# College of Micronesia – FSM

# Report of the President's Retreat 2007

**Office of Institutional Research & Planning**

*Background*

The college hosted over 115 participants in the 2007 President's Retreat held at the FSM China Friendship Sports Center from March 19 – 23, 2007.   The participants included representative of all six college campuses plus key national and state stakeholders.  Three main questions were addressed at the Retreat:

- Where are we?
- Where are we going?
- How do we get there?

*President's welcoming remarks*

In his opening remarks President James stressed a number of key areas.

- Need to review data, evidence and trends affecting the college
- Engage our stakeholders in their views and expectations of the college
- Determine how the college programs and services can best assist economic and social development of the nation
- The college cannot work in isolation from its stakeholders
- While what happens in the Retreat is important, of greater importance is how we implement the recommendations and decisions of the Retreat and we communicate the results
- To be successful our students need
    - Foundation skills
        - Basic skills
        - Thinking sills
        - Personal qualities
    - Competencies (productively use)
        - Resources
        - Interpersonal skills
        - Information
        - Systems
        - Technology

*Retreat design*

The Retreat was designed to be highly interactive with presentations being used to set the stage for in-depth discussions.  A key concept was to develop shared understanding of where the college is right now, what factors and trends are influencing the college and what are key issues and problems facing the college.  The last stage of the Retreat addressed priority problems and challenges facing the college leading to action plans and implementation.

To assist with promoting discussion and dialoguer participants were encouraged to use a series of simple tools.

- To help identify assumptions participants were recommended to separate what is *Known* "now" from what is *Unclear* and both from what is *Presumed* (by the person with the problem or his agent).
- To assist with problem identification participants were encouraged to ask - "Don't ask 'What's the problem,' ask 'What's the story?' That way you'll find out what the problem really is."
- To help better understand how systems affect the college participants were encouraged to ask - How did we (through our internal thinking, our processes, our practices, and our procedures) contribute to or create the circumstances (good and bad) we face now?
- To promote more proactive approaches to problem solutions participants were encouraged to ask two questions:
  - What possibilities for action exist?
  - What can we (I) do?

The Retreat also included discussion sessions that were directed at addressing specific issues:

- Staff senate - (who represents, how it is structured, should there be a single staff senate or one at each campus, etc.)
- Student body organization (same questions as above)
- Organizational chart (structure) evaluation
- What is the image of the college? What does the college want its image to be?
- Communication plan input

## *Where are we?*

Environmental scan presentations on internal and external factors affecting the college. Presentations were provided on:

### Internal to the college - Monday morning (March 19, 2007)
- College data & Environment (Jimmy Hicks & IRPO staff)
- Teaching and Learning (Jean Thoulag, Benson Moses & Grilly Jack)
- Tutoring, Retention & student support (Ringlen Ringlen)
- Image of the college (Joseph Saimon)
- Role of CRE (Jim Currie)
- Infrastructure (Francisco Mendiola)
- Available financial & support resources (Penselyn Etse, Faustino Yarofaisug)
- Human Resources (Rencelly Nelson)
- Funding trends (Danny Dumantay)
- Technology trends (Gordon Segal)

### External (Within FSM) Monday afternoon (March 19, 2007)
- Economics (Charles Musana)
- Political (Spensin James & John Haglelgam)
- World Park (Howard Rice)
- Migration & Demographics (Jimmy Hicks)

- Data on FSM Education System (Burnis Danis, FSM NDOE)
- FSM State Issues (Panel - Jojo Peter, Kalwin Kephas, Penny Weilbacher, Lourdes Roboman, Matthias Ewarmai)

**External (Outside FSM) Tuesday Morning (March 20, 2007)**
- Accreditation (Joseph Saimon, Sue Moses)
- Reauthorization of Higher Education Act (Ringlen Ringlen, Jim Currie, Dayle Dannis)
- Comparison of college with peer institutions (William Mailpiy, Willy Edwin & Jimmy Hicks)

Presentations were to provide data and evidence related to internal and external factors affecting the college. Presenters were requested not to present solutions at this stage of the Retreat.

## Concurrent sessions

A series of concurrent sessions were held to review the environmental scan presentations and develop a shared understanding of the current status of the college. The concurrent sessions for <u>Where are we?</u>

*Session 1 Concurrent sessions*
1. How do trends in teaching and learning impact the college? (2 groups)
2. How do trends in tutoring, retention & student support affect the college? (2 groups)
3. What is the attitude of the college? (What stories do we tell each other?) (2 groups)

*Session 2 Concurrent sessions*
4. How does accreditation impact the college?
5. How is the new organizational structure affecting the college? 2 groups (1 - focus on IC & SSC; 2nd general)
6. How do we interact with the FSM Education Sector (elementary & secondary; public & private)?
7. What are factors affecting quality of incoming and outgoing students?
8. What is the role and current level of assessment activities at the college? (course, program & institutional)

*Session 3 Concurrent sessions*
9. How do different stakeholders view the college? (National & state leaders, students, parents, employers, etc.) (2 groups)
10. Where are we in terms of equity of facilities and development of the facilities master plan?
11. Understanding the World Park concept and how it can assist the college with development of the FSM and meeting the college's mission?
12. Understanding CRE's role in assisting the college in development of the FSM and meeting the college's mission?

*Session 4 - Retreat wide activities*
13. Campus roles and relationships (2 groups)
14. What steps is the college taking to meet its mission? (2 groups)
15. SWOT (Strengths, Weaknesses, Opportunities & Threats) exercise for the college (2 groups)

Two different sections conducted SWOT exercise. The results of those SWOTS are included in appendix B.

## Where are we going?

*Prioritize issues & challenges*

Based on the results of the sessions (Where are we?) sessions were conducted to answer the question of (Where are we going?). Of specific concern was to identify prioritized problem

statements to guide college improvement planning.  The exercises resulted in the five problem statements found in the following section.

## How do we get there?

Based on the identification of prioritized problem statements, sessions were conducted to identify action strategies to address the major problems facing the college.  Following are the problem statements as identified in the where are we going sessions and the action strategies in the how to we get there sessions.

*Problem statements and strategies to address those problems*

1. **There is insufficient dialogue and information exchange between external stakeholders and the college in regard to economic and social development needs, program development, service delivery and funding for students and the college.**  The college needs to:
   a. Improve dialogue and information exchange between the College and stakeholders pertaining to funding for students and the college.
   b. Improve dialogue and information exchange between the College and stakeholders pertaining to the delivery of College services.
   c. Improved communication and exchange of information between stakeholders and the college for program development/improvement.
   d. Improve dialogue and information exchange between the College and stakeholders pertaining to College programs and services related to economic growth and social development.
2. **Inadequate development, understanding and application of quality standards for an effective student centered learning environment.** The college needs to:
   a. Enhance/develop and implement quality standards throughout the system in all areas.
   b. Improve understanding of standards
   c. Assess/use results as basis for decision making
3. **Governance processes including development, implementation and evaluation do not include all necessary internal and external stakeholders.**  The college needs to:
   a. Develop implementation plan for Communication Policy
   b. Develop implementation plan for Governance Policy
4. **The academic level of the majority of incoming students is inadequate to meet college level standards.** The college needs to:
   a. Improve dialogue and communication between NDOE, SDOEs and the college to improve K-12 & 13 educational outcome
   b. Promote the value of education among all stakeholders
   c. Incorporate with K12 in designing and implementing to raise the awareness and importance of vocational education/technical programs
5. **The success and retention rate of students at the college is less than 40%.** The college needs to:
   a. Enhance working relations with K-12 to bridge the gap for students entering college (increase the number and/or percent of degree students entering the college, reduce the number and/or percent of under prepared students entering the college, provide realistic expectations to students entering the college, provide supplemental course and programs, etc.)

    b.   Increase quality and effectiveness of remedial programs at the college.
    c.   Promote programs and services (retention plan, increased tutoring, improved advising, mentoring etc.) that increase student success and retention within the College
    d.   Improve quality control in student services College wide.
    e.   Improve quality control in administrative services College wide.
    f.   Ensure consistency and quality of instructional services College wide
    g.   Improve facilities and technology availability and accessibility.
    h.   Develop and implement an institutional assessment plan.
    i.   Improve the image of the College

*Follow up and implementation*

Follow up on the Retreat has already stated with presentations to the BOR in its March 2007 meeting in Chuuk and training/briefing/discussions with Chuuk campus faculty, staff and students on the Retreat and immediate implement of key strategies including a communications plan to implement the communications policy adopted by the Broad and implementation of the Shared Governance Policy.

The following page provides a cross reference for implementation of the problem statements and action strategies with interventions that the college will or is taking in addressing the concerns of the Retreat.  The college is taking immediate action to address the recommendations of the Retreat.

The problems statements are also being reviewed to determine if changes are needed to the strategic plan objectives and strategies.

For more information including copies of presentations, working sessions and results/recommendations of the Retreat does not hesitate to contact the Office of the President, Vice President for Administration and Office of Institutional Research and Planning.

| Problem statement & action strategies | Interventions |
|---|---|
| 6. **There is insufficient dialogue and information exchange between external stakeholders and the college in regard to economic and social development needs, program development, service delivery and funding for students and the college.** The college needs to:<br>a. Improve dialogue and information exchange between the College and stakeholders pertaining to funding for students and the college.<br>b. Improve dialogue and information exchange between the College and stakeholders pertaining to the delivery of College services.<br>c. Improved communication and exchange of information between stakeholders and the college for program development/improvement.<br>d. Improve dialogue and information exchange between the College and stakeholders pertaining to College programs and services related to economic growth and social development. | 1a – d: Incorporate into development of the college's communication plan. |
| 7. **Inadequate development, understanding and application of quality standards for an effective student centered learning environment.** The college needs to:<br>a. Enhance/develop and implement quality standards throughout the system in all areas.<br>b. Improve understanding of standards<br>c. Assess/use results as basis for decision making | 2a & 2c: Incorporate action strategies into development of the i) institutional assessment plan (IAP) (set up a process for quality standards), ii) improvement of reporting, iii) key indicators of the strategic plan iv) governance structure & v) enrollment management indicators.<br>2b: Include in training of above items. |
| 8. **Governance processes including development, implementation and evaluation do not include all necessary internal and external stakeholders.** The college needs to:<br>a. Develop implementation plan for Communication Policy<br>b. Develop implementation plan for Shared Governance Policy | 3a: Communications plan development<br>3b: Governance policy implementation |
| 9. **The academic level of the majority of incoming students is inadequate to meet college level standards.** The college needs to:<br>a. Improve dialogue and communication between NDOE, SDOEs and the college to improve K-12 & 13 educational outcome<br>b. Promote the value of education among all stakeholders<br>c. Collaborate with K12 in designing and implementing a plan to raise the awareness and importance of vocational education/technical programs | 4a & 4b: Incorporate into development of communications plan & reporting of results on i)COMET, ii) IAP results & iii) TRIO<br>4c: Incorporate into development of i) communications plan and ii) retention (& recruitment) plan |
| 10. **The success and retention rate of students at the college is less than 40%.** The college needs to:<br>a. Enhance working relations with K-12 to bridge the gap for students entering college (increase the number and/or per cent of degree students entering the college, reduce the number and/or per cent of under prepared students entering the college, provide realistic expectations to students entering the college, provide supplemental course and programs, etc.)<br>b. Increase quality and effectiveness of remedial programs at the college.<br>c. Promote programs and services (retention plan, increased tutoring, improved advising, mentoring etc.) that increase student success and retention within the College<br>d. Improve quality control in student services College wide.<br>e. Improve quality control in administrative services College wide.<br>f. Ensure consistency and quality of instructional services College wide<br>g. Improve facilities and technology availability and accessibility.<br>h. Develop and implement an institutional assessment plan.<br>i. Improve the image of the College | 5a: Incorporate into development of communications plan<br>5b: Incorporate into development of the i) IAP, ii) retention (& recruitment) plan, & iii) increase training for remedial instruction and support services<br>5c: Develop a retention (& recruitment) plan<br>5d, 5e, 5f: Same as problem statement 2 above<br>5g: Incorporate into revision, improvement and expansion of enrollment management indicators, and facilities master plan<br>5h: IAP<br>5i: Develop a plan that indicates how each part of the college contributes to its image |

Appendix A – President's Retreat Agenda Layout

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Morning**<br>8:00 – 9:00 AM<br>Refreshments<br>9:00 AM - Noon | Welcoming Environmental scan presentations on trends impacting the college | Environmental scan presentations on trends impacting the college | Where are we? | Where are we going? | How do we get there? |
| **Afternoon**<br>1:30 PM – 5:00 PM | Environmental scan presentations on trends impacting the college | Where are we? | Where are we going? | Where are we going? /How do we get there? | Reception 6:00 PM Nantehlik (PCR) |

Appendix B – Strengths, Weaknesses, Opportunities & Threats (SWOT)

College of Micronesia – FSM
President's Retreat 2007
Group 1

SWOT Analysis Tool

| Strengths: | Weaknesses: |
|---|---|
| • Cultural diversity<br>• Sole higher educational institution<br>• Team work , multi-tasking and dedicated personnel<br>• Community relations, open communications and good sense of direction<br>• Variety of services and affordability<br>• Staff development and Benefits<br>• Excellent leadership<br>• Proximity of services<br>• Facilities and backup generator | • Funding and Sense of autonomy<br>• Geographical location and transportation<br>• Inconsistency of policy implementation and administrative advocacy<br>• Insufficient facilities and technology accessibility<br>• Recruitment: Delayed hiring practices and fast turnover of staff<br>• Lack of educational tools<br>• Duplication of efforts and resources |
| **Opportunities:** | **Threats:** |
| • Accreditation and credibility enhances the image as well the opportunity for $$$<br>• Community relations/social development, world park/global standing and connections<br>• Staff development to improve expertise<br>• Deeper appreciation of cultural diversity and center of Excellence in Micronesian studies<br>• Scientific exploration and research center, expand partnerships<br>• 4-year institution<br>• Distance education<br>• Capability to provide manpower | • Accreditation, funding, poor economy<br>• Community retaliation, culture, parents<br>• Competition; University of South Pacific<br>• Politics<br>• Undisciplined students and under prepared students<br>• Poor health, drug/alcohol/tobacco etc.<br>• Poor morality, insufficient security/background check |

| Session #: | 15 |
|---|---|
| Session Title: | SWOT Analysis of the College |
| Group #: | 1 |

| Strengths: | Weaknesses: |
|---|---|
| • Being the sole national college<br>• Having unique cultural mixture<br>• Having CRE<br>• Economic and social development<br>• Decent facilities and staff<br>• Refund<br>• Financially stable<br>• Accessible to clients and stakeholders, presence in all fsm states, Respond to local student(s) needs, proximity.<br>• World Park is coming soon<br>• COM-FSM has a diverse staff/faculty<br>• Friendship center/complex<br>• Able to receive grants from different countries<br>• In a position to respond to national development plan, to address their priorities: tourism, agriculture, apprenticeship, vocational programs<br>• Strive to improve, assessment, transparency,<br>• Being supported by national govt.<br>• Excellent LRC/media center/collections<br>• Proximity to COM Land Grant Office<br>• Articulation that has been established w/ other institutions.<br>• Modern Technology available.<br>• Expandable National campus, room to grow for facilities/programs/enrollment.<br>• Affordable Tuition<br>• Partnerships and collaboration with NGO's.<br>• Student exchange programs | • Depend on tuition generated income, 60%<br>• Not responsive to K – 12 gap situation<br>• Cannot attract highest qualified personnel due to low salary, especially faculty.<br>• Excess resources required to address students w/ academic deficiencies.<br>• Remedial developmental programs not as effective as expected.<br>• Vocational programs seen as dumping grounds for under-prepared students<br>• Poor/insufficient facilities at state campuses.<br>• Lack of Job placement program for students<br>• Poor student recruitment process<br>• Land grant/CRE extension given too low a priority.<br>• State campuses rely too much on part time instructors.<br>• Transfer of credits to other universities<br>• Lack of campus spiritual ministry<br>• States feels College is responsibility of National govt., Funding, Land etc.<br>• High drop out/non-completion rate<br>• Not having an automated student records system across all campuses, difficulty getting transcripts, etc.<br>• Distance/inadequate transportation create challenges w/ original document exchange.<br>• Limited academic and other programs<br>• Not enough tutorial/mentoring; no list for deficient students<br>• Not responsive enough to people w/ disabilities.<br>• Lack of program assessment data from stakeholders.<br>• Limited/no programs for FSM languages.<br>• Limited implementation of ELS, international English, etc. approaches to English instruction<br>• Inefficient technology & poor performance |
| Opportunities: | Threats: |
| • Staff Development<br>• Can be an agent in economic development for FSM<br>• Opportunity to become a 4 year institution and beyond.<br>• To address work force training; adult education, existing workforce<br>• Partnerships with other institutes higher education to deliver programs collaboratively<br>• Distance education<br>• Presidents retreat<br>• Support from other govt.(s) and international organizations<br>• Cultivate unity among all the FSM states, foster national identity.<br>• Partnerships w/ private sector interest.<br>• Stewardship of unique languages, culture and traditions<br>• Bridge the gap (k – 12) for college ready students.<br>• World Park<br>• Improve the tutoring program<br>• Supplemental programs at high school level, e.g. English speaking/writing course, peer tutoring (college/high school)<br>• Single-Degree 4 year program, under a separate accreditation authority; e.g. bachelor degree in education to address national priority. If we don't fill the need, someone else will.<br>• Land Grant PhD staff as adjunct faculty<br>• Provide high quality FSM languages program | • Political interference / loss of confidence<br>• Refund checks considered source of income by families, money not used for school.<br>• Economic decline, compact step-down<br>• Natural Disasters<br>• Pell / US grants vulnerable to US congress, reauthorization of postsecondary education act.<br>• Competition from other institutions; e.g. USP, US Colleges,<br>• Spending too much on remedial education<br>• Not spending enough on remedial education<br>• Too much emphasis on English proficiency prolongs students enrollment in degree program<br>• Unreliable infrastructure<br>• Off island procurement system very complicated, expensive<br>• Attention to detail<br>• Trying to do too much w/ limited resources, reduplication of efforts; spread too thin<br>• Employee settle for mediocrity<br>• Lack of involvement in finding solutions by some of the college community |

# *President's Retreat 2007 Participants*

| Agency | Title | First Name | Last Name |
| --- | --- | --- | --- |
| College of Micronesia | Executive Director | Singeru | Singeo |
| COM-FSM | Administrative Specialist IRPO | Willy | Edwin |
| COM-FSM | Instructor | Dana | Lee Ling |
| COM-FSM | Instructor | Benson | Moses |
| COM-FSM | Coordinator College Work Study | Faustino | Yarofaisug |
| COM-FSM | Secretary | Quly | Alex |
| COM-FSM | Director IRPO | Jimmy | Hicks |
| COM-FSM | Secretary | Lerihna | Lebehn |
| COM-FSM | Research Specialist IRPO | William | Mailpiy |
| COM-FSM | Construction Supervisor | Alfred | Olter |
| COM-FSM | Instructor | Koisimy | Rudolph |
| COM-FSM | Instructor | Magdalena | Hallers |
| COM-FSM | Instructor | Sylvia | Henry |
| COM-FSM | Counselor | Lucy | Donre |
| COM-FSM | Student Services Aide | Bollie | Ludwig |
| COM-FSM | Sponsored Programs Facilitator | Dayle | Dannis |
| COM-FSM | Student Services Assistant | Partricio | Ramirez |
| COM-FSM | Student Services Specialist | Patrick | Werthog |
| COM-FSM | Student Services Specialist | Arinda | Swingly |
| COM-FSM | Coordinator Peer Counseling Center | Ermine | Walliby |
| COM-FSM | College Nurse | Benina | Ilon |
| COM-FSM | Director SSSP | Morehna | Rettin-Santos |
| COM-FSM | Tutor SSSP | Tataake | Yeeting |
| COM-FSM | Instructor | Joe | Habuchimai |
| COM-FSM | Director of Campus Life | James | Yangelou |
| COM-FSM | Counselor | Penselynn | Etse |
| COM-FSM | Registrar | Joey | Oducado |
| COM-FSM | Chair Micronesian Studies | Mariana | Ben Dereas |

| Agency | Title | First Name | Last Name |
|---|---|---|---|
| COM-FSM | Chair Exercise Sports Science | Rachel | Hollinsworth |
| COM-FSM | Counselor | Henry | Wilson |
| COM-FSM | Chair Business Division | Joe | Felix |
| COM-FSM | Secretary | Myrinda | Mori |
| COM-FSM | Student Activities Specialist | Castro | Joab |
| COM-FSM | Vice President for Administration | Charles | Musana |
| COM-FSM | Vice President Student Services | Ringlen | Ringlen |
| COM-FSM | CRE Agent | Engly | Ioanis |
| COM-FSM | Associate Professor, Researcher-LG | Flordeliza | Javier |
| COM-FSM | Assistant Director for LG | Jackson | Phillip |
| COM-FSM | Secretary | Anmerihter | Thozes |
| COM-FSM | Bookstore Manager | Martin | Mingii |
| COM-FSM | Vice President for Instructional Affairs | Jean | Thoulag |
| COM-FSM | Student Services Assistant | Ambelly | Jacob |
| COM-FSM | Student Services Assistant | Iansin | Johnson |
| COM-FSM | Dorm Manager | Johnson | Sepeti |
| COM-FSM | Director for DCR | Joseph | Saimon |
| COM-FSM | President | Spensin | James |
| COM-FSM | Counselor | Lore | Nena |
| COM-FSM | Student Services Specialist | Akiko | William |
| COM-FSM | Comptroller | Danny | Dumantay |
| COM-FSM | Director OAR | Arlene | Dumantay |
| COM-FSM | Peer Educator, Peer Counseling | Mike | Ioanis |
| COM-FSM | Clerk, OAR | Marion | Luke |
| COM-FSM | Director Maintenance | Francisco | Mendiola |
| COM-FSM | Coordinator Security | Warren | Ching |
| COM-FSM | Data Processing Assistant | Arbel | Ben |
| COM-FSM | Professor, Education | Susan | Moses |
| COM-FSM Chuuk Campus | Counselor | Marcello | Ham |
| COM-FSM Chuuk Campus | Instructor | Roger | Arnold |
| COM-FSM Chuuk Campus | Student Services Coordinator | Switer | Eter |

| Agency | Title | First Name | Last Name |
|---|---|---|---|
| COM-FSM Chuuk Campus | Director | Joakim | Peter |
| COM-FSM Chuuk Campus CRE | Assistant State Campus Director-LG | Ansina | Kony |
| COM-FSM CRE | Vice President for CRE | Jim | Currie |
| COM-FSM Kosrae Campus | Student Services Coordinator | Willer | Benjamin |
| COM-FSM Kosrae Campus | Director | Kalwin | Kephas |
| COM-FSM Kosrae Campus | Instructional Coordinator | Nena | Mike |
| COM-FSM Kosrae Campus CRE | Researcher. | Virendra | Verma |
| COM-FSM LRC | Director | Sue | Caldwell |
| COM-FSM LRC | Librarian | Bruce | Robert |
| COM-FSM Pohnpei Campus | Director Upward Bound Program | Churchill | Edward |
| COM-FSM Pohnpei Campus | Specialist SS & Recreation | Edwin | Sione |
| COM-FSM Pohnpei Campus | Director | Penny | Weilbacher |
| COM-FSM Pohnpei Campus | Fiscal Officer | Twyla | Poll |
| COM-FSM Pohnpei Campus | Maintenance Supervisor | Tim | Franklin |
| COM-FSM Pohnpei Campus | Coordinator SBDC | Herman | Semes |
| COM-FSM Pohnpei Campus | Contract Specialist | Merins | Race |
| COM-FSM Pohnpei Campus | Coordinator Student Services | Jeff | Arnold |
| COM-FSM Pohnpei Campus | Director | Penny | Weilbacher |
| COM-FSM Pohnpei Campus | Counselor | Cynthia | Edwin |
| COM-FSM Pohnpei Campus | Campus Nurse | Marlou | Gorospe |
| COM-FSM Pohnpei Campus | Secretary Student Services | Yoneko | Kanichy |
| COM-FSM Pohnpei Campus | Counselor Student Services | Stanley | Etse |
| COM-FSM Pohnpei Campus | Acting Director Talent Search | Rita | Hadley |
| COM-FSM Pohnpei Campus | Instructor - Math | Evelyn | Tadena |
| COM-FSM Pohnpei Campus | Instructor - English | Shirley | Jano |
| COM-FSM Pohnpei Campus | Instructor - Vocational Education | Gardner | Edgar |
| COM-FSM Pohnpei Campus | Assistant Professor | Howard | Rice |
| COM-FSM Pohnpei Campus | Associate Professor | Phyllis | Silbanuz |
| COM-FSM Pohnpei Campus | Instructional Coordinator | Maria | Dison |
| COM-FSM Pohnpei Campus | Specialist Student Services | Rita | Hinga |

| Agency | Title | First Name | Last Name |
| --- | --- | --- | --- |
| COM-FSM Yap Campus | Instructional Coordinator | Gilmoon | |
| COM-FSM Yap Campus | Director | Lourdes | Roboman |
| COM-FSM Yap Campus CRE | Researcher | Murukesan | Krishnapillai |
| Embassy of the USA | OIA Field Officer - DOI | J. Victor | Hobson Jr. |
| FSM FMI | Director | Matthias | Ewarmai |
| FSM FMI | Vocational Instructor | Valerio | Ken |
| FSM FMI | SS Specialist, Registrar | Santus | Sarongelfeg |
| FSM FMI | Instructional Coordinator | Marcelino | Jibemai |
| FSM Government | Deputy Secretary for HESA | Midion | Neth |
| FSM Government | FSM TC & I | Rahman | Tajmilur |
| FSM Government | Assessment & Evaluation Specialist | Burnis | Danis |
| FSM Government | Project Manager, ADB BSS | Louise | Simpson |
| FSM Government | Assistant Secretary for Education | Weldis | Welly |
| FSM Government | Vocational Education | Jesse | Sidney |
| FSM Government | EMIS | David | Syne |
| FSM Telecom Corp. | Administrative Manager | Ludickson | Edward |
| Kosrae State Legislature | Chairman for ED & Cultural Affairs | Jefferson | Timothy |
| Pohnpei State Government | Curriculum Pohnpei DOE | Reynold | Albert |
| Pohnpei State Legislature | Chairman for Committee on Education | Naiten | Phillip |

**College of Micronesia – FSM**
**Mission, Values, Goals and Objectives**

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

**Values**
Learner-centeredness, professional behavior, innovation, honesty and ethical behavior, commitment and hard work, teamwork and accountability

**Strategic Goals and objectives**
The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

**SPG1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively**
    a. Promote quality teaching and learning-centered behaviors and environments for the six campuses
    b. Make developmental course an institutional priority
    c. Enhance faculty involvement in the college

**SPG2. Provide institutional support to foster student success and satisfaction**
    a. Promote strategic enrollment management for the College Of Micronesia-FSM
    b. Become more student-centered in the development of specific college system policies and procedures
    c. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value
    d. Develop a student-friendly campus environment that encourages and enables student to be health conscious

**SPG3. Create an adequate, healthy and functional learning and working environment**
    a. Provide for adequate facilities to support a learning community
    b. Provide for maintenance and upkeep of grounds, facilities and equipment
    c. Provide for a safe, secure and effective college environment

**SPG4. Foster effective communication**
    a. Enhance communications pathways
    b. Provide communications infrastructure to support communications pathways
    c. Enhance the college community's ability to communicate effectively

**SPG5. Invest in sufficient, qualified, and effective human resources**
    a. Provide on-going professional development of faculty and staff
    b. Recruit and retain qualified personnel to allow delivery of quality services
    c. Update personnel policies and procedure to meet on-going human resource needs

**SPG6. Ensure sufficient and well-managed fiscal resources that maintain financial stability**
    a. Enhance new and existing revenue resources to promote growth and increase cost effectiveness
    b. Diversity resources of the college
    c. Budgeting and resource allocation
    d. Develop and implement college sustainability plans that will lead to the careful stewardship of natural and man-made resources, saving of revenue, and enhancement of the college experiences,; serves as a model for the nation

**SPG7. Build a partnering and service network for community, workforce and economic development**
    a. Increase involvement of the community in college affairs
    b. Enhance and promote employment opportunities
    c. Develop new and enhance existing programs to meet the changing educational and workforce needs of our communities
    d. Provide cooperative Extension Services to the community

**SPG8. Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity**
    a. Increase community involvement in college affairs
    b. Cultivate respect for individual differences, and champion diversity

**SPG9. Provide for continuous improvement of programs, services and college environment.**
    a. Improve institutional assessment and evaluation
    b. Integrate planning, evaluation and resource allocation for continuous improvement
    c. Increase research and data driven decision making
    **d.** Develop an integrated data system

**Strategic Plan 2006 – 2011 adopted Board of Regents September 2006**

**WASC Accreditation Standards**

**WSI: Institutional Mission and Effectiveness**
A: Mission - defines the institution's purposes, student population, and commitment to achieving student learning.
B. Improving Institutional Effectiveness - The institution demonstrates effort to produce support, measure, evaluate and improve student learning by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance.

**WSII: Student Learning Programs and Services**
A: Instructional Programs – The institution offers continuously improving instructional programs
B: Student Support Services – The institution offers continuously improving student support services
C: Library and Learning Support Services – Library resources are sufficient and accessible by all.

**WSIII: Resources**
A: Human Resources – The institution employs quality human resources to provide quality services
B. Physical Resources – The institution operates physical resources (facilities, equipment, land and other assets) to support its needs
C. Technology Resources – Technology planning integrated with institutional planning and supports learning and services.
D. Financial Resources – Financial Resources planning integrated with institutional planning and supports learning and services.

**WSIV: Leadership and Governance**
A. Decision-Making Roles and Processes - The institution recognizes ethical and effective leadership enables the institution to identify institutional values, set and achieve goals, learn, and improve.
B. Board and Administrative Organization - designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

**WASC Recommendations to the College of Micronesia - FSM**

**WR 1: Improve Communication** - The college must develop and implement a collaborative process that includes all, identifies roles of members and committees, and use dialogue as means to develop, document, implement and evaluate SLO for instructions and student services.

**WR 2: Improve Communication** - The college must set administrative responsibilities across all sites for continuity of instructional and student services therefore aligning all instructional programs to VPIA, student services to VPSA, and Library services to LRC Director.

**WR 3: Improve Communication** – Systematic evaluation of Recommendation 1 and 2 to facilitate a cycle of continued improvement.

**WR 4: Integrate Planning** - The college must develop and implement college-wide planning that includes all sites and individuals, and integrates planning aspects, data, research, and college plans.

**WR 5: Identify and Assess Student Learning Outcomes** - The college must develop, measure, evaluate, and implement SLO to determine the effectiveness of college programs and services on student learning.

**WR 6: Create Continuity** - The college needs to standardize instruction, student services, learning environment, and quality instruction in areas like policy manuals, comprehensive and consistent student services, adequate facilities especially for Chuuk site.

**WR 7: Diversity Board Membership** - Membership of the college's Board of Regents must have the diversity of viewpoint that is required by its own policy, national law and accrediting standards

**WR 8: Securing Permanent Site for Chuuk Campus** - The college must make significant progress in securing the Chuuk High School campus as the site for COM-FSM's permanent Chuuk state campus or, if it unable to within its deadline of 2008, find another acceptable site.

**WR 9: Develop Physical Master Plans** - The college must develop physical master plans, with the appropriate financial plans for each state campus to ensure facilities equity with the national campus, and allow the state campuses to provide instructional and student services that are consistent [with] the strategic and educational master plans of the college.