



**College of Micronesia-FSM**  
**Strategic Plan (2013-2017)**  
**Evaluation Report for 2014-2016**  
**Department of Institutional Effectiveness and Quality Assurance**  
May 2016

## Overview

COM-FSM has a Strategic Plan that helps establish the future of the college and that helps the college fulfill its mission statement:

### **Mission Statement**

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

This *Strategic Plan Evaluation Report* (SPER), which covers the period from fall 2014 through spring 2016, provides an assessment of COM-FSM's 6 Strategic Directions and 9 Strategic Goals.

### **Strategic Plan (2013-2017) Strategic Directions**

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

Interviews with college vice presidents provided information on major activities against strategic directions. In addition, the report's contents, evidence, and recommendations are influenced by:

- the college's December 15, 2016, *Self-Evaluation of Educational Quality and Institutional Effectiveness*,
- the March 8-17, 2016, *External Evaluation Report*,
- the Community College Survey of Student Engagement (CCSSE) and the National Community College Benchmark Project (NCCBP), which provide data comparisons and rankings against other community colleges across the Pacific and the United States, and
- the college's Institution-Set Standards (ISS), Mission Fulfillment Indicators, recent Integrated Postsecondary Education Data System (IPEDS) surveys, and institutional data, against which tracking and progress of improvement is based.

## Strategic Direction and Goal Assessments

### **Strategic Direction One: Focus on student success**

*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.*

**Strategic Plan Goal 1.1:** Providing collaborative institutional support to advance student success by promoting student engagement and Institutional Student Learning Outcomes.

#### **Measures of Success**

- 1.1.1: Institution-Set Standards (ISS): meet all ISS and achieve all 5-year stretch targets
- 1.1.2: Community College Survey of Student Engagement (CCSSE) five benchmarks: exceed the benchmark score of 50 for all five benchmarks
- 1.1.3: Guided pathways for two-year programs: review and create at least two guided pathways annually

### **Measure 1.1.1: Institution-Set Standards and Five-Year Stretch Targets**

To measure performance of Strategic Plan Goal 1.1, and in compliance with US Department of Education (USDE) regulations and accreditation standards, the college established Institution-Set Standards (ISS) of performance and developed stretch targets for improvement over the five years of the Strategic Plan (Table 1). ISS were derived from longitudinal institutional performance data and represent an institutional commitment to perform above these set standards at all times.

- Currently the college is meeting all 13 of the ISS that can be measured (100%) (Table 1). One ISS has not been measured due to a lack of readily aggregated data.
- The college has achieved 11 out of 13 measurable five-year targets (84.6%) (Table 1). The 14th target cannot be measured yet.
- In a July 2016 [\*Action Letter\*](#), the Accrediting Commission for Community and Junior Colleges (ACCJC) issued a recommendation for which the college must follow-up in October 2017: ***Commission Recommendation 1:*** *In order to improve, the College should re-evaluate its institution-set standards and provide evidence showing that standards and measures of success are appropriate for its student population, reflect improvement, and support its stated mission. (I.B.3)*

Aggregated data are not yet readily available to determine Course Student Learning Outcomes (CSLO) completion rates for general education. These CSLO data are provided on individual faculty course level assessment reports, but these data reported, and the form in which they are reported, is variable and not standardized. Moreover, these data are per course, but may not include other information on the students that would allow for analyzing student subpopulation performance. The college is evolving the Student Information System (SIS) to have faculty directly enter these data each term, and this will allow the college to attach data to each student, and thus allow disaggregation to examine student subpopulation trends, as well as a means for readily aggregating this large volume of student learning data for overall performance analysis. The college is targeting fall 2016 for the evolution of the SIS, and spring 2016 as the first semester where faculty would provide these data directly into the SIS so that the Institutional Research and Planning Office (IRPO) can then readily extract them for analyses. As a transition, in fall 2016, faculty will provide CSLO achievement data as their course level assessment report, and these data will be aggregated “by hand”. Until those data are

available for achievement determination, this item has not been marked as either “achieved” or “not achieved” (and thus not considered in the performance measures).

**Action**

The ISS are to be reviewed beginning with the Visioning Summit 2016. Based on college-wide input and recommendations from IEQA, the ISS and the ISS *measures of success* targets will be raised in fall 2016 to address the Commission Recommendation, and because nearly every target originally established has been achieved. Consideration will also be given to ISS that should be added or deleted.

**Table 1: Institution Set Standards and Strategic Plan Measures of Success**

Measures of success	Institution Set Standard (ISS)	Measures of Success		Current Data	Performance	
		1-3 year target	5 year target		Against ISS	Against 5-year target
Percent of student enrolled full time (enrolled for 12 or more credits) fall semesters	60.0%	64.6%	66.6%	64.7% Fall 2015	4.7%↑	-1.9%↓
Percent of students earning 12 or more credits fall semesters	36.0%	38.1%	39.3%	40.1 Fall 2015	4.1%↑	0.8%↑
Average student credits enrolled (Fall)	10.3	11.1	11.4	11.3 Fall 2015	1.0 ↑	-0.1↓
Average student credits attempted (Fall)	9.0	9.9	10.2	10.4 Fall 2015	1.4↑	0.2↑
Average student credits earned (Fall)	8.0	8.5	8.8	9.1 Fall 2015	1.1↑	0.3↑
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	72.0%	76.9%	79.3%	81.9 Fall 2015	9.9%↑	2.6%↑
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	50.0%	53.4%	55.1%	66.0% Fall 2014 to 2015	16.0%↑	10.9%↑
Course completion (Fall) % ABC or P	62.0%	66.3%	68.3%	71.8 Fall 2015	9.8%↑	3.5%↑
Percent withdrawals (not to exceed) <sup>1</sup>	≤10.0%	6.6%	6.8%	6.3 Fall 2015	-3.7%↓	0.5%↓
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	65.0%	TBD	TBD	TBD <sup>2</sup>	Not yet available	Not yet available
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	65.0%	75.0%	80.0%	67.5% Fall 2013	2.5%↑	-12.5%↓
Persistence rate fall to spring	71.0%	76.0%	78.4%	87.9% Fall	16.9%↑	9.5%↑

<sup>1</sup> Percent withdrawals ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

<sup>2</sup> The Student Information System (SIS) will be modified for fall 2016 to collect these data for future reporting.

Measures of success	Institution Set Standard (ISS)	Measures of Success		Current Data	Performance	
		1-3 year target	5 year target		Against ISS	Against 5-year target
				2015 to Spring 2016		
Graduation rate (full time cohort) 100%	4.0%	3.9%	4.0%	6.1 % Co-hort 2012	2.1%↑	2.1%↑
Graduation rate (full time cohort) 150%	12.0%	12.8%	13.2%	16.1% Co-hort 2012	4.1%↑	2.9%↑
Green = Achieved standard or target Yellow = Within (-)3% points of standard or target Red = Below (-)3% points of standard or target						

### Measure 1.1.2: Community College Survey of Student Engagement (CCSSE)

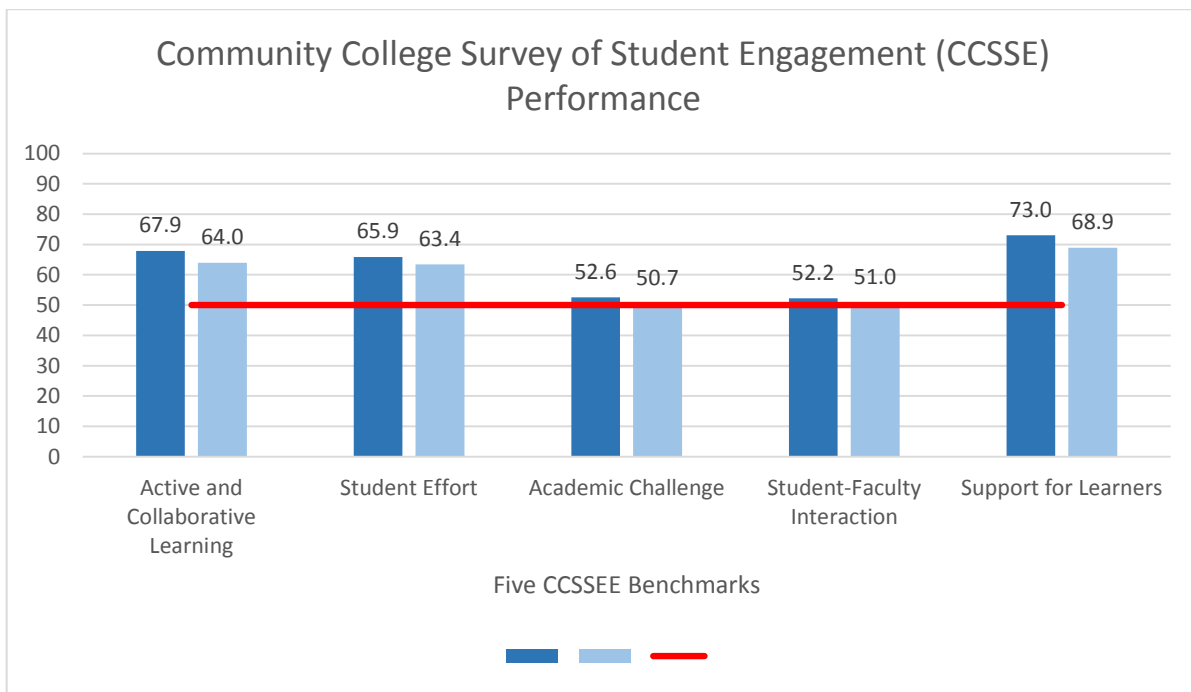
The college administered the [CCSSE](#) for the first time in spring 2013 to establish baseline data. The CCSSE was administered the subsequent spring 2014 with a plan to administer it biennially from that point. Data are available for the first two administrations, and the spring 2016 CCSSE data will be available in August 2016.

CCSSE measures student engagement across five benchmarks:

1. Active and Collaborative Learning\*
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction\*
5. Support for Learners\*

The CCSSE benchmark scores are all standardized at 50; therefore, COM-FSM has set a measure of success for all five benchmarks at this level.

- The college has achieved its target for all five (5) of the CCSSE benchmarks for each year that the survey has been administered (100%) (Figure 1).
- The benchmarks with an “\*” are also used directly as mission fulfillment indicators.
- The college is a national ([NCCBP](#)) best performer against 400+ community colleges for the CCSSE benchmarks of Active and Collaborative Learning (98<sup>th</sup> percentile), Student Effort (98<sup>th</sup> percentile), and Support for Learners (99<sup>th</sup> percentile). COM-FSM is in the top 17 out of 400+ institutions for these categories.



**Figure 1. Community College Survey of Student Engagement Performance**

**Action**

When the spring 2016 CCSSE data are available (in August 2016), the college should reexamine the targets for this measure of success in order to determine if 50 is *good enough* across all five benchmarks, or if stretch targets should be extended to some (or all) of the five benchmarks.

**Measure 1.1.3: Guided Pathways**

This measure of success is also a mission fulfillment indicator to ensure mission achievement. The ACCJC visiting team [External Evaluation Report](#) (March 2016) offered a commendation to COM-FSM for its guided pathways.

***Commendation 7:** The team commends the College for developing and publishing four-semester suggested schedules for every academic program. These suggested schedules provide clear pathways for students, encourage full time enrollment and timely completion, facilitate student success, and provide an effective framework for administrators to use in scheduling course offerings to meet student’s needs (pp. 5-6).*

Despite this visiting team commendation, the college knows it can and should do more. To that end, the college’s academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring, feedback, and ongoing support at each step along the pathway.

- Each year the college will create at least 2 of these guided pathways for its 14 total, two-year academic programs. The college plans to begin this work fall 2016 and should thus complete at least 4 total guided pathways by 2017.
  - The college has achieved (0/2) of these targets for this year (0% complete); and
  - Achieved (0/4) of these total targets through the end of this strategic plan (0% complete).

## Summary

Overall, the college has achieved 29/35 or 82.9% of both Strategic Direction One and Strategic Plan Goal 1.1 (Table 2). During AY2016-2017, the college needs to take action to raise the ISS and stretch targets because nearly all five-year targets have been achieved, and because the accrediting Commission has indicated concern that these ISS were set too low (thus making achievement easy). The college should also examine 2016 CCSSE data and consider whether maintaining the target benchmark scores of 50 across all five benchmarks are *good enough*. It should be noted that the college has made Student Success its overarching priority, and this forms the basis of the college's self-identified priorities in the 2015 [Institutional Self Evaluation Report](#) (ISER) Quality Focus Essay (QFE) (pp. 310-315).

**Table 2. Strategic Direction One Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Strategic Direction 1: Focus on student success</b>				
<b>SPG 1.1:</b> Providing collaborative institutional support to advance student success by promoting student engagement and Institutional Student Learning Outcomes.	1.1.1: Institution-Set Standards (ISS) and 5-year stretch targets			
	<ul style="list-style-type: none"> <li>ISS</li> </ul>	13/13	100%	✓
	<ul style="list-style-type: none"> <li>5-Year Targets</li> </ul>	11/13	84.6%	✗
	1.1.2: CCSSE Benchmarks	5/5	100%	✓
	1.1.3: Guided Pathways	0/4	0%	✗
	<b>Total Achievement for SPG 1.1</b>	<b>29/35</b>	<b>82.9%</b>	
<b>Total Achievement for Strategic Direction 1</b>		<b>29/35</b>	<b>82.9%</b>	

### ***Strategic Direction Two: Emphasize academic offerings in service to national needs***

*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.*

**Strategic Plan Goal 2.1:** Increase the number of 4-year program opportunities by

- Increasing the number of articulation agreements;
- Increasing the number of partnership programs; and
- ~~Exploring distance learning opportunities.~~ (sub-goal eliminated until compliance with USDE distance education (DE) regulations is achieved)

#### **Measures of Success**

- 2.1.1: Articulation agreements: establish at least one new articulation agreement annually.
- 2.1.2: Partnership programs: establish at least one new Memorandum of Understanding (MoU) annually.
- ~~2.1.3: Distance learning opportunities:~~ (sub-goal eliminated until compliance with USDE distance education (DE) regulations is achieved)

#### **Measure 2.1.1: Articulation Agreements**

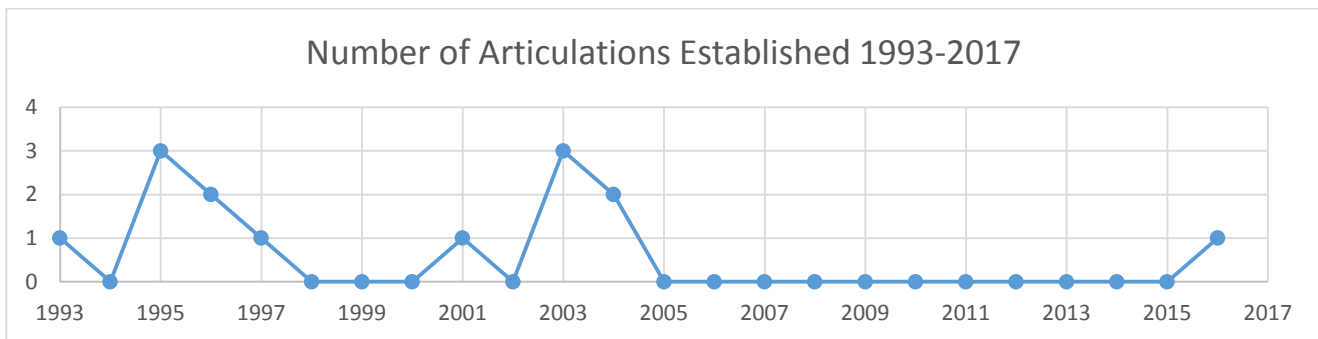
COM-FSM has 14 articulation agreements with colleges and universities for programs and courses as pro-

vided in Table 3. The most recent articulation agreement was established in 2016 with University of Maine Fort Kent for nursing and represents the first articulation agreement established since 2004 (Table 3 and Figure 2).

- For year 2016, the college achieved its target of 1 new articulation agreement annually; however, the college did not meet this target for the preceding three years of the strategic plan (Table 3 and Figure 2) (1/5 = 20% achieved).

**Table 3. Articulation Agreements 1993-2016**

Year Established	Articulation with Colleges and Universities	Updates
<b>1993</b>	1. Chaminade University (CU)	• CU articulation renewed 2004
<b>1995</b>	2. Hawaii Pacific University (HPC) 3. University of Guam (UOG) 4. Guam Community College (GCC)	• HPC articulation renewed 2003 • UOG articulation Updated 2011 • UOG Partnership BA in Education established 1998 • UOG articulation on 3 <sup>rd</sup> year Programs Accounting and General Business 2004 • GCC Vocation Program articulation 2001 • GCC/COM-FSM course by course matrix 2010
<b>1996</b>	5. University of Hawaii-Hilo (UH-Hilo) 6. Honolulu Community College	• UH-Hilo articulation detail for BA in Marine Science, BS in Business Administration, Nursing and Environmental Studies 2007
<b>1997</b>	7. Eastern Oregon College	• Updated November 2015
<b>2001</b>	8. University of Idaho	
<b>2003</b>	9. University of Phoenix Online Campus 10. BYU/Hawaii 11. National University	
<b>2004</b>	12. BYU Provo/Utah 13. PPEC Institution (Pohnpei Accord)	• PPEC/UOG course matrix 2009
<b>2016</b>	14. University of Maine Fort Kent (BA Nursing)	



**Figure 2. Number of Articulations 1993-2016**

For several of the 14 colleges and universities named in Table 3, articulation agreements have not been updated in recent years (some longer than 10 years).

**Action**

The college should consider revising this target to state that, “the college will form at least 5 new articulation agreements over the life of the strategic plan.” This would allow the college to add four new articulation agreements during 2016-2017 to achieve a revised strategic plan target of five total articulation agreements. Additionally, the college should work to update agreements that have not been updated within the recent decade.

**Measure 2.1.2: Partnership Programs**

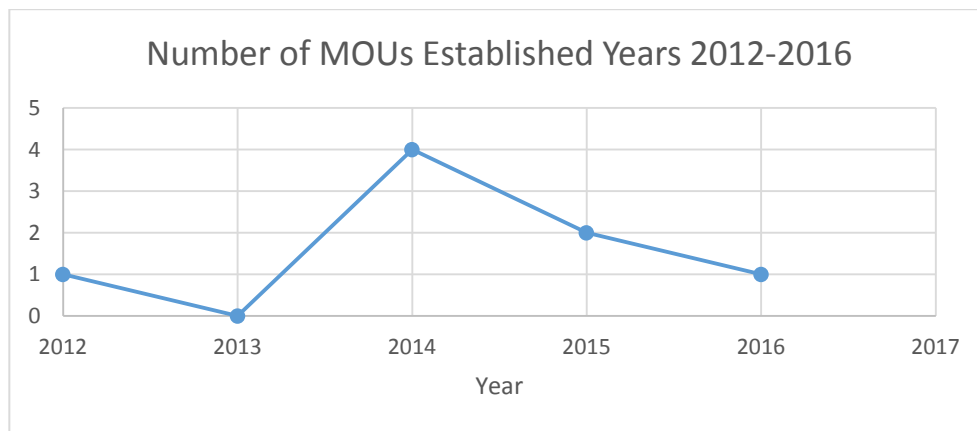
The college maintains a Bachelor program in education with the University of Guam (UOG), but has recently terminated a partnership with San Diego State University (SDSU). The college has nine Memorandum of Understanding (MoU) partnerships currently, and those established since 2012 are provided in Table 4.

- At least one new partnership was established in 4 out of the 5 years of the strategic plan (4/5 = 80% achieved) (Table 4 and Figure 3).
- Additionally, the college has already exceeded its 2015-2016 annual target of one MoU (100%+) (Table 4 and Figure 3).

**Table 4. Partnerships Through MoUs 2012-2016**

Year Established	Date	Institution
2012	05 July	Shanghai Ocean University
2013	---	----
2014	11 May	Sophia University Junior College Division
	19 May	FSM Office of Emergency and Environment (OEEM) with Refrigeration and Air Conditioning Program (Montreal Protocol and training)
	25 Aug	Micronesia Registration Advisors, Inc. ( <a href="#">MRA</a> ) for the Center for Entrepreneurship
	02 Sep	Reitaku University
2015	28 May	Asian & Pacific Islander American Scholarship Fund (APIASF)
	23 Nov	Friends of COM-FSM (Allied Foundation Board)
2016	24 May	Liancheng Overseas Fishery (FSM) Co., Ltd





**Figure 3. Number of MoUs Established 2012-2016**

### Measure 2.1.3: Distance Learning

The college has offered a single Introduction to Art course to students at state campuses via distance learning (DE). During AY2015-2016 two sections were offered during both the fall (29 total students) and spring (24 total students) semesters to accommodate students at Chuuk and Yap campuses. However, the college has ranked in the <1% national percentile (+99% of colleges perform better than COM-FSM) for percent of students receiving a passing grade from those completing DE classes. In other words, less than 50% of the students beginning the course were successfully completing the course.

Additionally, during the college's accreditation self-evaluation process, the visiting team [External Evaluation Report](#) indicated the college did not have the necessary

*policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions (p. 13)*

The team also checked “No” to the college meeting the USDE criterion of:

*The institution has appropriate means” and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected (p. 14).*

And, the team recommended follow-up by the Commission to ensure USDE criteria are met. The accreditation visiting team further noted:

*The College currently offers only once course, ART 101, in a distance modality on an as-needed bases. The College’s Course Approval Handbook does not have any references to a distance education approval process and the Course Outline of Record for ART 101 does not indicate that it is approved for online modality. The College should either develop a distance education approval process or discontinue offering the ART 101 course in an online modality (p. 14).*

The [External Evaluation Report](#) elaborates in detailed length on this single DE course throughout Standard II.A (begins on p. 30) and even spends considerable length in the general observations expressing concern with this DE course.

Due to the currently low student success rate for this DE course, and the concerns for failure to fully comply with USDE regulations in offering courses in this modality, the college has stopped offering this course until the required supporting components are in place to both comply with USDE expectations and to increase student success in this modality. Running a successful DE course requires special training for

both teaching in this modality and the online course design. The college needs to further ensure appropriate technology infrastructure to support an appropriate course design that is capable of being delivered at each campus.

Though the college does explore and support DE opportunities for its employees, a target has not been set as a measure of success, and is more adequately represented by strategic direction four.

### **Action**

All plans are living documents, and they are re-evaluated during the course of their intended life. This portion of SPG 2.1 and Measure of Success 2.1.3 has been eliminated at this time. The college's [Supplemental Report](#) to the ACCJC Commission describes action currently taken regarding DE (p. 7). Until all the necessary support is in place to properly operate courses in the DE modality, DE will not be a priority.

**Strategic Plan Goal 2.2:** Strengthen career, technical, and community-based educational opportunities for non-college-bound students by

- Exploring opportunities with agencies and NGOs;
- Increasing training opportunities with existing partners;
- Exploring provision for certification examinations;
- Focusing on programs and courses to support career and technical education development benefitting both students and future employers; and
- Implementing training programs that result in the adoption of new skills that are designed to improve the quality of life of participants.

### **Measures of Success**

- 2.2.1: Advisory Councils for CTE programs: all CTE programs will establish advisory councils (17 programs currently).
- 2.2.2: CTE Certification/licensure examination provisions: all CTE programs will have in place provisions for certification examination and/or examination preparation (17 programs currently).
- 2.2.3: Evidence CTE program curriculum alignment to industry standards: all CTE programs will ensure curriculum alignment with industry certification/licensure examination (17 programs currently).
- 2.2.4: Adoption of new skills and improved quality of life: 70% of CRE training participants demonstrate a Change in Action; and 70% of CRE participants who demonstrate a Change in Action will demonstrate a positive Change in Condition.

### **Measure 2.2.1: Advisory Councils for CTE Programs**

Advisory councils are a required quality assurance practice and link career professionals and local business partners with the COM-FSM faculty members who are teaching in these respective fields to ensure curricula is relevant to today's industry needs and the FSM market (and beyond). These relationships also create potential internship and employment opportunities for CTE students. Various local agencies, NGOs, and businesses serve as key members for advisory councils. For example, the Motor Vehicle Mechanic program runs a servicing center and has a working relationship with several local auto repair shops where students are also offered internship experience. A list of CTE programs is provided in Table 5.

- All of the college's CTE certificate programs (17/17) have re-established advisory councils by March 2016 (100%).

**Action**

Ensure advisory councils remain active.

**Table 5. List of CTE Programs**

Third-year Certificate of Achievement Programs	Career and Technical Education Certificate of Achievement Programs	Other Certificate of Achievement Programs
Accounting General Business Teacher Preparation-Elementary Specialist in Public Health	Carpentry Construction Electricity Cabinet Making/Furniture Making Electronic Engineering Technology Refrigeration and Air Conditioning Career Education,/Motor Vehicle Mechanic	Agriculture and Food Technology Bookkeeping Secretarial Science Basic Public Health Nursing Assistant
<b>Professional Certificate of Achievement Programs</b>		
Community Health Assistant Trial Counselor		

**Measure 2.2.2: CTE Certification or Licensure Examination Provisions**

The USDE expects the college to report data on CTE certification or licensure examination pass rates as a measure of the academic quality of its CTE programs (Table 5). Though, however, there are exceptions to the college context in that the FSM does not have national or state certification or licensure examinations for all CTE related programs (Table 5). In the absence of a national or state certification or licensure examinations for a CTE program, there is an expectation that the college offers access to US certification or licensure exams, develops comparable exams, or verifies its programs align with US industry-standard curriculum. Though students may work in the FSM, those who leave the FSM should be able to pass such examinations after they have earned their program completion certificate or degree from COM-FSM. The college administers a Certification Teacher Examination (CTE) for Teacher Preparation-Elementary, Nursing provides an ATI testing kit for NCLEX preparation, and Cisco IT Essentials is available through Electronic Technology.

- Three out of 17 CTE programs have made provisions for certification/licensure examination (17.6%).

**Action**

Ensure the remaining CTE programs implement certification or licensure examination provisions. Meeting this measure of success is essential towards satisfying USDE and accreditation requirements.

**Measure 2.2.3: Evidence CTE Program Curriculum Alignment to Industry Standards**

All CTE programs need to ensure that their latest program review is followed by evidence of the degree to which their curriculum aligns with FSM industry certification or licensure exams. In the absence of an FSM/state certification or licensure exam, the CTE program review should evidence curriculum alignment with a US industry standard curriculum.

- The CTE program reviews are due in summer 2016 and the curriculum alignment should be completed by spring 2017 (0 out of 17 or 0%).

**Action**

Instructional Affairs (IA) will collaborate with Institutional Effectiveness and Quality Assurance (IEQA) to ensure curriculum alignment is completed by spring 2017.

### Measure 2.2.4: Adoption of New Skills and Improved Quality of Life

Cooperative Research and Extension (CRE) gathered data on participants in agriculture training programs. CRE personnel recorded observations that evidenced participants gained knowledge (Knowledge), that they were able to apply those skills (Action), and that application of those skills led to a positive change in their life condition (Condition). For example, an observation recorded that a farmer successfully planted and grew eggplants, harvested the eggplants, and sold them at market. In this example, the farmer evidenced knowledge, action, and a positive change in condition.

Table 6 represents data from each state that were collected under each active CRE program. They were measured in the three categories:

- 1) Change in Knowledge (learned new skill);
- 2) Change in Action (skill was demonstrated/observed); and
- 3) Change in Condition (change in action positively changed participant’s quality of life; for example, generated income, eating healthier).

**Table 6. Change in Outcome for Global Food Security and Hunger**

	LOCATION				
	Chuuk	Pohnpei	Kosrae	Yap	Total
<b>KNOWLEDGE</b>					
ADULT	1,114	1041	56	194	2,405
YOUTH	651	392	22	115	1,180
<b>TOTAL</b>	<b>1,765</b>	<b>1,433</b>	<b>78</b>	<b>309</b>	<b>3,585</b>
<b>ACTION</b>					
ADULT	225	521	37	194	977
YOUTH	130	196	10	0	336
<b>TOTAL</b>	<b>355</b>	<b>717</b>	<b>47</b>	<b>194</b>	<b>1,313</b>
<b>CONDITION</b>					
ADULT	25	53	30	69	177
YOUTH	7	20	0	0	177
<b>TOTAL</b>	<b>32</b>	<b>73</b>	<b>30</b>	<b>69</b>	<b>354</b>

- The target for *Change in Action* is that at least 70% of participants demonstrate application of learned skills towards improving their quality of life. Only 1,313 out of 3,585 participants (Table 6) have evidenced a Change in Action (36.6%). This measure of success is not yet met (0/1 or 0% achieved).
- The target for *Change in Condition* is that at least 70% of participants who have applied new skills have also experienced a positive change in the quality of their life as a result. Only 354 out of 1,313 participants (Table 6) who demonstrated Action evidenced a resultant positive change in the quality of their life (27.0%). This measure of success is not yet met (0/1 or 0%).

## Summary

The college has met its current year annual target for articulation agreements, but has not met this target for the preceding years. The college has achieved its MoU target for 4 out of 5 years. Delivery of courses via distance learning has been placed on hold, pending a comprehensive needs assessment and development of policies. The college has much work to complete this year to ensure CTE program compliance with regard to evidencing provisions for certification/licensure examination and curricular alignment with industry standards. The college has achieved its target of re-established advisory councils for all CTE programs and should ensure those councils remain active. CRE should continue work to ensure a greater impact towards improving the quality of life for participants in their training programs. Overall, the college has achieved 60% of SPG 2.1 and 37.7% of SPG 2.2 with 41.3% total achievement for strategic direction two (Table 7).

**Table 7. Strategic Direction Two Achievement Summary**

Strategic Direction 2: Emphasize academic offerings in service to national needs	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>SPG 2.1:</b> Increase the number of 4-year program opportunities by: increasing the number of articulation agreements; increasing the number of partnership programs; and exploring distance-learning opportunities.	2.1.1: Articulation Agreements	1/5	20%	✗
	2.1.2: MoUs	4/5	80%	✗
	2.1.3: DE Opportunities (priority eliminated)	-----	-----%	
	<b>Total Achievement for SPG 2.1</b>	<b>5/10</b>	<b>50%</b>	
<b>SPG 2.2:</b> Strengthen career, technical, and community-based educational opportunities for non-college bound students by: exploring opportunities with agencies and NGOs; increasing training opportunities with existing partners; exploring provision for certification examinations; focusing on programs and courses to support career and technical education development benefitting both students and future employers; and implementing training programs that result in the adoption of new skills that are designed to improve the quality of life of participants.	2.2.1: Advisory Councils for CTE	17/17	100%	✓
	2.2.2: CTE Certification or Licensure Exam Provisions	3/17	17.6%	✗
	2.2.3: CTE Curriculum Alignment to Industry Standards	0/17	0%	✗
	2.2.4: Adoption of new skills and improved quality of life			
	• Change in Action	0/1	0%	✗
	• Change in Condition	0/1	0%	✗
	<b>Total Achievement for SPG 2.2</b>	<b>20/53</b>	<b>37.7%</b>	
<b>Total Achievement for Strategic Direction 2</b>		<b>25/63</b>	<b>39.7%</b>	

### ***Strategic Direction Three: Be financially sound, fiscally responsible, and build resources in anticipation of future needs***

*The College of Micronesia-FSM will generate diversified revenue sources, create an allied foundation, and accumulate reserves and endowment assets.*

**Strategic Plan Goal 3.1:** Maintain a financially sound, fiscally responsible institution by:

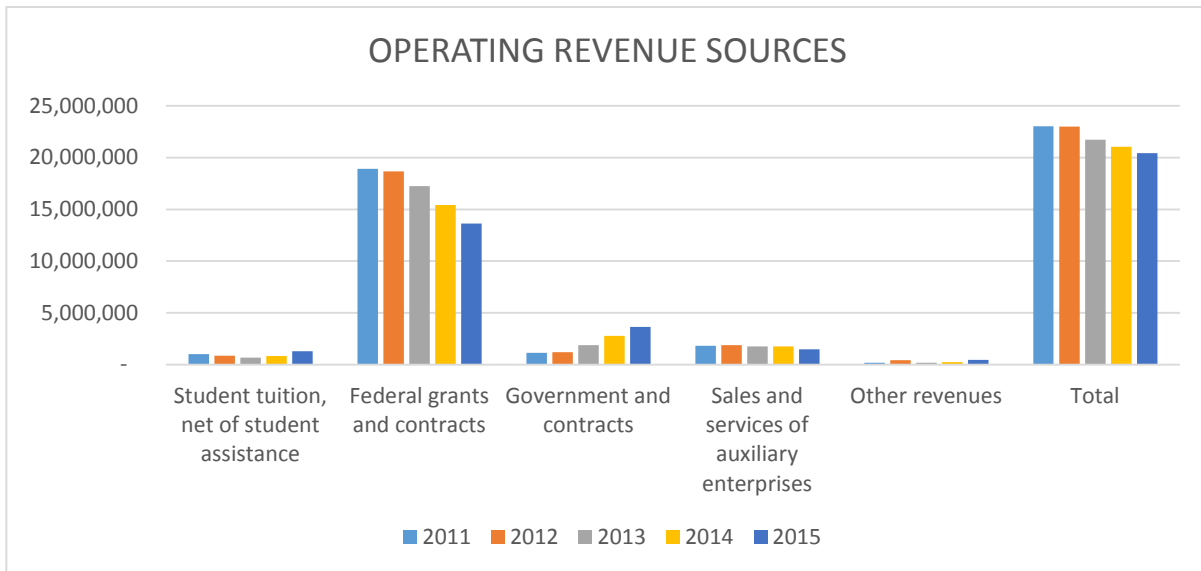
- Generating diversified revenue sources;
- Creating an allied foundation;
- Accumulating reserves;
- Accumulating endowment assets; and
- Improving allocation of resources based on results of assessment and evaluation linked to planning.

#### **Measures of Success**

- 3.1.1: Diversified revenue sources: annually, the FSM National Government will offset the JEMCO decrement; and the college will ensure AANAPISI designation.
- 3.1.2: Allied foundation: an allied foundation is established.
- 3.1.3: Accumulating reserves: annually the college reserves will increase by at least 3% to meet auditor recommendations, at least 5% to meet ACCJC recommendations, and 7% to meet a 5-year stretch target.
- 3.1.4: Accumulating endowment assets: the BOR set an annual endowment fundraising target of \$100,000 for the college.
- 3.1.5: Allocation of resources: the college will evidence fiscal responsibility and the external examination of its resource allocation practices, tied to assessment, and linked to planning, will be affirmed by its accreditation visiting team.

### Measure 3.1.1: Diversified Revenue Sources

Although the college’s declining enrollment over the past five years have affected tuition and fee revenue, there is a continued need to seek support from the FSM National Government and JEMCO. In the short-term, the college has offset declining enrollment by increasing both the tuition and fees paid per student, however the college has reached a limit on what can be captured by students and still covered by a Pell award. In other words, the college cannot simply keep raising tuition and fees (Figure 4).



**Figure 4. COM-FSM Operating Revenue Sources 2011-2015**

The college received a related recommendation from the March 2016 visiting team in the [External Evaluation Report](#).

**Recommendation 3:** *In order to improve effectiveness, the team recommends the College seek continued commitment and financial support in addition to student tuition to ensure the College’s ongoing ability to provide access to higher education for citizens and residents in all states of the FSM. The team further recommends that the College continue efforts to support its long-term operations and future planning by identifying additional alternative financial resources to supplement student tuition. (III.D.1, III.D.2, III.D.4, III.D.9, III.D.11) (p.6).*

- Currently, the college has achieved its annual target for the FSM National Government to offset the decrement enacted through a JEMCO 2011 resolution that occurred over a four-year time period. That decrement was \$700,000, \$1.4 million, \$2.1 million, and currently is set at \$2.8 million annually. Each year, the FSM Government has matched that decrement to ensure financial stability for COM-FSM (1/1 = 100% achieved). However, that decision is made by the FSM government on an annual basis.
- By achieving [Asian American, Native American, Pacific Islander-Serving Institution](#) (AANAPISI) designation, the college can ensure college eligibility to compete for a range of federal dollars to support a variety of projects, including those focused on student success. The college received a five-year AANAPISI designation beginning on April 13, 2014 (1/1 = 100%), but failed to submit the additionally required, annual grant eligibility application, by the December 2015 deadline, making COM-FSM ineligible for grants through December 2016, when the college may again apply (0/1 = 0%).

### **Action**

The college must continue to work with the FSM National Government to ensure annual financial support to, at a minimum, cover the \$2.8 million decrement. Ideally, a longer-term funding agreement is reached to ensure support of the only formally designated higher education institution of the nation. And, the college needs to establish a more effective system to ensure AANAPISI grant eligibility deadlines are met annually, in order to maintain eligibility to apply for these funds.

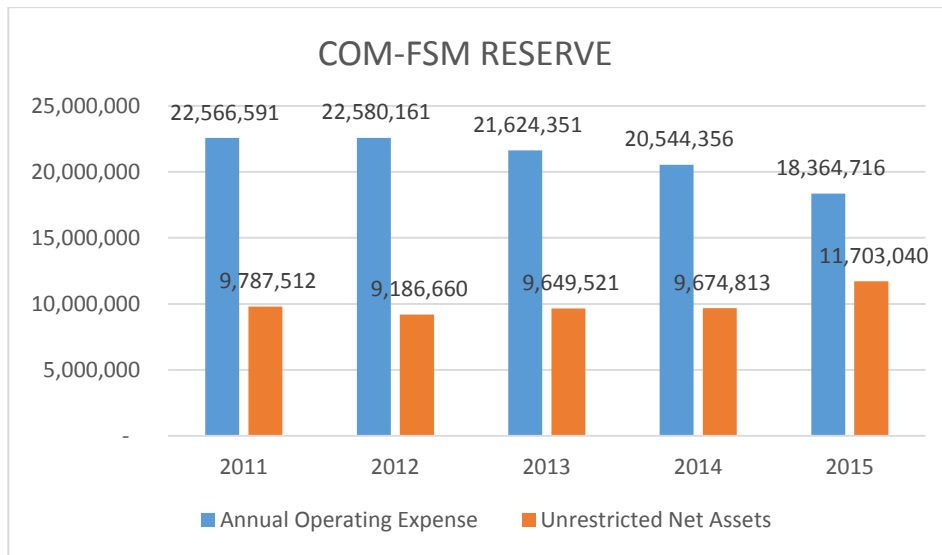
### **Measure 3.1.2: Allied Foundation**

The college set a target to establish an allied foundation. In 2013, the COM-FSM Board of Regents approved the transfer of \$625,000 from the cash reserve to the Friends of COM-FSM Foundation to provide initial funding to support the efforts of the newly established foundation. However, the foundation is awaiting clarification from the auditor, [Deloitte & Touche](#) LLP, regarding application of Governmental Accounting Standards Board (GASB) 39, which may have implications for the continuation of the foundation.

However, this target for the establishment of the allied foundation was achieved with the formation of the [Friends of COM-FSM Foundation](#) and Board during spring 2013 (1/1 = 100% achieved). The purpose of the Friends of COM-FSM Board is to raise money for the college's endowment fund.

### **Measure 3.1.3: Accumulating Reserves**

From 2011-2015, the college has had a five-year reserve increase of 21% points (Figure 5 and Table 8). Additionally, the reserves (unrestricted assets as % of operating expense) increased by 48.8% points (increasing from 43% in 2011 to 64% in 2015).



**Figure 5. COM-FSM Reserves 2011-2015**

**Table 8. COM-FSM Reserve Accumulation Years 2011-2015**

	2011	2012	2013	2014	2015
<b>Total Revenue</b>	\$ 32,354,103	\$ 31,766,821	\$ 31,273,872	\$ 30,219,169	\$ 30,067,756
<b>Annual Operating Expense</b>	\$ 22,566,591	\$ 22,580,161	\$ 21,624,351	\$ 20,544,356	\$ 18,364,716
<b>Unrestricted Net Assets</b>	\$ 9,787,512	\$ 9,186,660	\$ 9,649,521	\$ 9,674,813	\$ 11,703,040
<b>Reserves (Unrestricted Assets as % of Operating Expense)</b>	43%	41%	45%	47%	64%
<b>Reserves (Unrestricted Assets as % of Total Revenue)</b>	30%	29%	31%	32%	39%
<b>Annual increase in reserves</b>	--	-6%	5%	0%	21%

The college received a related commendation from the March 2016 visiting team in the [External Evaluation Report](#).

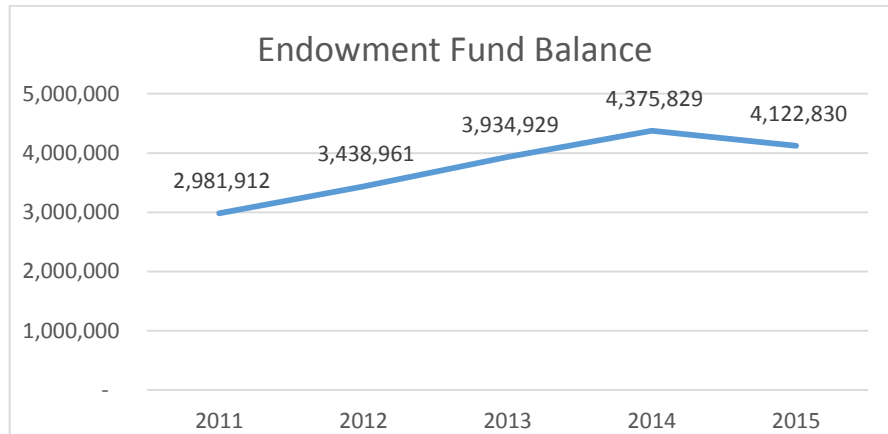
**Commendation 3:** *The team commends the College for fostering a culture of commitment to financial discipline and stability. Savings realized through the effective use of institutional and financial planning integrated with resource allocation have led to increased reserves that enable the College to further invest in student recruitment, success and completion (p. 5).*

- Currently, the college achieved its 3-year target for ensuring reserves beyond the 3% annual increase recommended by auditors and 5% annual increase recommended by ACCJC (2/2 = 100%).
- Through fiscal discipline, the college has also achieved its 5-year target for a 7% annual increase in reserves (1/1 = 100%).



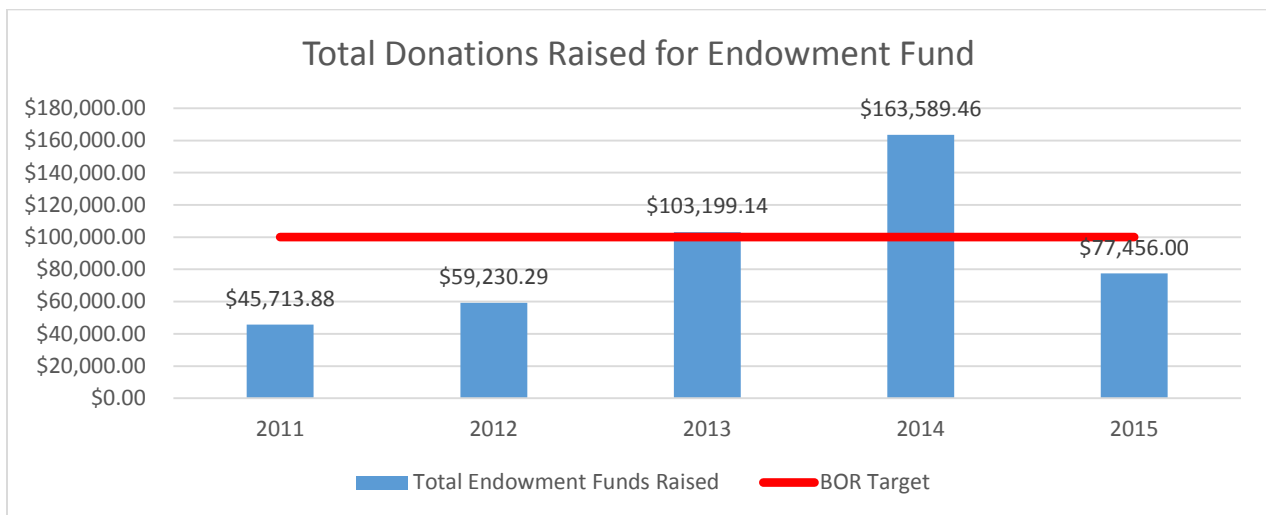
### Measure 3.1.4: Accumulating Endowment Assets

The college's endowment fund has shown a steady gain with an ending balance in 2014 of \$4,375,829 that is significantly more than the 2011 beginning balance of \$2,981,912 (Figure 6).



**Figure 6. COM-FSM Endowment Fund Balance 2011-2015**

The college endowment funds cannot be touched until they reach at least \$20 million. To further accumulate endowment funds, the Board of Regents set an annual fundraising target for of \$100K for the endowment. The total funds raised annually by the college are shown in Figure 7.



**Figure 7. COM-FSM Annual Endowment Fund Donations 2011-2015**

- The Board of Regents set an annual endowment fundraising target of \$100,000 and this target has been achieved for 2 out of 5 years (2/5 = 40% achieved).

#### Action

The college established the Office of Institutional Advancement and External Affairs (IAEA) as a strategy to address the board endowment fund raising goal and to secure additional financial resources for the college which will also contribute to SPG 3.1.1: Diversified Revenue Sources.

### Measure 3.1.5: Allocation of Resources

The college will evidence fiscal responsibility, and the external examination of its resource allocation practices, tied to assessment, and linked to planning, will be affirmed by its accreditation visiting team.

- Currently, and as noted under measure 3.1.3, the college received *Commendation 3* from its accreditation visiting team that affirmed its fiscal responsibility. Additionally, the college received no recommendations to improve its planning and resource allocation practices, affirming the college meets these standards. Through effective integrated planning and responsible, fiscal discipline, the college annually reduced operating costs ensuring funds are thoughtfully allocated (1/1 = 100% achieved).

### Summary

Thus far, the college has achieved its annual target for the FSM National Government to offset the \$2.8 million decrement, however this is a significant portion of the COM-FSM budget that hinges on an annually determined agreement, placing the college financial stability at risk. The college must therefore continue to do more to secure alternative revenue sources. To that end, the college did obtain AANAPISI designation, but failed to ensure it was eligible to apply for US government grant funding opportunities available only to institutions with this designation for this current year. The college should take efforts to ensure this oversight does not again occur. The college achieved its goal of establishing an allied foundation, but GASB 39 may have negative implications for the continuation of that foundation. The college has achieved its targets for building its reserves to navigate the institution through any financial difficulties it may experience in the future, and the college was commended for its financial discipline by an external accreditation visiting team. The college has evidenced financial discipline through its integrated planning and budget process as reflected in reduced annual operating costs over the duration of the strategic plan. The Board of Regents have achieved their annual fund-raising target of \$100K for two years (2013 & 2014), and the endowment fund balance has shown significant growth since 2011. To diversify revenue sources and to continue to build the college’s endowment fund, the Office of IAEA was established by the BOR in their August 8, 2014, *Actions and Directives* and implemented fall 2015.

**Table 9. Strategic Direction Three Achievement Summary**

Strategic Direction 3: Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
SPG 3.1: Maintain a financially sound, fiscally responsible institution by: Generating diversified revenue sources; creating an allied foundation; accumulating reserves; accumulating endowment assets; and improving allocation of resources based on results of assessment and evaluation linked to planning.	3.1.1: Diversified Revenue Sources			
	<ul style="list-style-type: none"> <li>• FSM Government offsets JEMCO decrement of \$2.8 million</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>• AANAPISI Designation</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>• AANAPISI Grant Eligible</li> </ul>	0/1	0%	✗
	3.1.2: Allied Foundation	1/1	100%	✓
	3.1.3: Accumulating Reserves		%	
	<ul style="list-style-type: none"> <li>• 3% Annual Increase</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>• 5% Annual Increase</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>• 7% Annual Increase</li> </ul>	1/1	100%	✓
	3.1.4: Accumulating Endowment Assets	2/5	40%	✗
3.1.5: Allocation of Resources	1/1	100%	✓	
	<b>Total Achievement for SPG 3.1</b>	<b>9/13</b>	<b>69.2%</b>	

Strategic Direction 3: Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Total Achievement for Strategic Direction 3</b>		9/13	69.2%	

**Strategic Direction Four: 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.*

**Strategic Plan Goal 4.1:** Supporting and strengthening faculty, staff, and administrators by establishing aspirational goals for credentialing.

**Measures of Success**

- 4.1.1: Academic Faculty Credentials: 100% of academic program faculty are appropriately credentialed as per accreditation Standard III.A.1.
- 4.1.2: CTE Faculty Credentials: 100% of CTE faculty are appropriately credentialed as per accreditation Standard III.A.1.
- 4.1.3: Staff and Administrative Incentivizing: As a higher education institution, develop a policy that encourages staff and administrators who earn higher level degrees and credentials through incentives such as, but not limited to, a pay scale adjustment, similar to that currently afforded to faculty.

**Measure 4.1.1: Academic Faculty Credentials**

Table 10 shows that the majority of academic faculty are currently teaching in areas of their expertise. Over the last decade, the college has supported this advancement and achievement for 31 faculty members (also showing institutional commitment to life-long learning skills). The expectation for academic faculty is that they hold at least a master’s degree for the field in which they are teaching

- The target is for 100% of academic program faculty to be appropriately credentialed as per accreditation Standard III.A.1. As of 2014, 68/75 academic faculty are appropriately credentialed and thus this target is 90.7% achieved.

**Table 10. COM-FSM 5 Year Academic Faculty Qualification Summary**

Year	% of Full-Time Academic Faculty with Master's Degrees	Total Full-Time Academic Faculty Members	FT Academic Faculty with Master's Degrees	FT Academic Faculty with less than Master's Degrees
2014	91%	75	68	7
2013	89%	84	75	9
2012	93%	74	69	5
2011	95%	78	74	4

**Measure 4.1.2: CTE Faculty Credentials**

Table 11 shows that CTE faculty hold appropriate qualifications for the areas on which they are teaching. CTE faculty are generally required to have at least an associate level degree plus eight years of work related experience, or a higher level degree in their area of expertise. However, maritime and fisheries instructors will have instead earned a recognized certificate of competency as Class 5 Master or Class 5 Engineer in accordance with the requirements of the *Standards of Training, Certification, and Watchkeeping (STCW)* Convention and eight years of full time equivalent related occupation work experience, or four years of full time teaching at the post-secondary level. Some Trade and Technical, agriculture, and Hospitality, Tourism, and Management instructors may have a high school diploma, or equivalent, with an earned journeyman certificate in the occupational teaching area, or related field, and eight years of full-time equivalent related occupational work experience, or four years of full time teaching at the post-secondary level.

- The target is for 100% of CTE faculty to be appropriately credentialed as per accreditation Standard III.A.1. As of 2015, 24/24 CTE faculty are appropriately credentialed, and thus this target is 100% achieved. Moreover, the majority of CTE faculty have qualifications beyond those minimally required.

**Table 11. COM-FSM Five-Year Vocational Faculty Number and Qualification Summary**

Year	% of CTE with appropriate qualifications	Total Meeting Minimum Qualifications	Total CTE Faculty Members	Master's	Bachelor's	Other Appropriate Qualification
2015	100%	24	24	7	8	9
2014	100%	24	24	6	9	9
2013	100%	23	26	8	8	10
2012	100%	25	25	7	8	10
2011	100%	25	25	8	7	10

**Measure 4.1.3: Staff and Administrative Incentivizing:**

As a higher education institution (HEI), develop a policy that encourages staff and administrators who earn higher level degrees and credentials through incentives such as, but not limited to, a pay scale adjustment, similar to that currently afforded to faculty.

- The college has not met this target (0/1 = 0% achieved).

**Action**

The college will continue to ensure all faculty members who are hired, in accordance with board policies (BP), have or obtain the appropriate credentials for expertise in the areas in which they teach because this is an accreditation requirement. Support is available through BP 6027 *Tuition Waiver and Reduction* and BP 6015 *Professional Development Program*. Additionally, as an HEI, the college should focus on further incentivizing its staff and administrative personnel who earn higher degrees and credentials through a formal board policy for salary adjustment. College capacity and resilience is strengthened when its personnel are highly educated and qualified, rather than just minimally qualified, for the positions they hold. And, fundamentally, an HEI should promote higher education.

**Strategic Plan Goal 4.2:** Support professional development that builds upon organizational and leadership capacity by:

- Assessing organizational and leadership capacity needs;

- Prioritizing identified organizational and leadership capacity needs;
- Addressing identified capacity needs; and
- Allocating resources to support capacity building with implementation.

### Measures of Success

- 4.2.1: Organizational and Leadership Capacity Development:
  - a formal organizational and leadership capacity assessment will be conducted to identify and prioritize needs,
  - the college will address capacity needs, and
  - the college will allocate resources as necessary to strengthen organizational and leadership capacity.

### Measure 4.2.1: Organizational and Leadership Capacity Development

To achieve this target, the college will conduct a formal organizational and leadership capacity assessment, identify and prioritize needs, address those needs, and allocate resources as necessary to strengthen organizational and leadership capacity. This goal has been achieved through a variety of approaches.

- The college has had formal, external, and expert assessments of Student Services (currently expanded to Enrollment Management and Student Services), the Business Office, the Institutional Research and Planning Office, and Security. These formal assessments have resulted in reports with strengths and opportunities identified, and have come with recommendations for improvement. Each of these college units has been implementing these recommendations, and while they have done so, additional external support to build long-term capacity has been provided through expert consultant mentoring. In these cases, the college has allocated resources to build capacity of both the organization and the leaders and personnel within these college units.
- The college has completed its own comprehensive self-evaluation as part of the regular accreditation cycle, and identified 21 Actionable Improvement Plans (AIPs) for implementation (*Institutional Self Evaluation Report* (ISER)). This has been followed by a 13-member team of experts who have reported on seven areas for improvement (*External Evaluation Report*). College resources were allocated to provide organizational and leader support with technical writing expertise, so that all offices and unit leaders learned how to write a technical accreditation report. Additionally, ongoing accreditation training was provided during this two-year process. And, two former Commissioners volunteered to provide expertise to conduct mock team visits. The team report affirmed the success of these efforts through comments in the *External Evaluation Report*:
  - *The COM-FSM accreditation team found the Self Evaluation Report well organized and thorough, providing appropriate and sufficient information for the team to begin its review. The College was exceptionally well prepared for the team's visit and provided extraordinary logistical support both before and during the visit... College staff members were extremely helpful to team members and were readily available for interviews and follow-up conversations* (p. 4).
  - **Commendation 1:** *The team commends the College for increasing awareness of the ACCJC Eligibility Requirements and Standards as evidenced by 99 percent of employees on all campuses and 100 percent of the members of the Board of Regents completing the ACCJC online Accreditation Basics course, supporting its employees in this goal by taking such measures as translating the Standards into languages native to Micronesia, and by requiring all new employees to complete the course within their first month of employment* (p. 5).

- **Commendation 2:** *The team commends the College for the transformation that resulted in dramatically increased engagement and participation of faculty, staff, and administrators, and Board of Regents in improving institutional quality and student learning (p. 5).*
- And, *Commendation 3*, as previously referenced which evidences improvements in Business Office practices for financial discipline.
- For the first time in over 12 years (previous two cycles), a comprehensive self-evaluation concluded with the college being re-affirmed, rather than placed on *warning* sanction.
- The college obtained funds from COM-Land Grant to have college leaders participate in training in order to build their capacity. The college allocated additional funds to supplement this goal. Thus far, the college has had 20 personnel participate in leadership training including: American Association of Community Colleges (AACC) High Performance Team Training, AACC John E. Roueche Future Leaders Institute, WASC Assessment Leadership Academy, HERS Institute, Harvard Graduate School, the John N. Gardner Institute for Excellence in Undergraduate Education, Society for College and University Planning (SCUP) Planning Institute Steps I, II, and III, and the Grantsmanship Center.
- There have been 306 total college personnel who have participated in online webinars or other off-island training opportunities over the last four years.
- The Board of Regents have regularly participated in board development training activities over the last four years through an Association of Governing Boards (AGB) of Colleges and Universities certified trainer.
- Faculty undergo training through on-campus workshops conducted three times annually.
- College-wide training occurs annually through summit activities (accreditation, governance, purposeful dialogue, using data to inform decisions, student success).
- The college has brought in Dr. Watson of the [\*Watson Training & Development\*](#) group to conduct college-wide training on leadership and employee performance.

The college has met this target (1/1 = 100%).

### Action

Though the college has met this target, today’s turbulent higher education environment, continually evolving accreditation standards, and increasing levels of United States governmental accountability, requires ongoing professional development and capacity building to ensure institutional resiliency. The college should thus continually assess, prioritize, and fund organizational and leadership capacity building activities.

### Summary

Currently all college CTE faculty are appropriately credentialed for the classes they teach, and 90.7% of all academic program faculty are appropriately credentialed. The college has invested resources into the development of its human capital by supporting faculty credential achievement and through regular opportunities for professional development for all its employees. The college has not yet developed a policy that would further incentivize staff and administrators to earn higher level degrees and credentials beyond those minimally required for their positions, and should work in the coming year to do so. The rapidly changing and increasingly accountable higher education environment requires that the college continually assess, prioritize, and fund organizational and capacity building efforts.

**Table 12. Strategic Direction Four Achievement Summary**

Strategic Direction 4: Invest in and build a	Measure of Success	Target	Percent	Met (✓)
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<b>strong capacity in human capital</b>			<b>achieved</b>	<b>Not Met (*)</b>
<b>SPG 4.1:</b> Supporting and strengthening faculty, staff, and administrators by establishing aspirational goals for credentialing.	4.1.1: Academic Faculty Credentials	68/75	90.7%	<b>x</b>
	4.1.2: CTE Faculty Credentials	24/24	100%	<b>✓</b>
	4.1.3: Staff and Administration Incentivizing	0/1	0%	<b>x</b>
	<b>Total Achievement for SPG 4.1</b>	<b>92/100</b>	<b>92%</b>	
<b>SPG 4.2:</b> Support professional development that builds upon organizational and leadership capacity by: assessing organizational and leadership capacity needs; prioritizing identified organizational and leadership capacity needs; addressing identified capacity needs; and allocating resources to support capacity building with implementation.	4.2.1: Organizational and Leadership Capacity Development	1/1	100%	<b>✓</b>
	<b>Total Achievement for SPG 4.2</b>	<b>1/1</b>	<b>100%</b>	
<b>Total Achievement for Strategic Direction 4</b>		<b>93/101</b>	<b>92.1%</b>	

**Strategic Direction Five: 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.*

Strategic Plan Goal 5.1: Becoming a learning organization by:

- Fostering mastery of life-long learning skills;
- Allocating time, energy, and resources to foster critical reflection and experimentation;
- Supporting learning leadership; and
- Demonstrating double-loop learning and systematic thinking.

**Measures of Success**

- 5.1.1: Foster Life-long Learning Skills: utilize the AAC&U Rubric for foundations and skills for lifelong learning to design a work environment that fosters life-long learning skills mastery.
- 5.1.2: Foster Critical Reflection and Experimentation: allocate time, energy, and resources to foster critical reflection and experimentation.
- 5.1.3: Support Learning Leadership: the college will support learning leadership and a learning organizational culture.
- 5.1.4: Double-loop Learning and Systematic Thinking

**Measure 5.1.1: Foster Life-Long Learning Skills**

The college cannot readily tally the number of employees who demonstrate lifelong learning skills, but the college can foster lifelong learning by designing a work environment that offers this support. The capstone portion of the AAC&U VALUE Rubric for *Foundations and Skills for Lifelong Learning* is presented in Table 13, and represents a mastery level for lifelong learning. Provided in Table 13 are some of the ways the college has acted to foster mastery of the foundations and skills for lifelong learning. Additionally, the

college has established *Foundations and Skills for Lifelong Learning* as an institutional student learning outcome (ISLO).

**Table 13. Foundations and Skills for Lifelong Learning**

	<b>Capstone (Mastery Level)</b>	<b>Ways College Fosters Lifelong Learning Mastery</b>
<b>Curiosity</b>	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	<ul style="list-style-type: none"> <li>• Core Value of Learner-centeredness with a best practice to <i>Explore your curiosity</i></li> <li>• Core Value of Teamwork with a best practice to <i>Pursue and understanding of diverse points of view and ideas</i></li> </ul>
<b>Initiative</b>	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	<ul style="list-style-type: none"> <li>• Employee evaluations assess <i>initiative and quality and quantity of work</i></li> <li>• Core Value of Learner-centeredness with a best practice to <i>Collaboratively share information and skills</i></li> <li>• Core Value of Learner-centeredness with a best practice to <i>Use every assignment as a learning opportunity</i></li> <li>• Core Value of Commitment with a best practice to <i>Anticipate what is needed and do that work without being asked</i></li> </ul>
<b>Independence</b>	Educational interests and pursuits exist and flourish outside work requirements. Knowledge and/or experiences are pursued independently.	<ul style="list-style-type: none"> <li>• Employee evaluations assess <i>application of knowledge and aptitude and ability to learn</i></li> <li>• Core Value of Learner-centeredness with a best practice to <i>Dedicate time for learning</i></li> <li>• Core Value of Teamwork with a best practice to <i>Actively build working and learning relationships</i></li> </ul>
<b>Transfer</b>	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	<ul style="list-style-type: none"> <li>• Core Value of Learner-centeredness with a best practice to <i>Be transformative, think outside the box</i></li> <li>• The college has an annual award for an employee who demonstrates <i>innovation</i></li> </ul>
<b>Reflection</b>	Reviews prior learning in depth to reveal significantly changed perspectives about educational life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	<ul style="list-style-type: none"> <li>• Core Value of Learner-centeredness with a best practice to <i>Continuously assess your knowledge, skills, and abilities</i></li> <li>• Core Value of Learner-centeredness with a best practice to <i>Learn from failures to continuously improve</i></li> </ul>

The AAC&U VALUE Rubrics are, “Reprinted [or Excerpted] with permission from Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.” More information on AAC&U’s permission policies for the VALUE rubrics can be found at <http://www.aacu.org/value/rubrics/reprint.cfm>.

- The college has taken efforts to foster mastery of life-long learning skills (1/1 = 100% achieved).

**Measure 5.1.2: Foster Critical Reflection and Experimentation**

To engage in critical reflection one strives to clarify thinking, reinforce learning, and deepen understanding in ways that support experimentation towards transformation and change for improvements (Cottrell, 2011). Table 14 shows a simple three-stage model that can be applied by college units to foster critical reflection.

**Table 14. Critical Reflection Three-Stage Model**



Critical Reflection Model	Steps on Each Stage of Process
1. What?	<ul style="list-style-type: none"> <li>• Review experience.</li> <li>• Identify what happened.</li> </ul>
2. So what?	<ul style="list-style-type: none"> <li>• Determine why this is significant.</li> <li>• What do you better understand now?</li> </ul>
3. Now what?	<ul style="list-style-type: none"> <li>• With your deeper understanding of this experience, how you will apply these insights gained?</li> <li>• How will you act differently?</li> <li>• How will you do things differently?</li> </ul>

Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument*, (2nd ed). China: Palgrave Macmillan, p. 221. Adaptations of original models by Borton (1970) and Driscoll (1994).

The college has allocated time, energy, and resources to foster critical reflection and experimentation through the following endeavors:

- For fiscal years (FY) 2015 and 2016, the college budgeted \$25K for community learning.
- Annual Summits and mini-summits (2012-2016) that engage all personnel with activities requiring critical reflection.
- A college-wide gap analysis from March 2013 thru March 2014. This gap analysis was a self-assessment of compliance with accreditation standards, and actionable improvement plans were developed and implemented in order to ensure compliance was obtained for all standards by the time the institution needed to write its comprehensive [Institutional Self Evaluation Report \(ISER\)](#) in 2015.
- The development and publication of the [ISER](#) in December 2015 involved honest critical reflection on compliance and improved institutional effectiveness across all college units and activities. This report required the development of actionable improvement plans for continuous quality improvement and also required the college to identify 2-3 priorities upon which it is willing to experiment for improvement over the next three years. The college chose to experiment with new approaches to improve student success (student learning and achievement).
- The participatory governance system ensures a wide representation of college personnel regularly, critically reflect on college operations in order to make recommendations to the administration and Board of Regents for necessary improvements.
- The college has appointed smaller working groups (6-10 individuals) to focus critical reflection on the Communications Policy, Mission Review, Strategic Plan, Core Values, and Program Prioritization. Each group has published recommendations for improvements in reports to the Executive Committee.
- The administrative bodies of Cabinet and the Management Team also regularly meet for critical reflection and commit to experimentation for improvements.

These endeavors represent just some of the efforts the college takes to foster critical reflection and experimentation. Minutes of committees, offices, and college reports, and products and reports from working groups serve as evidence towards fostering critical reflection and experimentation.

- The college has fostered critical reflection and experimentation by allocating time, energy, and resources (1/1 = 100% achieved).

### Measure 5.1.3: Support Learning Leadership

The college committed to supporting learning leadership which is a term derived from Schein (2010). Table 15 lists Schein's (2010) ten aspects for a learning culture/leaders.

**Table 15. Schein's (2010) ten aspects of a learning culture and learning leaders.**

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<ol style="list-style-type: none"> <li>1. <i>Proactivity;</i></li> <li>2. <i>Commitment to learning to learn;</i></li> <li>3. <i>Positive assumptions about human nature;</i></li> <li>4. <i>Belief that the environment can be managed;</i></li> <li>5. <i>Commitment to truth through pragmatism and inquiry;</i></li> </ol>	<ol style="list-style-type: none"> <li>6. <i>Positive orientation toward the future;</i></li> <li>7. <i>Commitment to full and open task-relevant communication;</i></li> <li>8. <i>Commitment to cultural diversity;</i></li> <li>9. <i>Commitment to systemic thinking; and</i></li> <li>10. <i>Belief that cultural analysis is a valid set of lenses for understanding and improving the world (pp. 366-371).</i></li> </ol>
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Schein, E. H. (2010). *Organizational Culture and Leadership*, (4th ed.). San Francisco, CA: Jossey-Bass.

Some of the activities listed from success measures 5.1.1 and 5.1.2 could certainly be used as evidence of the college supporting learning leadership as part of a learning organizational culture. However, the college has not specifically undertaken activities and actions to support this measure and evaluate its success.

- The college has not achieved this target (0/1 = 0%).

**Action**

The college should reassess the importance of this strategic goal subcomponent, and determine whether to either eliminate this goal, or set an explicit measure of success for the final year of this strategic plan.

**Measure 5.1.4: Double-loop learning and systematic thinking**

Similar to 5.1.3, the college has not specifically undertaken activities and actions to support this measure and evaluate its success.

- The college has not achieved this target (0/1 = 0%).

**Action**

The college should reassess the importance of this strategic goal subcomponent, and determine whether to either eliminate this goal, or set an explicit measure of success for the final year of this strategic plan.

Strategic Plan Goal 5.2: Achieve and strengthen purposeful dialogue by

- Embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body, and administrative office;
- Adopting a continuous improvement model to measure progress in these communication practices and guiding principles within the college's ongoing assessments;
- Ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended internal and external stakeholders;
- Developing technology to improve communications among all campuses of the college; and
- Developing and maintaining a centralized database of college policies and procedures.

#### Measures of Success

- 5.2.1: Purposeful Dialogue Guiding Principles: the college will develop guiding principles and embed them in the objectives of each college program, governance body, and administrative office.
- 5.2.2: Continuous Improvement and Institutional Integrity: the college will use accreditation Standard I.C as a model for continuous improvement and self-assessment, and will meet accreditation Standard I.C.
- 5.2.3: Communications Technology: develop technology to improve communications among all campuses of the college.
- 5.2.4: Centralized Policies and Procedures: the college has and maintains a centralized database of college policies and procedures.

### Measure 5.2.1: Purposeful Dialogue Guiding Principles

On February 03, 2014, the *Communications Policy Working Group* presented the [\*Strengthening Purposeful Dialogue: A Handbook of Guiding Principles, Protocols, and Strategies\*](#). This handbook defines purposeful dialogue and offers the college nine guiding principles with protocols and strategies towards improving college communications practices. However, the guiding principles have not yet been formally embedded within the objectives of college programs, governance bodies, and administrative departments.

- The college achieved its target for developing communications guiding principles (1/1 = 100%).
- The college has not yet met its target for embedding these principles in each college program, governance body, and administrative office (0/3 = 0%).

#### Action

The college still needs to embed the guiding principles within the objectives of college programs, governance bodies, and administrative departments. Given the institution's priority initiatives around student success, it is unlikely this measure will be fully completed within the remaining year of the strategic plan. However, the college should at least target embedding these guiding principles within the Terms of Reference (ToR) of the governance committees and administrative groups (cabinet, Management Team, and Assessment Team) for AY2016-2017.

### Measure 5.2.2: Continuous Improvement and Institutional Integrity

In 2014, new ACCJC accreditation standards were released that now include *Standard I.C. Institutional Integrity*. This standard serves as a continuous improvement model that requires self-assessment as well as an external team evaluation to determine whether the college uses communication practices that continuously improve; that are accessible, accurate, timely, and clear; and that are understood by their

intended internal and external stakeholders. The college self-assessed these communications practices in detail in Standard I.C. in the [ISER](#) (pp. 94-107) and the accreditation visiting team's [External Evaluation Report](#) (pp. 25-29) affirms college meets the standard.

- The college uses a continuous improvement model (Standard I.C) to assess its communications practices (1/1 = 100%).
- The college has assessed whether its communications are accessible, accurate, timely, clear, and understood by their intended internal and external stakeholders, and this assessment has been validated by an accreditation visiting team (1/1 = 100%).

### **Measure 5.2.3: Communications Technology**

The college targeted development of technology to improve communications among all campuses of the college. However, the college has not specifically developed any technology that has been affirmed as improving communications among all campuses of the college. The college has continued to rely on teleconferences, VoIP, and email as its primary means of communications, and there are pre-existing technologies. The college has experimented with alternative technology approaches to support larger group activities, such as Dropbox; however, that does not get at the heart of the strategic plan goal.

- The college has not met this communications technology target (0/1 = 0%).

#### **Action**

The college should evaluate this strategic plan sub-goal and determine if there are any technologies with which it will specifically experiment this final year of this strategic plan, or if telecommunication constraints in states such as Yap and Kosrae make this experimentation unlikely to be successful.

### **Measure 5.2.4: Centralized Policies and Procedures:**

[March 22-24, 2014](#), the college began its work with the BOR to review all college policies and procedures. These policies and procedures were not maintained in a central database, but lived primarily in hard copy form with a few of the vice presidents and deans. The college reviewed and presented over 350 policies to the BOR over the subsequent 1.5 years for board review. Outdated policies were eliminated, policy language was updated to reflect current college structure and circumstances, procedures labeled as policies were instead made administrative procedures, and where administrative procedures were listed within a policy, they were removed to help delineate board roles (board policy) from administrative roles (administrative procedures). The BOR now has a formal, five-year policy review cycle to ensure they and the college regularly review all existing board policies in compliance with accreditation standards. The board policies (BPs) and administrative procedures (APs) are available from the college's homepage [www.comfsm.fm](http://www.comfsm.fm) → *Our College* dropdown menu → *Board of Regents* → Policies (<http://www.comfsm.fm/?q=board-policies>) All stakeholders can now readily and transparently access all BPs and APs from the college's website.

- COM-FSM has developed and begun maintaining a centralized database of all college policies and procedures, and thus achieved this target (1/1 = 100%).

#### **Action**

The Human Resources Office (HRO) is currently improving upon HR related BPs and developing and improving upon their associated APs. Additionally, HRO is developing a *Human Resources Manual* that has undergone usability testing in July 2016, and will be ready by the end of fall 2016. This work will ensure

compliance with best practices and ensures work is completed towards meeting accreditation Standards III.A.5 and III.A.11.

*Recommendation 7: In order to meet the Standards, the team recommends that the College establish, publish, and adhere to written personnel procedures that are widely available for information and review. (III.A.5, III.A.11) ([External Evaluation Report](#), p. 7).*

## Summary

The college has evidenced its dedication to mastery of life-long learning skills for its employees and has regularly allocated time, energy, and resources to foster critical reflection and experimentation. The college has been less intentional about its support of learning leadership, double-loop learning, and systematic thinking, and those goals needs re-assessed for action on the final year of this strategic plan. The college has developed a handbook that provides nine guiding principles to employees aimed at improving their communications skills; however, the college has not yet embedded these principles in college programs, governance bodies, and administrative office goals and practices. The college should at least target embedding these principles within the governance body ToRs. The college has established a central database on its website of all the college’s policies and procedures, and the Board of Regents has a five-year review cycle to ensure regular, institutional review of these policies. Additionally, to strengthen procedures for HRO, a *Human Resources Manual* is under construction and will be completed by the end of fall 2016. The college has not developed any new communications technology that might improve communications among all campuses of the college, and should evaluate this goal to determine if there are any technologies with which it will experiment on the final year of this strategic plan.

**Table 16. Strategic Direction Five Achievement Summary**

<b>Strategic Direction 5: Become a learning organization through development of a learning culture guided by learning leaders.</b>	<b>Measure of Success</b>	<b>Target</b>	<b>Percent achieved</b>	<b>Met (✓) Not Met (✗)</b>
<b>SPG 5.1:</b> Becoming a learning organization by: fostering mastery of life-long learning skills; allocating time, energy, and resources to foster critical reflection and experimentation; supporting learning leadership; and demonstrating double-loop learning and systematic thinking.	5.1.1: Foster Life-Long Learning Skills	1/1	100%	✓
	5.1.2: Foster Critical Reflection and Experimentation	1/1	100%	✓
	5.1.3: Support Learning Leadership	0/1	0%	✗
	5.1.4: Double-loop Learning and Systematic Thinking	0/1	0%	✗
	<b>Total Achievement for SPG 5.1</b>	<b>2/4</b>	<b>50.0%</b>	
<b>SPG 5.2:</b> Achieve and strengthen purposeful dialogue by: embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body, and administrative office; adopting a continuous improvement model to measure progress in these communication practices and guiding principles within the college’s ongoing assessments; ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended internal and external stakeholders; developing technology to improve communications among all campuses of the college; and developing and maintaining a centralized database of college policies and procedures.	5.2.1: Purposeful Dialogue Guiding Principles			
	<ul style="list-style-type: none"> <li>Guiding Principles</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>Principles embedded in programs, governance bodies, and offices.</li> </ul>	0/3	0%	✗
	5.2.2: Continuous Improvement and Institutional Integrity			
	<ul style="list-style-type: none"> <li>Continuous Improvement Model</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>Communications Assessment</li> </ul>	1/1	100%	✓
	5.2.3: Communications Technology	0/1	0%	✗
	5.2.4: Centralized Policies and Procedures	1/1	100%	✓
	<b>Total Achievement for SPG 5.2</b>	<b>4/8</b>	<b>50.0X%</b>	
<b>Total Achievement for Strategic Direction 5</b>		<b>6/12</b>	<b>50.0X%</b>	

### **Strategic Direction Six: 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.*

**Strategic Plan Goal 6.1:** Achieve recognition as a best practices institution by:

- Exhibiting quality, excellence, and integrity through employees, students, and graduates;
- Meeting and/or exceeding accreditation standards at all times; and
- Exploring additional models of quality assurance (QA).

#### **Measures of Success**

- Quality, Excellence, and Integrity: develop institutional core values to guide employees, students, and graduates to exhibit these qualities through principles of best practice.
- Accreditation Status: Reaffirmed without Sanction.
- Alternative QA models: the college will explore additional QA models.

#### **Measure 6.1.1: Quality, Excellence, and Integrity**

In spring 2014, the college developed [core values](#) and principles of best practice that are designed to guide employees to exhibit quality, excellence, and integrity through principles of best practice. Specifically, one of the college's core values is *Excellence* which also represents principles of best practice that focus on quality. These include: *complete all duties and assignments, hold yourself accountable to high performance standards, aim to meet or exceed standards of best practices, set goals and endeavor to exceed them, and be positive and encouraging.* Through the core value of *Professionalism* the principles of best practice are those of integrity calling for one to *be honest and transparent, accept responsibility for actions, maintain confidentiality, do no harm, be ethical, and to act in the best interest of the college and the communities you serve.*

Employees and students are encouraged to use the core values and principles of best practices to self-reflect on whether or not they regularly exhibit these, and to identify areas for self-improvement. Supervisors are encouraged to use these to guide employee performance improvement and to capture these on evaluations. Faculty members and support service personnel are encouraged to use these to guide student performance. The college expects its student graduates to carry these qualities with them as they transfer to university or enter the workforce.

- The college has achieved this target for quality, excellence, and integrity (1/1 = 100%).

#### **Measure 6.1.2: Accreditation Status**

February 3, 2009, the COM-FSM *Follow-Up Report* was rejected by the Accrediting Commission as noted in an [Action Letter](#). Resubmission was required along with a visit. After its Comprehensive Self Evaluation in 2010, the college was placed on [warning](#) status. In 2011, the college was placed on the more severe status of [probation](#). The college was continued on [probation](#) in 2012, and achieved [reaffirmation](#) subsequent to a [Combined Follow Up and Midterm Report](#) in 2013. The college made a commitment in this Strategic Plan to rebuild public and peer confidence in the capacity of the college and quality of education it provides.

Accreditation offers public confidence in the quality of an academic institution, and it is by this measure that the college will assess this strategic goal. In December 2015, the college completed a six year accreditation cycle, submitted a regularly scheduled comprehensive [Self Evaluation](#), hosted a 13-member visiting team ([External Evaluation Report](#)), and the results on the July 8, 2016, [Action Letter](#) was reaffirmation of accreditation for 18 months, which is for the duration of this Strategic Plan.

An institution cannot evoke an image of quality if it is perpetually responding to concerns that it is not meeting accreditation standards. In order to meet this measure of success, the college will maintain accreditation reaffirmation without sanction.

- Since 2013 the college has had its accreditation reaffirmed and has continued without sanction. The college has achieved and maintained this measure of success (1/1 = 100%).

### Measure 6.1.3: Alternative QA Models

The college adopted an AGB Academic Quality Model to guide institutional self-assessment, educational improvement, and to assist the Board of Regents in its role for ensuring Academic Quality (Figure 8).



**Figure 8: Educational Quality**

*Model obtained from the Association of Governing Boards (AGB) of Universities and Colleges (Chaffee, 2014, January/February, p. 16).*

Additionally, the college developed [mission fulfillment indicators](#) during fall 2015 that are similar to those required by a different United States regional accrediting agency, the Northwest Commission on Colleges and Universities (NWCCU). These mission fulfillment indicators provide a direct means for mission fulfillment measurement so that the college can regularly, and directly, assess whether or not it is achieving its mission.

NWCCU [Mission and Core Themes Standard One](#): 1.A. Mission: 1.A.2. *the institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

To support these mission fulfillment indicators, the college uses national data from its participation in the Community College Survey of Student Engagement (CCSSE) and the National Community College Benchmark Project (NCCBP). The national indicators provide comparisons against a wide range of colleges in the Pacific and across the United States.

- The college has achieved this target (1/1 = 100%).

## Summary

The college has developed core values and guiding principles of best practices that guide employees, students, and graduates on how to exhibit quality, excellence, and integrity. Over the last four years, the college has worked extensively to *evoke an image of quality* and to become an institution that others wish to emulate. The college has not only had its accreditation reaffirmed since 2013, it has been highlighted by ACCJC as an exemplar for student learning outcomes and student learning assessment. Additionally, ACCJC highlighted the college for its efforts to have all employees and the Board of Regents complete the ACCJC online Accreditation Basics Course. COM-FSM was the first college to accomplish this task, and other institutions emulated this practice.

Further, ACCJC highlighted the college's efforts to translate the Accreditation Basics course into local languages to further engage non-English proficient employees. ACCJC has also asked to use two sections from the college's ISER as exemplar templates for their training with other colleges (*Quality Focus Essay & Changes and Plans Arising out of the Self Evaluation Process*) because they consider those sections to be well presented. The college continues to explore alternative QA models that help to improvement academic quality and institutional effectiveness. The college has fully achieved this strategic directive. That said, just as quickly as one can *evoke an image of quality*, one can lose that image through poor practices. The college must continuously pursue this strategic direction in order to continue to *evoke an image of quality*.

**Table 17. Strategic Direction Six Achievement Summary**

Strategic Direction 6: Evoke an image of quality	Measure of Success	Target	Percent achieved	Met (✓) & Not Met (✗)
SPG 6.1: Achieve recognition as a best practices institution by: exhibiting quality, excellence, and integrity through employees, students, and graduates; meeting and/or exceeding accreditation standards at all times; and exploring additional models of quality assurance.	6.1.1: Quality, Excellence, and Integrity	1/1	100%	✓
	6.1.2: Accreditation Status	1/1	100%	✓
	6.1.3:	1/1	100%	✓
	<b>Total Achievement for SPG 6.1</b>	<b>3/3</b>	<b>100%</b>	
<b>Total Achievement for Strategic Direction 6</b>		<b>3/3</b>	<b>100%</b>	



**Table 18. Strategic Plan 2013-2017 Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Strategic Direction 1: Focus on student success</b>				
<b>SPG 1.1:</b> Providing collaborative institutional support to advance student success by promoting student engagement and Institutional Student Learning Outcomes.	1.1.1: Institution-Set Standards (ISS) and 5-year stretch targets			
	<ul style="list-style-type: none"> <li>ISS</li> </ul>	13/13	100%	✓
	<ul style="list-style-type: none"> <li>5-Year Targets</li> </ul>	11/13	84.6%	✗
	1.1.2: CCSSE Benchmarks	5/5	100%	✓
	1.1.3: Guided Pathways	0/4	0%	✗
	<b>Total Achievement for SPG 1.1</b>	<b>29/35</b>	<b>82.9%</b>	
<b>Total Achievement for Strategic Direction 1</b>		<b>29/35</b>	<b>82.9%</b>	
<b>Strategic Direction 2: Emphasize academic offerings in service to national needs</b>				
<b>SPG 2.1:</b> Increase the number of 4-year program opportunities by: increasing the number of articulation agreements; increasing the number of partnership programs; and exploring distance-learning opportunities.	2.1.1: Articulation Agreements	1/5	20%	✗
	2.1.2: Partnership Programs (MoUs)	4/5	80%	✗
	2.1.3: DE Opportunities (priority eliminated)	-----	-----%	-----
		<b>Total Achievement for SPG 2.1</b>	<b>5/10</b>	<b>50%</b>
<b>SPG 2.2:</b> Strengthen career, technical, and community-based educational opportunities for non-college bound students by: exploring opportunities with agencies and NGOs; increasing training opportunities with existing partners; exploring provision for certification examinations; focusing on programs and courses to support career and technical education development benefitting both students and future employers; and implementing training programs that result in the adoption of new skills that are designed to improve the quality of life of participants.	2.2.1: Advisory Councils for CTE	17/17	100%	✓
	2.2.2: CTE Certification or Licensure Exam Provisions	3/17	17.6%	✗
	2.2.3: CTE Curriculum Alignment to Industry Standards	0/17	0%	✗
	2.2.4: Adoption of new skills and improved quality of life			
	<ul style="list-style-type: none"> <li>Change in Action</li> </ul>	0/1	0%	✗
	<ul style="list-style-type: none"> <li>Change in Condition</li> </ul>	0/1	0%	✗
	<b>Total Achievement for SPG 2.2</b>	<b>20/53</b>	<b>37.7%</b>	
<b>Total Achievement for Strategic Direction 2</b>		<b>25/63</b>	<b>39.7%</b>	
<b>Strategic Direction 3: Be financially sound, fiscally responsible, and build resources in anticipation of future needs</b>				
<b>SPG 3.1:</b> Maintain a financially sound, fiscally responsible institution by: Generating diversified revenue sources; creating an allied foundation; accumulating reserves; accumulating endowment assets; and improving allocation of resources based on results of assessment and evaluation linked to planning.	3.1.1: Diversified Revenue Sources			
	<ul style="list-style-type: none"> <li>FSM Government offsets JEMCO decrement of \$2.8 million</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>AANAPISI Designation</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>AANAPISI Grant Eligible</li> </ul>	0/1	0%	✗
	3.1.2: Allied Foundation	1/1	100%	✓
	3.1.3: Accumulating Reserves			
	<ul style="list-style-type: none"> <li>3% Annual Increase</li> </ul>	1/1	100%	✓
	<ul style="list-style-type: none"> <li>5% Annual Increase</li> </ul>	1/1	100%	✓
<ul style="list-style-type: none"> <li>7% Annual Increase</li> </ul>	1/1	100%	✓	

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)	
	3.1.4: Accumulating Endowment Assets	2/5	40%	✗	
	3.1.5: Allocation of Resources	1/1	100%	✓	
	<b>Total Achievement for SPG 3.1</b>	<b>9/13</b>	<b>69.2%</b>		
<b>Total Achievement for Strategic Direction 3</b>		<b>9/13</b>	<b>69.2%</b>		
<b>Strategic Direction 4: Invest in and build a strong capacity in human capital</b>					
SPG 4.1: Supporting and strengthening faculty, staff, and administrators by establishing aspirational goals for credentialing.	4.1.1: Academic Faculty Credentials	68/75	90.7%	✗	
	4.1.2: CTE Faculty Credentials	24/24	100%	✓	
	4.1.3: Staff and Administration Incentivizing	0/1	0%	✗	
	<b>Total Achievement for SPG 4.1</b>	<b>92/100</b>	<b>92%</b>		
SPG 4.2: Support professional development that builds upon organizational and leadership capacity by: assessing organizational and leadership capacity needs; prioritizing identified organizational and leadership capacity needs; addressing identified capacity needs; and allocating resources to support capacity building with implementation.	4.2.1: Organizational and Leadership Capacity Development	1/1	100%	✓	
	<b>Total Achievement for SPG 4.2</b>	<b>1/1</b>	<b>100%</b>		
<b>Total Achievement for Strategic Direction 4</b>		<b>93/101</b>	<b>92.1%</b>		
<b>Strategic Direction 5: Become a learning organization through development of a learning culture guided by learning leaders.</b>					
SPG 5.1: Becoming a learning organization by: fostering mastery of life-long learning skills; allocating time, energy, and resources to foster critical reflection and experimentation; supporting learning leadership; and demonstrating double-loop learning and systematic thinking.	5.1.1: Foster Life-Long Learning Skills	1/1	100%	✓	
	5.1.2: Foster Critical Reflection and Experimentation	1/1	100%	✓	
	5.1.3: Support Learning Leadership	0/1	0%	✗	
	5.1.4: Double-loop Learning and Systematic Thinking	0/1	0%	✗	
	<b>Total Achievement for SPG 5.1</b>	<b>2/4</b>	<b>50.0%</b>		
SPG 5.2: Achieve and strengthen purposeful dialogue by: embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body, and administrative office; adopting a continuous improvement model to measure progress in these communication practices and guiding principles within the college's ongoing assessments; ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended internal and external stakeholders; developing technology to improve communications among all campuses of the college; and developing and maintaining a centralized database of college policies and procedures.	5.2.1: Purposeful Dialogue Guiding Principles				
	• Guiding Principles	1/1	100%	✓	
	• Principles embedded in programs, governance bodies, and offices.	0/3	0%	✗	
	5.2.2: Continuous Improvement and Institutional Integrity				
	• Continuous Improvement Model	1/1	100%	✓	
	• Communications Assessment	1/1	100%	✓	
5.2.3: Communications Technology	0/1	0%	✗		
5.2.4: Centralized Policies and Procedures	1/1	100%	✓		
	<b>Total Achievement for SPG 5.2</b>	<b>4/8</b>	<b>50.0%</b>		
<b>Total Achievement for Strategic Direction 5</b>		<b>6/12</b>	<b>50.0%</b>		

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Strategic Direction 6: Evoke an image of quality</b>				
<b>SPG 6.1:</b> Achieve recognition as a best practices institution by: exhibiting quality, excellence, and integrity through employees, students, and graduates; meeting and/or exceeding accreditation standards at all times; and exploring additional models of quality assurance.	6.1.1: Quality, Excellence, and Integrity	1/1	100%	✓
	6.1.2: Accreditation Status	1/1	100%	✓
	6.1.3: Alternative QA Models	1/1	100%	✓
	<b>Total Achievement for SPG 6.1</b>	<b>3/3</b>	<b>100%</b>	<b>3/3</b>
<b>Total Achievement for Strategic Direction 6</b>		<b>3/3</b>	<b>100%</b>	
<b>Total Achievement for Strategic Plan</b>		<b>165/227</b>	<b>72.7%</b>	