

College of Micronesia-FSM High Performance Team

Mini-Work Plan

Student Success

Submitted to

American Association of Community Colleges
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Introduction

Subsequent to dialogue with our team coach, Byron McClenney and presentations on priorities, goals, and barriers to performance, our team discussions quickly narrowed around the [College of Micronesia-FSM Strategic Plan 2013-2017](#). Early agreement was reached that our six strategic directions with multiple goals and many measures of success were diffusing efforts and consequently diluting focus, effectiveness, performance, and achievement.

Few team members could recite all six strategic directions, and none could recite all of the plan goals. To increase Strategic Plan achievement and the morale that accompanies both clarity of focus and success, the team unanimously concurred the college should focus on one priority for fiscal year (FY) 2016.

Focus on Student Success is identified by College of Micronesia-FSM (COM-FSM) as the first of six strategic directions in the Strategic Plan 2013-2017. The team recognized the five additional strategic directions support achievement of the college's first priority, *Student Success*, in multiple direct and indirect ways (see Table 1). The college mission, vision, Strategic Plan, and accreditation process support student success. And, during the August 15, 2014, annual convocation, COM-FSM renewed its commitment to student success. These deductions made *Focus on Student Success* the obvious priority for FY 2016.

Informed by analytical, conceptual, structural, and social thinking, behavioral preferences, and based on discussions to prioritize the strategic directions, the team re-confirmed *Student Success* as the priority and overarching, or *über goal* for the mini-work plan.

Table 1. College of Micronesia-FSM has six strategic directions for the vision of where it wants to go as an organization from 2013 to 2017.

2013-2017 Strategic Directions ¹	2015-2016 Focused Priority
<p>1. Focus on student success <i>The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between "access and success" with appropriate career pathways for learners.</i></p> <p>2. Emphasize academic offerings in service to national needs <i>The College of Micronesia-FSM will increase the number of 4-year program opportunities while also strengthening the career and technical educational opportunities for non-college-bound students.</i></p> <p>3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs <i>The College of Micronesia-FSM will generate diversified revenue sources, create an allied foundation, and accumulate reserves and endowment assets.</i></p>	<p>Student success <i>The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between "access and success" with appropriate career pathways for learners.</i></p>

4. Invest in and build a strong capacity in human capital

The College of Micronesia-FSM will support and strengthen faculty, staff, and administrators through establishment of aspirational goals for credentialing and funding professional development and building upon organizational and leadership capacity.

5. Become a learning organization through development of a learning culture guided by learning leaders

The College of Micronesia-FSM will operate under the assumptions that learning is a skill and is worthy of investment and mastery, and that the communication of information and participatory governance are pivotal to organizational success. There will be support of the time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement through double-loop learning and systematic thinking.

6. Evoke an image of quality

The College of Micronesia-FSM will be viewed as a model institution for best practices exhibited through quality, excellence, and integrity of both employees and graduates. The college will maintain regional accreditation without sanction for the maximum six-year cycle allowed by the Accrediting Commission for Community and Junior Colleges: Western Association of Schools and Colleges.

¹Approved by the COM-FSM Board of Regents, May 6-7, 2013.

Areas of Emphasis

The following components in support of, and integrated with student success were identified:

- Measures of Student Success,
- Planning & Resource Allocation,
- Accountability, and
- Continuous Quality Improvement.

Measures of Student Success

Even with focus narrowed on student success, COM-FSM currently has many institution-set standards (a USDE and accreditation term) for measuring student success (see Table 2). In our Strategic Plan these are referred to as *measures of success*. The team again agreed focus should be narrowed, as it is too difficult to have everyone focused on achieving so many targets. The three measures of success selected were:

- Course Completion,
- Retention, and
- Degree Audit.

Course completion and retention are ways to track students from access to success. These were selected over other measures because they indicate additional likely successes, such as time to degree completion, withdraws, persistence, and graduation rates, for example. Course completion rates also reflect differences in faculty performance and can lead to purposeful dialogue around pedagogy and curriculum changes.

Degree audits will be used to assess if students are completing their program and for tracking cohorts. Degree audits will also offer data on known areas where the college needs to do better such as class scheduling; and, more effectively serving the number of students enrolled on a program by ensuring adequate faculty, class sections, and classroom space. We hope degree audit data will also lead faculty to thoughtfully review programs for curriculum changes.

The college will increase course completion rates, retention rates, and degree audits, through *active collaboration* of the department of student services with the department of instructional affairs in order to assess, improve, and implement better student services processes. These collaborative initiatives include creating a system that improves performance of students in developmental courses to accelerate their progress toward a degree; timeliness and accuracy of advising and referrals by adopting a computer software program to coordinate and integrate the faculty advising program with existing counseling and tutoring programs; improved tutoring program including orientation training, improved student life and residential experience.

Table 2. College of Micronesia-FSM institution-set standards and benchmarks with medium and long-term targets provides an overview of status and progress on the strategic plan. Standards are set for student learning, achievement as well as student services, and financial standards.

College of Micronesia - FSM								
Institutional Set Standards & Strategic Plan Measures of Success								
	Institutional Set Standard (benchmark)	Measures of Success (1-3 year target)	Measures of Success (5 year target)	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Measures of success standards - fall semesters								
Percent of student enrolled full time (enrolled for 12 or more credits) fall semesters	59.9%	64.6%	66.6%	67.8%	66.6%	66.6%	69.2%	74.6%
Percent of students earning 12 or more credits fall semesters	35.4%	38.1%	39.3%		41.1%	36.5%	37.4%	44.6%
Average student credits enrolled (Fall)	10.3	11.1	11.4	11.5	11.4	11.4	11.7	12.0
Average student credits attempted (Fall)	9.2	9.9	10.2		10.3	10.2	10.4	10.5
Average student credits earned (Fall)	7.9	8.5	8.8		9.1	8.8	9.1	9.5
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	71.4%	76.9%	79.3%		81.2%	79.3%	77.2%	75.9%
Enrollment by gender (Fall) % women	48.6%	52.4%	54.0%	53.3%	51.6%	54.4%	53.4%	53.6%
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	49.6%	53.4%	55.1%	59.10%	63.8%	55.1%	64.90%	65.40%
Course completion (Fall) % ABC or P	61.5%	66.3%	68.3%		67.9%	68.3%	68.0%	67.9%
Per withdrawals (not to exceed)	8%	6.6%	6.8%		7.8%	6.8%	6.5%	6.2%
Course Student Learning Outcome (CSLO) Completion Rates	TBD	TBD	TBD					
Program Student Learning Outcome (PSLO) Completion Rates	TBD	TBD	TBD					
Enrollment ratios	73.8%	79.5%	82%	78.5%	81.9%	84.6%	87.1%	84.4%
Average Class Size	16.5	17.8	18.3	17.9	18.3	19.3	20.6	20.3
Measure of Success Standards - spring semesters								
	Standard		Target					
Persistence rate fall to spring	70.6%	76.0%	78.4%	78.4%	78.4%	81.2%	75.3%	83.8%
Average student credits enrolled (Spring)	10.3	11.1	11.4	11.4	11.4	11.7	12	11.9
Average student credits attempted (Spring)	8.8	9.5	9.8	10.6	10.6	10.3	9.8	9.9
Average student credits earned (Spring)	7.4	8.0	8.2	8.9	9.3	8.9	8.2	8.7
Course completion Spring % ABC or P	56.3%	60.6%	62.5%	68.3%	62.5%	66.2%	65.9%	68.7%
Withdrawals	13.9%	12.2%	12.6%	10.5%	12.6%	9.2%	8.2%	9.8%
Course Student Learning Outcome (CSLO) Completion Rates	TBD	TBD	TBD					
Program Student Learning Outcome (PSLO) Completion Rates	TBD	TBD	TBD					
Enrollment ratios	74.7%	80.5%	83%	77.65	83%	82.9%	72.20%	76.40%
Average Class Size	16.8	18.1	18.7	17.2	18.7	19.1	16.7	17.5
Measure of Success Fall Cohorts								
	Standard		Target	Cohorts				
Graduation rate (full time cohort) 100%	3.6%	3.9%	4.0%	Fall 2010	Fall 2009	Fall 2008		
Graduation rate (full time cohort) 150%	11.9%	12.8%	13.2%	13.20%	12.4%	11.9%		
Measure of Success Fall								
	Standard		Target					
Percent of college revenue coming from Pell Grant								
Measure of Success Fall								
	Standard		Target	Fall 2014	Fall 2013	Fall 2012	Fall 2011	
Retention rates for faculty and staff	92.00%	94.00%	96.00%		97.1%	93.0%	98.4%	
Faculty/staff by state of origin (Micronesian)	73.00%	74.00%	77.00%		76.5%	76.0%	77.1%	
Percent of filled positions	TBD	TBD	TBD					
Instructional faculty work load*	TBD	TBD	TBD					
Student/student services staff ratio*	75.0	67.0	65.0		65.2	67.8	74.7	
Resident Hall Occupancy Rate Fall Semesters								
	Standard		Target	Fall 2014	Fall 2013	Fall 2012	Fall 2011	
Male Resident Hall	72.0%	77.6%	80%	74.7%	92.0%	92.0%	80.0%	
Female Resident Hall	72.0%	77.6%	80%	69.3%	88.0%	102.7%	101.3%	

An illustration (see Figure 1) was created and adopted to convey a common understanding of how student success is supported and achieved. The illustration will be used to communicate to stakeholders that student success links to all areas of the college and is the responsibility of all

faculty, staff, and administrators of the college. *Effective communication* portrays a cycle of information sharing regarding the relationship to, and impact on planning and resource allocation, the extent to which we are accountable to the measures of success, and results of continuous quality improvement to achieve student success.

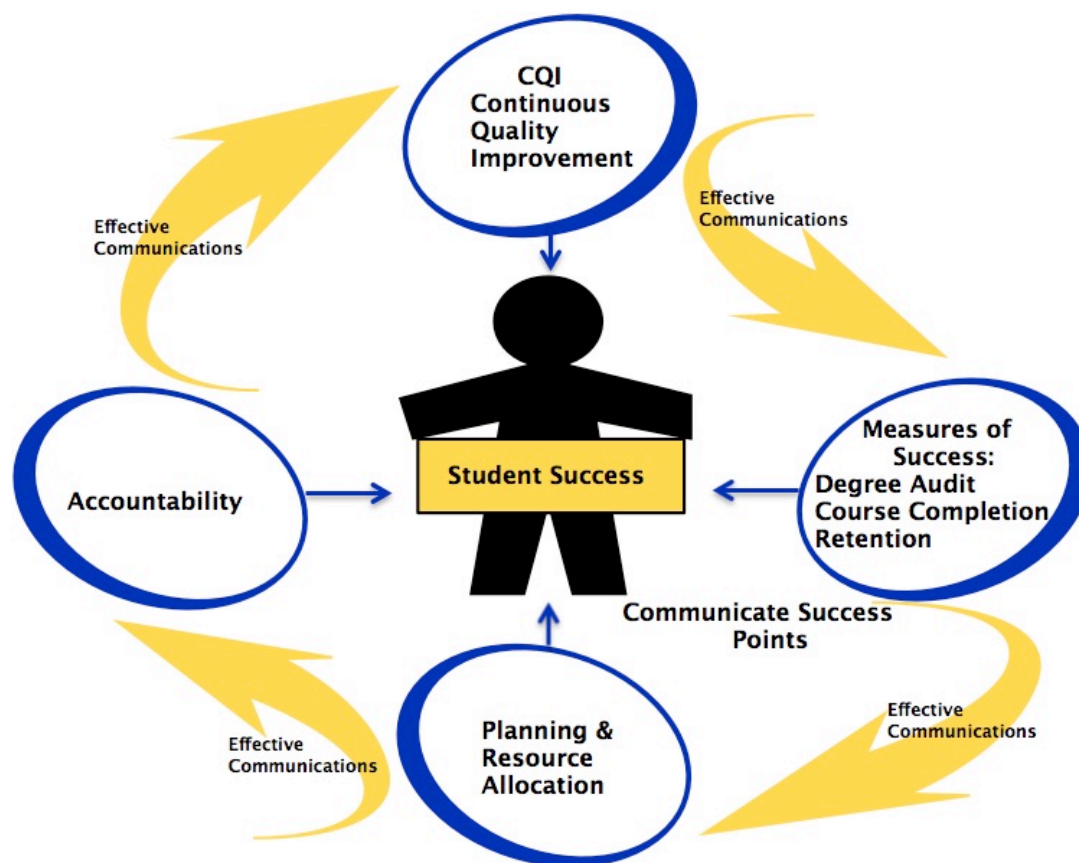


Figure 1. College of Micronesia-FSM's focus on student success.

The illustration has at its core the college's overarching goal for 2015-2016, *student success*, and *effective communication* as what propels the four components. Another salient element of this cyclical process is that *success points* are communicated to students and the faculty. One key to success in getting students to succeed is being completely transparent with them about your expectations (M. Kelly, *About Education*, 2015). Students should be informed of choices and actions that lead to greater chances of success.

Planning and Resource Allocation

The budget for FY 2016 has already been developed and received approval from both the COM-FSM Board of Regents and the National Government; however, the college is able to redistribute resource allocations. To that end, the team has committed to revisiting the budget and realigning resources to support the student success priority and specifically efforts focused on the three measures of success identified.

The college will continue to ensure processes and procedures link planning, evaluation, and resource allocation at the college through its strategic planning and reporting; program assessment and program review; and allocation of resources through its budget development and resource management. The governance structure of the college allows for collective review and decision-making on planning, assessment and evaluation, and resource allocation.

Accountability

Articulating expectations, clarity in responsibilities, clear timelines, and holding individuals accountable is critical towards achieving the overarching goal. This avoids “counterfeit agility” when team members are not adequately informed for what they are responsible and how their performance will be judged – “clarity is the key to empowerment” (G. McKeown, *Essentialism: The Disciplined Pursuit of Less*, 2014). Accountability demonstrates that individuals are responsible for achieving student success.

To foster accountability, the college will ensure the strategic direction priority focus — *student success* — is widely and clearly communicated so that all employees *buy-in*, take responsibility, and commit to this priority. All good performance starts with clear goals (Ken Blanchard, *Creating a High Performance, Values-Aligned Culture*, 2001).

Continuous Quality Improvement

The college will continuously improve its achievement of student success, programs, and services through a *systematic process* that links planning, evaluation, feedback, and resource allocation to data on measures of student success. CQI is also requisite for maintaining college accreditation by meeting and exceeding standards.

Work Plan

A time plan for the general work around our *Focus on Student Success* was developed for now through the end of FY 2016 (see Figure 2).

Time Plan

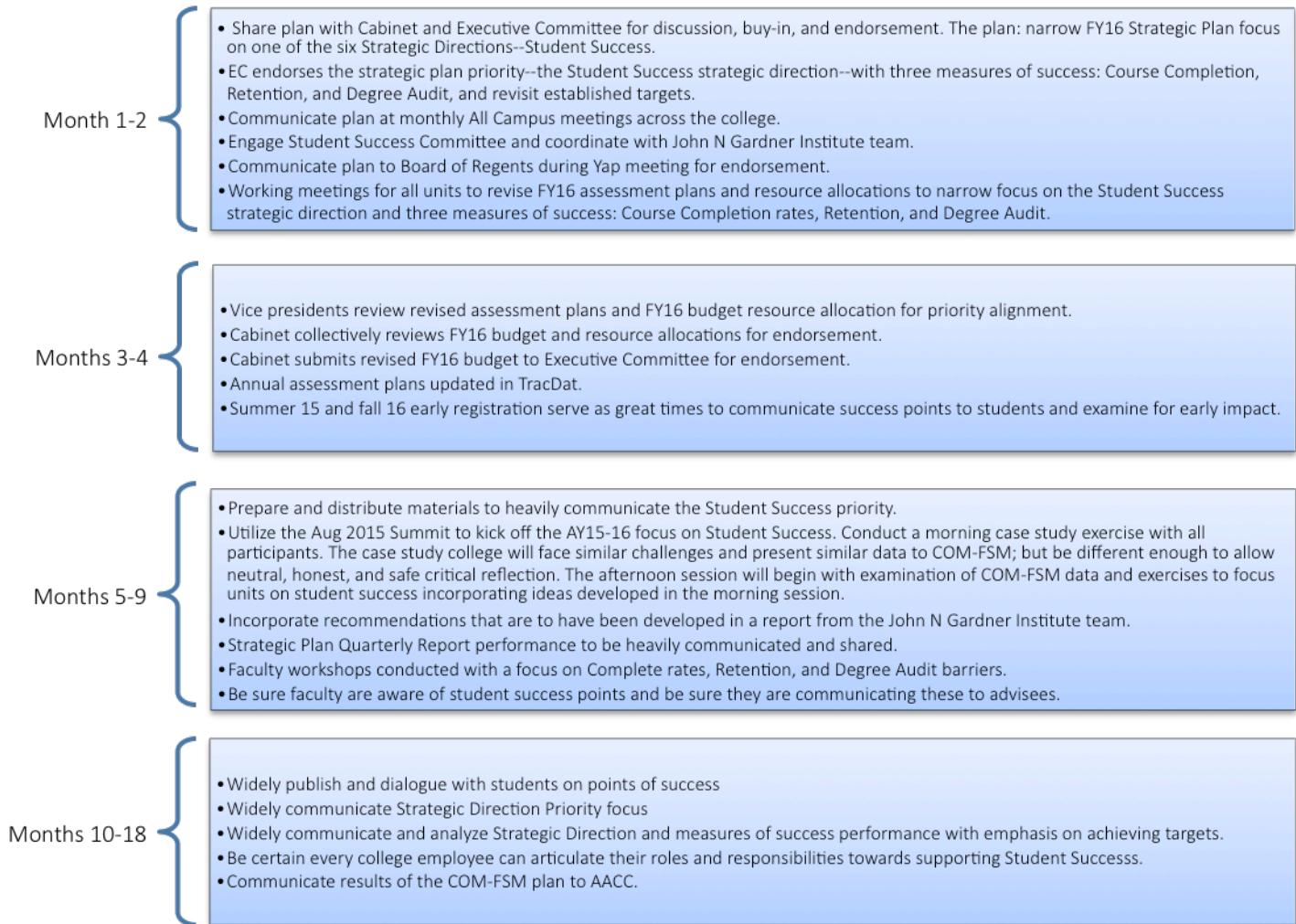


Figure 2. Time plan for completion of major deliverables of the College of Micronesia-FSM High Performance Team mini-work plan.