college sees the senior status as important and assures WASC that the program contains the proper elements that generally distinguish between two and four-year institutions. The first of these is research.

To support student research, the college has increased its research capacity at the Learning Resource Center and added the necessary specialized education curriculum support for the program. Even more in keeping with senior status is the Palikir Laboratory School. Since July 2003, five major research projects at the school have begun. The college fully intends major curriculum revisions at that school using the results of this research. Therefore, if indeed research distinguishes the four-year institution, the college will continue to distinguish itself in this area. The Palikir Laboratory School has the potential to provide more useful information and useful strategies for learning after one year than has been provided in the previous ten.

It is the research function rather than the teaching function that requires a high percentage of faculty possessing the terminal degree. The program presently may call upon nine doctoral faculty and has plans to hire two more.

Furthermore, the level of sophistication by which this program assesses students and conducts evaluation raises the bar. The bachelor's degree is a student learning outcome-based program and this is reflected throughout the curriculum. The teacher studio, the ability to record in twelve classrooms simultaneously, and the extensive use of technology supports the environment within which the program will take place. This bachelor's degree sets the basis for real change.

Important too, the type of bachelor's degree and its designation were carefully chosen. A Bachelor's Degree of Education in Elementary Education or BEd is neither a bachelor's of arts nor a bachelor's of science degree. While grounded in the arts and sciences, the degree is specific to education. The college is requesting accreditation to train teachers.

WASC ACSCU/ACCJC Standards Interdependent

Both the ACCJC and the ACSCU Standards speak to quality, the measurement of quality, and the institutional processes and resources that support quality. Both sets of standards are being and will continue to be adhered to. COM-FSM views the standards as interdependent and together forming the guide for the bachelor program. The ACSCU treatment is intended to highlight those elements of the program that address the "raising of the bar" at COM-FSM. References to the ACCJC Standards hereafter are meant as preliminary and supplemental to the ACSCU and not separate.

Standard One: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes

1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.

1.1 Commentary

As noted to ACSCU in the *Eligibility Readiness Report,* the college was founded as a teacher training facility and this is clearly stated in the college's mission statement. Moreover, and importantly, teacher training has remained a strong element of the college since its inception. The BEd program is consistent with that continuing part of the college mission.

Recognizing and serving the culturally diverse and multilingual make up of our constituencies is also highlighted in our mission. To that end, the bachelor's program does address the unique cultural and linguistic conditions of the students.

For example, as all teachers will be teaching in a bilingual context, college students are trained to teach in their indigenous languages as well as English. Presently, the Division of Languages and Literature is developing Micronesian languages for instruction at the college level.

Furthermore, as part of the underpinning of learning theory embedded within the BEd curriculum is the understanding of unique indigenous paradigms. Such an understanding assists with teaching methods that often emphasize different approaches than may be used elsewhere. The ED444 Multicultural Education course is designed to cover this area and insure our students understanding of their own uniqueness and using that knowledge to teach more effectively. [V(40)] It is noted that the professor charged with the course development instructed the UOG444 Multicultural Education course for three semesters during the UOG/COM-FSM collaborative bachelor's agreement. The education curriculum committee concurred with his recommendation to reorient a section of the course to the more relevant indigenous paradigms. The course provides the necessary student learning outcomes to verify student understanding of learning from the Micronesian perspective.

The BEd curriculum has defined program student learning outcomes that align themselves with institutional goals and therefore the mission statement. As noted elsewhere, the mission statement and the goals are to be revisited so as to emphasize achievement rather than opportunity.

1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.

1.2 Commentary

As part of the self study process, the college is actively developing program as well as course level outcomes, defining evidence, and formulating strategies for evaluating and

improving performance.

As noted, all coursework in and associated with the bachelor's program is to be student learning objective in form and provide measurement of knowledge and skills. These measurements should be as quantifiable as possible although qualitative support is recommended.

The division used a systematic needs-based analysis to determine what learning outcomes were desirable and necessary. These outcomes were identified through extensive research and supported by external research and comment.

The self study discusses the present state of institutional development of a student learning outcome paradigm. The precise manner in which the college will proceed has been suggested. However, in the development of the bachelor's curriculum, the education division proceeded realizing that two areas "above" the education program learning objectives required attention.

First, as noted, the college mission statement is phrased in terms of educational opportunity rather than student results. As members of the Planning Council, the Curriculum Committee, and the Assessment Committee, the education division stands ready to assist with this realignment.

Next, the division recommends that the college goals be realigned or at least restated in terms of student achievement. The education program learning outcomes are aligned with the college goals but not aligned directly in outcome form. As explained, the education program objectives were accepted after an extensive bottom up process. And even so while the mission and college goals necessitate revision, the education division remains confident that proposed curriculum will align properly once the mission and goals are revisited.

Lastly, as members in all relevant committees, the education division plans to take a leading role in assisting with necessary realignments and restatements.

Transparency

It is certainly important that the educational objectives of the bachelor's degree program are clearly understood throughout the institution. Those staff and faculty who have worked on the program are well versed as to the various student outcomes, but it is likely only the BEd curriculum committee understands the totality. It is equally important that the public outside of the institution understand the objectives and outcomes of the program.

To facilitate the program understanding, the education division presented its program student learning outcomes to the weekly division chairs meeting in early October. The education chair announced that while these were still tentative, they had been approved by the division and would be used as the examples in the self study.

The importance of the program student outcomes and their relationship to the bachelor's program was discussed in the *Response to the Addendum to the Bachelor of Education Substantive Change Study for WASC (ACCJC) and to The Eligibility Readiness Report fo*r *WASC (ACSCU).* That document presents a languages and literature nexus, the formal name given to the proposed division web page. This same model is presented under section IB of this report.

The report also stated that the education division would adopt the model presented and since the submission of the report, the division has officially begun its web page to reflect the mapping of the bachelor program.

1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.

1.3 Commentary

No changes in leadership positions or lines of authority and responsibility are anticipated beyond structural changes in the education division.

The *Substantive Change Report* suggests that the Division of Education reorganize itself into the COM-FSM School of Education. [V(41)] This change is planned to emphasize the major importance of the bachelor's program and the renewed emphasis on teacher training at the college. The administrative leader of the bachelor's degree program and all education related programs would be designated as the dean of the School of Education. The position of division chair would no longer be required.

1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.

1.4 Commentary

The college maintains a policy of freedom of intellectual enquiry. A policy of academic freedom is published in the *General Catalog*. This will be balanced with a code of ethics, currently in development.

Adherence to the principles of academic freedom has allowed for the full and open development of the bachelor's program. Such an atmosphere was critical, particularly during periods of honest reflection and admittance of needed improvement.

This freedom was especially important in the Micronesian context where such admissions are not the norm. In the academic community, we recognize that improvement requires acknowledging that improvement is necessary. We do this by accepting evidence that convinces us "we can do better." In general, acknowledging weaknesses in Micronesia is not culturally appropriate. This cultural nuance carries over into the decision-making and planning processes of many Micronesian institutions. Hence, the college by providing an environment where self reflection and even self criticism is valued, fosters the atmosphere of rigorous honesty required for implementation of a bachelor's degree.

1.5 Consistent with its purpose and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.

1.5 Commentary

Diversity is an essential characteristic of the institution and as so is stated emphatically in the college's mission statement.

It has been emphasized in this self study that our student population is a mosaic of 13

diverse island cultures being forged into one nation. The entire institution derives its strength from this diversity and respect for it. The bachelor's degree curriculum emphasizes respect for cultural diversity throughout. Student learning outcomes demonstrate this emphasis by evidence in writing and visual proofs in the cumulative portfolio that will be required of all bachelor's degree students.

The bachelor program does concern itself in the matters of co-curricular activities. The FSM is a traditional society in which gender roles are firmly established. The college and the bachelor curriculum support gender equality in every way and at every opportunity. However, the college is particularly sensitive not to diminish the importance of gender roles. The college encourages men to be fishermen and women to be family caregivers should they so choose.

1.6 Even when supported by or affiliated with political, corporate, or religious organization, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

1.6 Commentary

The college operates with complete and full autonomy and is not affiliated with any religious, political, or corporate organization.

1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures; addressing student conduct, grievances, human subjects in research, and refunds.

1.7 Commentary

The *COM-FSM School of Education Catalog* clearly delineates the elements of this standard.

1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely responses to complaints and grievances, and regular evaluation of performance in these areas.

1.8 Commentary

The education division accepts the analysis covered in the ACCJC treatment of the college policies relating to this standard. Further, the division endorses the planning agendas that speak to this standard.

1.9 The institution is committed to open and honest communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, and to abiding by Commission policies and procedures, including all substantive

change policies.

1.9 Commentary

As noted in the ACCJC Standards, the college has always viewed the self study and review process with total seriousness and candor. Any apparent breech of an open and truthful relationship can only be attributed to miscommunication or misunderstanding. Matters such as the AAS degree and its incomplete substantive change are being addressed as of this writing.

The division strongly endorses the separation of the research and planning office from the position of accreditation liaison officer. The rationale for this has been amply expressed in the self study.

Standard Two: Achieving Educational Objectives Through Core Functions

Teaching and Learning

2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

2.1 Commentary

After a study of needs, the designation of bachelor of education was chosen over bachelor of arts or bachelor of science. While a well-rounded general education is considered mandatory, the college wishes no confusion as to what the final graduate represents. The concerted emphasis on mastery of the elementary school content curriculum and focused training in elementary teacher education calls for this specific designation. The college has described its first steps to FSM education as a direct assault on education at the lowest levels. The nation needs improvements at the elementary level before it can engage in discerning needs for high school teachers and other specialties.

Furthermore, the college experience with the UOG Bachelor of Arts in Elementary Education demonstrated to the college that it must be firm on this matter. Because the high schools in the FSM require the baccalaureate degree, state departments of education have assigned these graduates to the high schools. The college has spoken repeatedly to the states that a high school teacher requires depth in a given subject area and the UOG degree in elementary education does not prepare students for high school teaching. This program was concerned with the necessary breadth required in elementary education and was never intended for high school certification. Although much more rigorous and comprehensive than the UOG degree, the COM-FSM degree is likewise intended. Keeping a bachelor's degree holder in the elementary setting for which (s)he was trained will be difficult. Such is the result of an educational environment that heretofore has valued a piece of paper rather than the proven competency to which a degree should measure.

The college has carefully evaluated the expertise and number of faculty to deliver the bachelor's program curriculum. This assessment was done together with the academic

divisions so as to maximize interdepartmental physical and human resources. The bachelor program adds one new doctoral level instructor in the education division. Additionally the Micronesian linguist will be offered assistance for the doctorate through the languages and literature division. The latter will offer service to the bachelor program and the languages and literature division.

Presently the approved budgets and projected budgets are considered adequate to support the necessary expertise involved.

On the other hand, the college had planned for full participation by the Palikir Laboratory School teachers in critical stages of the pre-service curriculum. Unfortunately the Palikir teachers are under trained and more training than was envisioned will be required. For spring 2004, three hours per week have been scheduled for Palikir teacher training. All education faculty are jointly responsible for this training.

2.2 All degrees-undergraduate and graduate-awarded by the institution are clearly defined in terms of entry level requirements and in terms of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits

2.2 Commentary

Entry level requirements to the bachelor's program are described in the *School of Education Catalog* and on the division web page.

The discussion regarding this standard has been detailed previously in this report.

2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.

2.3 Commentary

The discussion regarding this standard has been detailed in this report.

2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

2.4 Commentary

The BEd curriculum committee has always included the academic chairs and other key faculty. The completed *COM-FSM Bachelor of Education Curriculum Guide* reflects the collective work and review of all academic divisions concerned.

The division chairs meet weekly and all chairs are members of the Curriculum Committee. In these committees rigorous interchange on the expectations for student learning and measuring learning takes place. A review of the education chair's email files shows an almost daily exchange among chairs on learning and measuring student learning outcomes.

It has been the chief concern of the education division that all non-education courses provide clear evidence of what has been learned. A chief weakness of many education courses in the past arose from misjudging student's base knowledge. The college has too often assumed that students have certain skills and knowledge that they do not process.

Specifically faculty teaching the introductory courses in the sciences and social sciences have commented upon this situation. This incomplete curriculum knowledge brought from the high school and elementary school is so incomplete that base knowledge must be learned from college level courses. This is difficult when students are expected to handle curriculum at high cognitive levels.

To address these weaknesses, the bachelor's program adds and reinforces content knowledge in natural science and social sciences. Two junior year courses in each area have been placed in the curriculum. As noted earlier, sufficient clinical experience is provided for curriculum delivery practice. All content courses are student learning outcome based and the competency proofs recorded on the student's portfolio. Likewise, the delivery of content is recorded in the portfolio.

2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

2.5 <u>Commentary</u>

Most relevant to this standard is the college's *Integrated Competence-Based Model of Teacher Quality Enhancement Training.* The model results form the extensive fieldwork completed while implementing the UOG internship program. While the model was developed as a general guideline for in-service training, the addition of the Palikir Laboratory School allows the college to make extensive use of it for the pre-service program.

This model was presented and recommended to the National Department of Education in June 2002. The college recommended the model to assist the FSM in creating better competency measures. Also the model was offered as guidance to NDOE in hopes it would be shared with other service providers. The model was presented and discussed at the TQEG meeting in December 2002 and again in March 2003. In brief, the model calls for three concurrent components upon which all training should focus.

    1) What to Teach

    a) Discipline Content: ways of organizing knowledge, critical thinking, values and attitudes, and codes of conduct
    b) Area/Topic Specific Content: In-depth knowledge and skills

2) Effective Content Delivery Methods How to Teach

a) Theory and practice of instructional methods specifically related to discipline and topic specific content
b) Knowledge of teaching resources, learning activities and materials related to content

3) Competency Coaching (Competency in Teaching)

a) On-site guided practicum/internship experience in classroom teaching on campus, at the laboratory school, or in the regular classroom.
b) Focus on delivery of content and management of the learning experiences and the classroom environment
c) Supervisor and self-evaluation of competencies based on the 90competencies list for the content area, discipline, degree and professional certification
d) Specific competency measurement activities are designed for each training experience related to specific learning outcomes and competencies.

2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

2.6 <u>Commentary</u>

An electronic portfolio that demonstrates the competence of the bachelor degree holder will evidence attainment of learning outcomes in the college's Bachelor of Education in Elementary Education program.

The Bachelor of Education Portfolio-Evidence of Competency is the major evaluative tool of the program. This portfolio is intended as a final product where all competencies in content, language, methods, skills, and clinical experiences are assessed and evidenced. The five major sections of this portfolio will parallel the seven bachelor's degree program learning outcomes. Therefore the major sections will evidence the following:

<u>Section One</u>: Proofs that the content of the elementary school curriculum has been mastered in both English and the heritage language.

<u>Section Two</u>: Proofs that students can develop curriculum at the various elementary grade levels.

<u>Section Two</u>: Proofs that a variety of teaching strategies have been mastered and delivery of curriculum can be demonstrated in both English and the heritage language.

<u>Section Three</u>: Proofs that assessment and evaluation skills of student learning have been mastered.

Section Four: Proofs that classroom organization and management skills have been mastered.

Section Five: Proofs that background knowledge in learning theories and principles, language development, human development, educational foundations, sociocultural issues, individual differences, and individual and group motivation have been mastered.

While a final product, the portfolio is also intended as a learning tool. It is a result of many smaller, measurable products. A copy of this electronic document will be placed in the Learning Resource Center, much as a master thesis is so placed. The original accompanies the graduate and if desired, can be viewed by departments of education as part of the screening and hiring process.

Furthermore, the college has secured the proper faculty expertise for the technical aspects of this project and is presently purchasing the proper technology to incorporate and maximize the value of such an instrument. As an integral part of the technical component, the college's media studies program is developing student learning outcomes that can be shared with the education students.

Finally, as a graduation requirement, a faculty committee will review and assess the portfolio and administer an oral examination on the portfolio contents as further validation. In preparation for this final presentation, review, and oral examination the bachelor's program reserves a seminar course in the final semester concurrent with the final 540 hour practicum.

2.7 In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analysis of the achievement of the programs' learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.

2.7 <u>Commentary</u>

The college is only now attending to the measuring of student learning as the evidence of competency. The education division began this process in 1998 and has been involved in developing student learning measures since that time.

The division has worked with all divisions in analyzing student achievement and has taken the lead in training and assisting other faculty. At the same time, members of the division have learned from those outside of education/teacher training. Courses from all academic divisions, except business, will have competency evidenced in the portfolio.

A complete revised program review process has been suggested. Nevertheless, the bachelor program has been subject to review throughout the planning stages and the first year of implementation. For example, the program is recommended by the Planning Council and so stated in the plan priorities. The Planning Council must review priorities when meetings commence. Moreover, the bachelor program is also subject to review of program indicators in the performance-based budget documents. However such indicators

are only now becoming outcomes rather than activities and are not accurate measures of performance.

While awaiting the new program review process the education division stands ready with a program designed to measure proficiency at the program and course levels. Measuring competency and effectiveness has begun internally and is evidenced by the curriculum changes made within the curriculum to date. The bachelor program curriculum outcomes can only be properly assessed and reviewed once the program commences. But as noted the design lends itself well to almost any internal and external review process the division has reseached.

2.8 The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at all levels and of the kinds appropriate to the institution's purposes and character.

2.8 <u>Commentary</u>

While two and three year colleges are generally not obliged to evidence research and publication requirements, the college's faculty presently conduct valuable research and publish the results in professional literature. The Division of Natural Sciences and Mathematics has been particularly prolific, and the Division of Languages and Literature, the Division of Social Sciences, and the Division of Agriculture have also contributed to the literature in their respective fields. Moreover, many faculty hold memberships in several professional associations simultaneously. The education division pays for membership in the Association of Supervision and Curriculum and the National Association for Elementary School Principals.

When financially feasible, college faculty present academic papers at local, national, and international conferences. Most notable, this past year the languages and literature chair presented "Project-Based Learning Using Video" in April at the TESOL conference in Maryland. In October, the social sciences chair presented "A Social Science Curriculum for the 21st Century" at an international symposium at East China Normal University in Shanghai. The college's Staff Development Committee sponsored these academic exposures.

The education division itself is in a perpetual state of research. The bachelor's degree program alone represented hundreds of faculty hours in reviews of professional education literature. In spring 2001, the division presented a series of papers to the college community for review and comment. The contents of two such papers "On Curriculum" and " On Certification" explain the rationale for a four-year program and the necessary elements of addressing competency in teacher education programs. [V(42)] These papers summarized past weaknesses and served to make the college's position that curriculum results would be measured in terms of student achievement.

The portfolio, while not a new concept, sparked innovation among the faculty. The idea that every course in the bachelor's curriculum would contribute work that demonstrated student learning outcomes allowed for focus on measurements heretofore not considered. The addition of the recording of visual evidence of performance made the portfolio work even more exciting.

2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

2.9 Commentary

The linkages among scholarship, teaching, student learning, and service has been explained previously. The work described for the Palikir Laboratory School demonstrates this linkage.

2.10 Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

2.10 Commentary

In shaping the bachelor's program, the college relied heavily on its own experience and on information from external sources. The education division sponsored the *College of Micronesia-FSM Alumni-Education Survey Report*. While commissioned to validate plans for the bachelor's degree program, it provided a wealth of information on the levels of satisfaction of nearly 500 graduates and attendees in the four states. The survey indicates a high degree of satisfaction with past COM-FSM experience but highlights the demand for more training and more accessible training.

2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.

2.11 Commentary

All activities with the bachelor program are co-curricular in nature.

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

2.12 Commentary

The *School of Education Catalog* explains the requirements of the course as well as the advisor system and the advisor/student relationship.

The education division is placing all current education majors in the division database. Presently, education majors are spread around the faculty for advisement. With the bachelor's program, division personnel will advise all education majors.

Specific to the bachelor program will be a semester review of the electronic portfolio.

This is mentioned in the education catalog as is the faculty committee that reviews and administers the oral examination of the portfolio. This oral examination is to be completed during the final semester of the program.

2.13 Student support services-including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

2.13 Commentary

The college believes that student support services are adequate, as evidenced previously in the self study, to support the bachelor's program.

2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies and ensure such students are not unduly disadvantaged by transfer requirements.

2.14 Commentary

Information concerning transfer of credits can be found in the college's *General Catalog*.

Standard Three: Developing and Applying Resources and Organizational Structure

Faculty and Staff

3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.

3.1 Commentary

The education faculty and academic division faculty supporting the associate's degree level courses have been partially described. In August 2003, the division hired a science specialist. This particular expertise will be used to upgrade this content area in the bachelor's program. It has been determined that of all the content areas in FSM schools, science is in most need of attention. To that end, the science curriculum at the Palikir Laboratory School has been chosen as the first content area to receive additional emphasis. Together with a science methods specialist already employed, this new hire will oversee the science clinical experiences for students. Additionally, this person will instruct both junior year science content courses.

The additional two doctoral instructors necessary for the program have been discussed.

3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

3.2 Commentary

The self study has stated in sufficient detail that the institution and in particular the bachelor's program employs faculty in sufficient number and with sufficient expertise. The experience and educational backgrounds of the BEd Curriculum Committee has been prepared separately.[V(43)]

3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objective. Evaluation practices are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

3.3 Commentary

Evaluation practices for teaching effectiveness will now take on a much different approach. The idea that students are judged successful by accomplishing certain learning outcomes places some burden upon instructors to insure that a maximum number of students achieve the outcomes in any given course. Such a prospect is somewhat daunting and many college instructors have voiced concerns. While remote geographically, the college is globally connected as stated in the mission statement. As such, the college's faculty remains abreast of the controversies surrounding faculty evaluation as linked to successful student achievement. The faculty as a whole is cautiously assessing this notion as the arguments unfold.

Education faculty, on the other hand, must stand ready to accept some changes. Work done for the performance-based budget progress report revealed information heretofore only suspected. A grade report summary covering fall 2002, spring 2003 and summer 2003 was disturbing. During that period 75% of all education grades were A's and B's. This fact has made the student learning outcome approach even more welcome than before. A review of the course outlines and their measures gives the division renewed confidence in our ability to accurately measure performance and therefore produce a competent teacher.

Certain other aspects of evaluation may have to be looked upon differently with the advent of student learning outcomes in courses. One such may involve workload. In a September 2003 memorandum to the vice president of instructional affairs, the education chair commented on the time involved in delivering the ED301b Reading Method course. The chair noted that in order to evaluate student pronunciation, the professor was holding half hour sessions with each student. The chair pointed out that, in addition to the time required to assure the mastery of the student learning outcomes, the course now had additional clinical experiences at the Palikir Laboratory School. The chair estimated that as

many as 12-15 hours per week might be required to deliver that particular course, that is if the division were to assure mastery by the vast majority of students. Normally the chair estimates about two hours campus time per credit when assigning class loads. There could very well be a need to lessen the usual four to five course load normally expected of faculty and stated in the COM-FSM Faculty Handbook. [V(44)]

3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.

3.4. Commentary

Staff development for college personnel is limited. Scarcity of funds allows for a few conferences each year, spread thinly across the academic divisions. The bulk of the staff training budget is reserved for upgrading Micronesian faculty. Presently, the division's administrative specialist is pursuing his masters in administration under this program.

The education and languages and literature chairs are supporting scholarships for the master's level Micronesian linguist to pursue a doctoral degree.

3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered now and for the foreseeable future.

3.5. Commentary

The discussions in this report and previous information provided amply cover this standard.

3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and informational resources, services, and informational technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services, and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.

3.6. Commentary

Information resources, the LRC and technology are addressed in detail in this report.

3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

3.7. Commentary

Additional to the information technology resources and services discussed in the self study are two significant areas requiring additional technological resources beyond that offered to students in two-year degrees. These are to be found at the Palikir Laboratory School.

The importance of technology and the connectivity to the world of information for public schools cannot be dismissed and is a must for the 21st century. This message has been carried to the public by the college, but with little success. The FSM Telecommunication Corporation is the sole provider of internet service and charges $19.95 for five hours per month and $1.95 for each hour over five. There are reduced rates for networked computers, but even these are beyond school budgets that cannot provide textbooks or paper.

First, it is planned to build and operate a teacher-training studio. The studio will have the capacity to view and record clinical experience in 12 classrooms at the school. Students will gain valuable technical training and will help operate the studio. It is here where visual proofs of delivery competencies will be recorded for the bachelor program portfolio. It is here where the student learning outcomes in both content competency and delivery are measured and preserved.

Also planned is a 15-computer laboratory for students. The college has made arrangements to hook the school up to the college's wide area network with 24-hour connectivity.

A 20 unit computer laboratory for education and social sciences is to be set up in the in February 2004.

3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making.

3.8. Commentary

Discussions on aligning structures to facilitate decision-making at the college are well covered in this report.

The alignment of the bachelor's program to the system awaits the implementation of certain planning agenda items discussed in the ACCJC standards. Curriculum decisions are group decisions and as such carry the weight of the education division. In designing and seeking approval for the bachelor's degree, the education division has followed all existing internal structures.

The performance-based budget may soon serve as a decision-making mechanism. The college leads the nation in this concept and has assisted with training at state and national governments.

3.9. The institution has a governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

3.9. Commentary

According to our evaluation of the administrative requirements of the program, the addition of the degree program does not require expansion of the Board of Regents. The addition of this program has no bearing upon the BOR, as it shall remain an independent policy-making body.

A Memorandum of Understanding for a transition year at the Palikir Laboratory School was pending as of December 2003. This MOU between COM-FSM and the Pohnpei Department of Education ensures administrative control over the school curriculum and the ability to operate all clinical experiences at the school. The MOU, reviewed by the college attorney, places limited liability on COM-FSM but at the same time ensures the necessary control of the school to safeguard the quality of the clinical experiences and human resources at the school. This MOU will be presented to the BOR at the Spring 2004.

The final MOU is to be among the initial parties and the NDOE and the Sokehs Municipal Government. This document will be proposed for a ten year period. The four parties are scheduled to begin meetings the first week in February 2004.

3.10. The institution has a chief executive whose full-time responsibility is to the institution; together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.

3.10. Commentary

No administrative positions other than a dean for a proposed School of Education and a coordinator for the Palikir Laboratory School are anticipated. There will no longer be a need for a division chair with that position being upgraded to the dean position. The Palikir Laboratory School Coordinator is a budgeted position in the FY 2005 budget.

3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.

3.11. Commentary

The education division accepts the analysis in the ACCJC Standards with one additional comment. Members of the education division fully exercise academic leadership in matters of academic quality. A review of the BEd biographical packet in evidence lists all committees and relevant work accomplished, fulfilling this standard. [V(45)]

Standard Four: Creating an Organization Committed to Learning and Improvement

4.1 The institution periodically engages its multiple constituencies in institutional reflection and planning processes, which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of its plans and revises

them as appropriate.

4.1. Commentary

The need for the new program was identified and verified as part of the college's ongoing research efforts. Most recently a survey was provided to every teacher within the FSM. This survey was conducted in summer 2003 and referred to as the *Alumni-Education Division Survey Report-July 2003*. The survey return sample (N-498) of the targeted group (N=2260) was useful, especially for state campuses.

Community interviews were also conducted with legislators, community leaders, and education administrators. Their input contributed heavily to the design of the new degree program.

Moreover, from the survey responses it was determined that the existing teacher education options available in the FSM did not sufficiently take into consideration the cultural diversity, geography, and the baseline skills and needs of in-service teachers and potential education students within the FSM. In addition, only 4% of the respondents felt a bachelor degree program was unnecessary.

However, as the survey was conducted directly in the states, certain state issues became apparent. Stakeholders in the states naturally prefer training closer to their residence i.e., their home island or at least their home state.

The effectiveness of the program will be monitored and revisions made as appropriate.

4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.

4.2. Commentary

The matter of offering a bachelor's degree in teacher education at the college is a serious one and has always been considered such at the college. The difference between the rigor and breadth of the associate's and the bachelor's degree should be substantial. The student learning outcomes at the baccalaureate level should measure learning not only in greater breadth but greater depth as well.

Moreover, the college understands that increasing the breath and depth of measured learning that should be evidenced at the higher level requires resources beyond those found at the associate's degree level. The baccalaureate program learning outcomes require more resources and in some cases different kinds of resources. It is presumed and it must be demonstrated that the college understands the resource issues and has planned for them adequately. The college therefore chose certain additional evaluative methods rather than relying solely upon accreditation standards to assess this new curriculum.

COM-FSM Teacher Quality Assessment Instrument for Standards and Assessment
Planning began in earnest following the Teacher Quality Institute Needs Assessment conference in 2000 and 2001. At these conferences, the college's delegation interacted and worked with scores of teacher training institutions.

At a meeting of the North Central Regional Educational Laboratory (NCREL), each participating college rated teacher training curriculum items on an extensive needs assessment guide. Teacher training institutions rated themselves in four general areas. These were standards and assessment, contextual teaching and learning, meeting the needs of all students, and technology for teaching and learning. Rated in these categories were the curriculum areas of content courses, teacher preparation courses, and clinical or practicum experiences offered at a college. Institutions were then asked to rate themselves as in the beginning, developing, or optimal stages in their teacher training curriculum.

As the college was the only institution without an upper division teacher training curriculum, assessing the college as if it were a four or five year institution was a bit difficult. Nevertheless, the college delegation agreed the NCREL instrument could serve as an assessment guide for development of our four-year program. [V(46)]

In constructing the college's guide, the statements were judged for the delegation by the chair of the college's Division of Education. Values of one to five were given to the following statements:

1= Does not happen at all
2= Happens infrequently
3= Happens sometimes
4= Happens most of the time
5= Happens almost all of the time or always.

Using this scale, the delegation agreed that the education division could use this analysis as an informal way to keep track of our own program. The education chair agreed and this informal analysis is evidenced in the files.

Moreover, while the data derived was not meant to prove curriculum improvement for external purposes, internally the education division is pleased. These analyses are offered only to demonstrate that the education division did monitor improvement, albeit in an informal and qualitative manner.

Using this standards and assessment guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for academic content courses in the disciplines:

- Content courses are being aligned with professional and K-8 learning standards;
- Academic content courses are being evaluated using multiple assessments, including performance-based measures;
- Changes to programs and courses are being made when data indicate that modifications are needed; and
- Academic content courses are providing experiences through which pre-service teachers can enhance their academic content knowledge in ways that will support their teaching .

Using this standards and assessment guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for teacher preparation and professional courses:

- Teacher preparation courses are being evaluated regularly for their alignment with professional, state, and national standards;
- Faculty members are making changes based on formal, structured evaluations and checking to see that any changes made improve teacher preparation courses;
- Pre-service teachers' performances are being evaluated using multiple formal and informal assessment techniques;
- Pre-service teachers are using multiple formal and informal assessment tools in their own teaching. Examples are being provided of how standards guide K-12 student learning; and
- Pre-service teachers are understanding and interpreting local and national learning assessments and are using them to improve their teaching.

Using this standards and assessment guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for clinical experiences and K-8 school-college partnerships:

- Clinical experiences and partnerships are being evaluated collaboratively by in-service and college faculty;
- Clinical experiences and partnership settings use multiple K-12 classroom assessments that are connected to learning standards;
- Multiple assessment methods are being used to measure pre-service teachers' growth and development during clinical experiences;
- Clinical experiences are using established entry and exit requirements;
- All supervising and cooperative teachers are receiving training on how to supervise and mentor pre-service teachers;
- Clinical experiences are including a variety of practical experiences as well as a full semester practicum;
- Pre-service teachers are being placed with master and cooperating teachers carefully selected for their instructional expertise; and
- Assessment processes that measure pre-service teachers' growth are being designed to continue beyond college preparation into the first years of teaching.

COM-FSM Teacher Quality Assessment Instrument for Contextual Teaching and Learning

Using this contextual teaching and learning guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for academic content courses in the disciplines:

- Arts and sciences faculty and education faculty are establishing content themes emerging from agreed upon learning theories;
- An understanding of subject matter is being developed through student-centered approaches using inquiry and problem-solving methods;
- Faculty are modeling student-centered, inquiry-based teaching;
- Academic content courses are developing understanding about the role of the

family and community to learning and providing experiences that require pre-service teachers to become involved outside the college and the school settings; and

- Pre-service teachers are engaging in innovative teaching and learning practices in academic content courses.

Using this contextual teaching and learning guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for teacher preparation and professional courses:

- Current research and best practices in learning theory related to problem solving and authentic and reflective learning are being incorporated into the teacher preparation courses;
- Teaching is being viewed as a collaborative and interpersonal process. Pre-service teachers are working together to design and develop interdisciplinary instructional materials and activities;
- College faculty members are collaboratively planning across the disciplines in developing teacher preparation courses;
- Teacher preparation courses are providing experiences that enable pre-service teachers to debate problems of pedagogy by using problem-solving skills and other conceptual tools of teaching;
- Teacher preparation courses are including discussion and examples of why and how to connect community and family contexts to teaching and learning; and
- Teacher preparation courses are being connected to clinical experiences.

Using this contextual teaching and learning guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for clinical experiences and K-8 school-college partnerships:

- Clinical experience program development and implementation are being guided by student-centered learning theory, resulting in close alignment between clinical experiences and professional courses;
- In-service teachers are providing models and guiding pre-service teachers on the learning of K-12 students and their own practice;
- Clinical experiences are offering opportunities to spend time cooperating with in-service teachers from multiple disciplines and levels and with professionals who are working with families and children;
- Clinical experiences are providing opportunities for pre-service teachers to work together and with experienced teachers in developing and implementing pedagogically sound inquiry-and problem-based student projects that use a variety of authentic contexts; and
- Clinical experiences and partnership sites are being arranged to include family, community and work contexts.

COM-FSM Teacher Quality Assessment Instrument for Meeting the Needs of All the Students

Using this meeting the needs of all students guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for academic content courses in the disciplines:

- The voices of faculty and pre-service teachers from different backgrounds are being valued and accepted; and
- Program content and delivery are providing multiple ways to learn about and understand cultural and linguistic diversity and special education populations.

Using this meeting the needs of all students guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for teacher preparation and professional courses:

- Teacher preparation courses are presenting a well-articulated conceptual knowledge base about child/adolescent development and learning theory;
- Teacher preparation courses are being based on well-developed conceptualizations of diversity and inclusion;
- Special education and bilingual programs are being linked directly to regular education programs;
- Faculty and pre-service teachers from diverse backgrounds are making contributions and providing leadership throughout the teacher preparation courses;
- Pre-service teachers are learning to draw upon representations from K-12 students' own experiences and skills to develop a classroom climate that supports learning for all students; and
- Pre-service teachers are adapting instruction and services to meet the needs of culturally and linguistically diverse and special education students.

Using this meeting the needs of all students guide, the college is assuring stakeholders that the following developments are taking place in the bachelor's program curriculum for clinical experiences and K-8 school-college partnerships:

- Extensive and substantive clinical experiences are being designed for pre-service teachers to plan for and teach culturally and linguistically diverse and special education populations. These experiences help participants successfully confront issues of diversity that affect their teaching; and
- Clinical experiences in K-8 school-college partnerships are guiding pre-service teachers to reflect on knowledge, skills, and dispositions related to culturally and linguistically diverse and special education populations.

COM-FSM Teacher Quality Assessment Instrument for Technology for Teaching and Learning

Using this technology and teaching and learning guide, the college is assuring stakeholders that the following developments are taking place in the bachelor program curriculum for academic content courses in the disciplines:

- Program content and delivery are being designed to help pre-service teachers integrate technology into the classroom;
- Faculty members are modeling and encouraging pre-service teachers to use technology and other supports to solve problems, communicate, collaborate, and conduct research; and
- Pre-service teachers are participating in activities that promote equitable, legal, and ethical use of technology.

Using this technology and teaching and learning guide, the college is assuring stakeholders that the following developments are taking place in the bachelor program curriculum for teacher preparation and professional courses:

- Technology tools are being used for pre-service teachers' learning;
- Pre-service teachers are planning and delivering instruction using a variety of technology and related tools and other supports;
- Teacher preparation course assignments are requiring pre-service teachers to use technology to communicate, collaborate, conduct research, and solve problems related to teaching and learning; and
- Teacher preparation courses are providing opportunities for pre-service teachers to evaluate and make decisions about software and hardware appropriate for their classroom setting and for the learning needs of individual students.

Using this technology and teaching and learning guide, the college is assuring stakeholders that the following developments are taking place in the bachelor program curriculum for clinical experiences and K-8 school-college partnerships:

- Clinical experiences, partnership sites and the college have access to similar technology tools and have the capacity to collaborate with specialists to ensure access to appropriate technology and other supports for students with special needs, if required;
- All clinical experiences and partnership sites are providing examples of integration of technology into teaching and learning activities;
- Clinical experiences are focusing on teaching *with* technology rather than teaching *about* technology;
- In-service teachers are providing models for the integration of technology and other supports;
- Pre-service teachers are involved in a variety of school-based, integrated technology teaching activities; and
- School partnership sites are providing opportunities for new teachers to continue

developing their expertise with technology during their first years of teaching.

As mentioned, in 2000 all of the above statements were reviewed and Likert values were assigned. The difference between statistical means in different categories between 2000 and 2003 shows we have improved, at least in the college's own opinion. If pressed for quantitative data, the division is comfortable enough to say the individual and composite statistical means tell us that in 2000 the above were occurring infrequently and in September 2003, the education division believes the above are occurring most of the time.

The above is noteworthy only because it offers another and more specific way to look at the bachelor's program curriculum. Accreditation Standards provide the general structure but do not lend themselves to a value analysis of specific programs.

On the other hand, the college requests one specialized bachelor degree and no more. One specialized degree in elementary education requires additional resources for support. As noted earlier, the college has provided the financing for a curriculum resources room for teacher training. However, it is unlikely the college could provide such special support materials and research curriculum for upper division work in another area.

4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

4.3 <u>Commentary</u>

The entire planning process for the bachelor's program centers around the quantitative and qualitative data on FSM students in the elementary and high schools. Elementary schools take national standards tests in the 6th, 8th and 10th grades. Elementary school students also take a high school entrance examination in all states. High school students take the COM-FSM college placement test.

The results and analysis of student performance on these examinations are found in evidence. As a whole they indicate the general deficiencies in the English language and do give some specific skill weaknesses. As noted elsewhere the tests results rarely reach the school level. School by school results are published and used to identify good schools and put pressure on schools with lower mean scores. This practice makes no allowances for any factors than raw scores. The college speaks against this practice at every opportunity.

The college knows of no instance in the history of standardized FSM testing results being given to a classroom teacher. In the main testing has been a useless endeavor, at least in the improvement function of assessment.

4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.

4.4. <u>Commentary</u>

The state of assessment and approval processes has been well covered throughout this document. The education division endorses all planning agendas relating to this standard.

Independent of the ACCJC statements, the education division has stated its program with assurances at the course and program level. The division has demonstrated its adherence to this standard throughout the self study. The bachelor's program is new curriculum and it is new because it is purposely devised to produce competent teachers and measure that teacher candidly.

4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function are the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.

4.5. <u>Commentary</u>

The institutional strengths, and particularly the weaknesses, under this standard have been discussed and the education division acknowledges them.

Of particular note here are the division plans to follow-up the *College of Micronesia-FSM Alumni-Education Survey Report.* The education division, through SEPPIE, commissioned this report. Completed in July 2002, it provides adequate information regarding needs and desires and asks a few quality questions. Questions as "How well did your training at COM-FSM prepare you for your job?" and "How well did your training at COM-FSM prepare you for further studies?" began to give the education division some useful but preliminary ideas. The survey was intended for this purpose and not as a quality measure.

The bachelor's program will produce a product measured to college standards. The laboratory school and the extensive clinical experiences will provide a realistic educational environment in which to train, observe, and measure pre-service performance. The college has confidence that this is beneficial for a new teacher. The fact that no teacher will be permitted to graduate until competency is proven is important.

Nevertheless, follow up on graduate performance is now in the interest of the college. First year follow up will be for assisting purposes and for reinforcement tutoring if needed. Thereafter, a BEd database will allow for further tracking.

4.4 Leadership at all levels is committed to improvement based on the processes of inquiry, evaluation and assessment used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

4.4. Commentary

The former president of the college and her insights drove the movement toward this degree program. A former professor of education, she understood institutional effectiveness from the course and program levels, and as president and an ACCJC Commissioner she understood the issues surrounding assessment from that perspective. In July 2002, at the BOR meeting, the current college president heard the presentation of the bachelor's program for the first time. While the BOR sat and applauded the presentation, the new president stood and continued clapping. He turned to the BOR and said, "This is a fastball ahead of the curve" [V(47)] He has been an ardent supporter of the bachelor's degree from that day.

While the administration has enthusiastically supported the program, it has been faculty guided. That faculty has been discussed as have been the assessment processes followed while developing the curriculum.

The bachelor's program curriculum is the evidence the education division provides. The curriculum is a product of inquiry, and is evidenced by assessment and evaluation at all levels. Moreover, the college has noted the institutional assessment processes marked for improvement. The education division supports these improvements. Nevertheless, the bachelor's program curriculum has been the lead example of measuring and assessing learning. This evidence has also been provided.

4.5 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, pedagogy, and to the improvement of evaluation means and methodology.

4.5. Commentary

The education faculty is engaged in the teaching and learning processes on a daily basis. This is evidenced by the quality of the proposed curriculum and reflects the insights and vast experiences of the faculty.

As noted, Palikir Laboratory School provides the ideal situation to which this standard refers. The intensive assessment of 400 Palikir students has begun and will be completed by May 2004. No school in the FSM formally assesses its entire student body and uses the results for improvement. The national standards tests are given at three grade levels, in selected areas and to selected schools. Results are returned to the states, but never reach the classroom teacher. No teachers receive itemized results so that they might prescribe a remedy.

The college's testing at Palikir is included in the student clinical experiences, but is closely monitored by trained faculty. Palikir teachers are scheduled for assessment training in January and February 2004. It will require a combined effort of many, but no meaningful improvement can take place without this critical evaluation.

No curriculum standards for local languages exist and therefore no instruments have been devised. Assessments for vernacular languages will begin from ground zero. And

while there are state and national curriculum standards, these have not been assessed with any uniform instrument. Therefore the battery of tests is not finalized and instruments are still being devised.

However what is important to the college is establishing a base level for each student in language arts, mathematics, science and the social science. The college will probe for both skills and depth of understanding. Moreover, it is important that the college has set no expectations and will accept whatever is reported. The college is assessing for strengths but in reality we seek the weaknesses, those curriculum areas most in need of help.

Finally, student improvement at Palikir will be the final measure as to whether or not the college understands the teaching and learning process. If the college is able to identify student weaknesses and devise the proper treatments, students will improve and the question will be resolved. The matter will be further resolved as the education division continues to use results for improvement particularly as evidenced at the Palikir Laboratory School.

4.6 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.

4.6. Commentary

The education division has an advisory body that met in the late fall of 2001. The director of academic program selected that body and the record is filed as evidence. [V(48)] While that oversight committee has not met since that time, the education advisory committee is augmented by the four subcommittees presently charged with oversight in the development of the bachelor's curriculum. It is anticipated that in February 2004, the advisory committee will be called to order to review the work of the subcommittees. Those subcommittees are

- The BEd Curriculum Committee. Chaired by the education chair. Present membership: All education division personnel, all academic chairs, assistant librarian, bilingual, special education, and administrative representation are included.
- The BEd Portfolio Committee. Co-chaired by a multimedia/technical advisor and the education division chair. Present membership division chairs and education division.
- The Palikir Laboratory School Committee. Initially chaired by the director of academic programs, presently the education chair. Present membership includes representatives from Palikir School (principal), Palikir School Parent's Club (president), Pohnpei Department of Education (chief of elementary education), FSM Division of Education (assistant secretary), Sokehs Municipal Government (Chief Magistrate), and the education division chair.
- The FSM Teacher Corps Committee. Chaired by the vice president of instructional affairs. Present membership includes the education division chair and representatives from NDOE. Currently inactive, to be reactivated January 2004.

These last three subcommittees above will retain the oversight functions throughout

the development of their special area. However all work goes through the BEd Curriculum Committee for final review.

As noted in the ACCJC standards a new Advisory Board is to be formed to reflect the advisory needs of a bachelor's degree.

Section V. Evidence

V(1) Original Bachelor Program-July 2002-File A.
V(2) Copy of Report to BOR-December 2003 (unsent)-File B.
V(3) COM-FSM Bachelor of Education Curriculum Guide-Years 1-3-File C.
V(4) Original Data Establishing Projected FSM Teacher Shortage-File D.
V(5) Reports to the Chair-Glen Snider 2000-2002-File E.
V(6) Division Chair Workshop Files-File F.
V(7) Research File G.
V(8) Research File G.
V(9) Research File G.
V(10) Research File G.
V(11) Research File G.
V(12) Research File G.
V(13) FSM Teacher Certification Draft Regulation, November 2003-File H.
V(14) Third-Year Science Methods-Test Results-Notes-File I.
V(15) Division Chair Files-File J.
V(16) UOG File-File K.
V(17) UOG File-File K.
V(18) UOG File-File K.
V(19) UOG Course Outlines-File L.
V(20) Copy Goodwill Cooperative Agreement-Declaration of Inter Institutional Cooperation-File M.
V(21) 90 Competency Instrument-File N.
V(22) Conference Notes December 2002, March 2003-File O.
V(23)   Records and Notes MS100 Summer 2002-File P.
V(24) Student Handouts for Moving to Bachelor Program, April 2002-File Q.
V(25) Chair Notes Yap February 2002-File R.
V(26) IDEA/FSM P.L. 8-21-File S.
V(27) *Blue Ribbon Conference On Special Education Certification*, October 1998-File T.
V(28) Chair Notes-File V.
V(29) Draft-*School of Education Catalog*-File W.
V(30) Chair's Notes-File W2.
V(31) Workshop File-File X
V(32) Copies of TQEG Grant Work-File Y.
V(33) *Palikir Elementary School-School Improvement Plan 2003-2004*-File AA
V(34) Notes on Performance Reports-Office Files-File CC.
V(35) Certificates of Competency, Palikir Laboratory School-File DD.
V(3 6) ED210 Introduction to Professional Teaching Notes, Fall 2003-File EE.
V(37) *The Bachelor of Education Portfolio-Evidence of Competency*-File FF.
V(38) Curriculum worksheets -File GG
V(40) ED444 Course Outline -File HH
V(41) Substantive Change Report - FileII
V(42)Papers "On Curriculum" and "On Certification"-File GG.
V(43) Division Assessment Files-File MM

V(44) Memorandum of Understanding-Palikir Laboratory School - File-NN.
V(45) BEd biographical packet -- FileOO
V(46) NCREL notes - File PP
V(47) July 2002 BOR Meeting Minutes -- File QQ
V(48) Education Advisory Committee File-File 00

Partial List of Evidence in Team Room

College of Micronesia-FSM Act of 1992 (Public Law 7-79)
College of Micronesia-FSM Annual Reports: October, 1999-September 30, 2000;
    October, 2000-September 30, 2001
College of Micronesia-FSM General Catalog 2003-2005
Copies of policies cited
Curriculum Handbook
Faculty Handbook
FSM FMI Catalog
Graduation programs 1999-2003
Minutes of relevant committee and council meetings cited
Part-time Faculty Handbook
Performance Based Budget Institution-Level and Program Outcomes and Outcomes
    Measures Fiscal Year 2004
Personnel Manual
Report on math program outcomes
Sample entrance and placement tests
Strategic Plan 2001-2006
Student Academic Advisement Handbook
Student Handbook