

College of Micronesia – FSM
President’s Office
FY 2014 *First Quarter Performance Report*¹
October 1 – December 31, 2013

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.

Vision

College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of the diverse Micronesian communities we serve.

Strategic Directions:

- *Focus on student success*
- *Emphasize academic offerings in service to national needs*
- *Be financially sound, fiscally responsible, and build resources in anticipation of future needs*
- *Invest in and build a strong capacity in human capital*
- *Become a learning organization through development of a learning culture guided by learning leaders*
- *Evoke an image of quality*

Focus on student success

Office	Accomplishments	IEMP #	ACCJC Standard
Pres.	Collaborating with NDOE on a comprehensive K-12 education plan. <small>(need link)</small>		

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

Emphasize academic offerings in service to national needs

Office	Accomplishments	IEMP #	ACCJC Standard
Pres.	Dialoguing with Pohnpei State and national Health Services to partner on a dispensary to service the surrounding community and our public health and nursing programs. <small>(need link)</small>		
	Graduated 19 students through the University of Guam Bachelor of Arts in Elementary Education program and 1 student for Master of Arts in Reading.		
	Graduated 30 students through the San Diego State University Masters of Arts in the Education Program		

Be financially sound, fiscally responsible, and build resources in anticipation of future needs

Office	Accomplishments	IEMP #	ACCJC Standard
Pres.	The Friends of the College of Micronesia-FSM qualifies as tax exempt status under IRS 501(c)(3) as public charity. <small>(Need link)</small>		
Pres.	Beca space utilization study to inform our short and long term facilities planning was completed and presentation made to the Board in December. <small>(need link)</small>		
Pres.	Received \$100,000 donation from Tan Holdings to the Friends of College of Micronesia-FSM foundation. <small>(http://www.comfsm.fm/myShark/news/item=753/mod=03:14:29)</small>		
	FY 2015 budgets for operations, FSM FMI, Board of Regents, and auxiliary enterprises approved by the board in December.		

**Be financially sound, fiscally responsible, and build resources in anticipation of future needs –
Measures of success**

Endowment and Fund balance

- Percent decrease in fund balance per year will not exceed five (5) percent.
- Dollar amount and percent change in endowment per year. Target for fundraising is \$50,000 annually. The Friends of the College of Micronesia – FSM foundation is currently being organized and will be setting endowment targets in AY 2013/14.

Invest in and build a strong capacity in human capital

Office	Accomplishments	IEMP #	ACCJC Standard
	Faculty member completed her masters in arts from University of Guam in		

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

Office	Accomplishments	IEMP #	ACCJC Standard
Pres.	Implementing master planning calendar to guide completion of the strategic plan in 2017 and preparations for the next ACCJC comprehensive visit in spring 2016 (need link to evidence)		

**Become a learning organization through development of a learning culture guided by learning leaders
– Measures of success**

**Learning Organization
Learning Centered Community Colleges**

The Learning College is based on six key principles (O'Banion) :

- The Learning College creates substantive change in individual learners.
- The Learning College engages learners as full partners in the learning process with learners assuming primary responsibility for their own choices.
- The Learning College creates and offers as many options for learning as possible.
- The Learning College assists learners to form and participate in collaborative learning activities.
- The Learning College defines the roles of learning facilitators by the needs of the learners.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

Policies

- One hundred (100%) percent of policies to be reviewed and updated by 2016.

Evoked an image of quality

Office	Accomplishments	IEMP #	ACCJC Standard
Pres.	Accreditation maintained (http://www.comfsm.fm/accreditation/2013/results/07_03_2013_College-of-Micronesia-FSM.pdf)		
Pres.			
Pres.	Re-administering the Forum Lecture during Fall 2013		
Pres.			

Evoked an image of quality – Measures of success

Internal

- Recognition of excellence awards annually.
- Accreditation reaffirmation

External

- Alumni and employer survey: Surveys revised based on strategic plan and to be administered in Spring 2014 to set baseline data.

Department Response to Self-Identified Issues: Planning Agendas

Office	Planning Agenda Item	ACCJC Standard	Work Completed & Evidence
President	The college president in his FY 2011 performance budget established outcomes to renew, update and/or review current articulation agreements at the college and develop at least one new articulation agreement each year for the next three years.	IIA6a (1 of 1)	
President	To increase fund raising activities to generate more funds for the endowment.	IIID2c-e (1 of 2)	£ Raised \$ through local fundraising events.
BOR	Beginning with the first meeting of 2010, the Board of Regents will undertake an annual review of its established policies with a report of the results published within one month of the review. The administration will place policies to be revised on subsequent board agenda for review and action.	IVB1e (1 of 1)	

Institutional Effectiveness Indicators Update² (*dashboard approach*)

NOTE: IRPO will prepare recommendations on what should be reported each quarter, but generally this section is intended to be a quick overview of critical Institutional Effectiveness Indicators related to Students, Human Resources, Finances, Financial Aid, Facilities & Security, etc. **For example (what indicators to report on may vary from quarter to quarter):**

Institutional Effectiveness Indicators

Students

- Enrollment by campus, gender, state of origin, student type, etc.
- Percent of students full time enrolled and earned 12 or more credits
- Average students credits enrolled, attempted and earned
- Percent of students in good academic standing
- Enrollment by genders, state of origin and campus
- Student/faculty ratios
- Student success rates in ACE and General Education Programs
- Student success rates by campus and degree type
- Resident Halls fill ratio
- Average class size
- Tutor and counseling contacts
- LRC usage rates
- Etc.

Financial Aid

- Percent of students receiving financial aid
- Percent of students on financial aid suspension
- Percent of students receiving scholarships
- Average financial aid received

Financial

- Expenditures by funding sources (ESG, SEG, etc.)
- Expenditures against strategic direction
- Expenditures against cost category

Human Resources

- Retention rates for faculty and staff
- Faculty/staff by state of origin
- Percent of filled positions
- Instructional faculty work load
- Student/student services staff ratio

Facilities & Security

- Tracking of Total Cost of Ownership against targets
- Summary of security incidents

Assessment

- Percent of program reviews completed

² Additional detail may be found on the college website: <http://www.comfsm.fm/> and IRPO <http://www.comfsm.fm/?q=irpo>. For questions contact: rschplanning@comfsm.fm.