

January 16, 2016

COM-FSM, Chuuk Campus Minutes.		
Committee or Working Group	<i>Mini-Summit, Chuuk Campus</i>	
Date:	Time:	Location:
January 16, 2016	9am to	Multi-Purpose Building
<p>Attendance: <i>Morning Session: 29 participants</i> <i>Afternoon Session: 25 participants</i></p> <p>*See Appendix A for full details</p>		
Additional Attendees:		
Agenda/Major Topics of Discussion:		
<ol style="list-style-type: none"> 1. Call to order and review of agenda by Chair Dean Kanto 2. Minutes of previous meetings -N/A 3. Old business <ol style="list-style-type: none"> a. Those who attended the summit in Pohnpei need to turn in your Travel Vouchers. 4. New business <ol style="list-style-type: none"> a. Theme of the first day: Participatory Governance. Kind lead discussion, others to support. Some subtopics were outlined, others discussed in detail. <ul style="list-style-type: none"> • What is Participatory (Shared) Governance? <ol style="list-style-type: none"> 1. Alton summarized and led the group’s discussion of the <i>Gary Olson article</i>. The first paragraph of the introduction states that administrators use this term and often misunderstood by others. If we try to relate this definition to our <i>system-wide</i> committees, it was noted that only one committee-EC- has the right to vote on decisions. None of the other committees do. The intent of the system-wide committees is to have members from each campus. Members should bring to their meetings the ideas of the campus they represent. This is one way to solicit opinions from everyone. Opinions/ideas then go to the Executive Committee for approval. Questions included: If we give our opinions, then are we really a part of the decision-making? What happens if we share information and opinions and then the leadership do not approve? Is this really participatory? How often do the committees share what has been happening in the committees? (This was debated, with the consensus being that committee members did not really share enough. Nor did they consistently receive feedbacks and/or inputs from their colleagues.) Another issue was raised on the difference between shared governance and participatory governance: shared governance is <i>real</i>, while participatory is <i>theory</i>. • Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee’s meeting date, time, and name. This was explained to the group that this is for two basic reasons: 1st because most of the state campuses have only 1 VOIP line so they cannot participate in two meetings at the same time; 2nd faculty serving on these committees may end up with conflict between their class schedules and committee’s meeting time. Since committees are secondary to classes, faculty will go to their classes and miss committee meetings. In the past this has happened to members from our Chuuk Campus. 		

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- Discuss and recommend **alternative pathways** for faculty service to the college in lieu of only serving on committees.
- **Define participatory governance and discuss ways to improve individual, committee, and institutional efforts and responsibilities to the college.** —Group discussion led by Dean Kanto, assisted by other national summit participants.

We need committees, but what can we do to make them work? Are there alternatives?

Comments and other questions: During faculty meetings, we need to be more involved and proactively participate. It really is up to each campus to decide how they can best improve. It is often assumed (erroneously) that everyone knows things but the truth is, they don't; this is especially true for our new employees on campus.

Suggestions: Committee members need to share information and solicit input, bring updates to meetings for others to be informed. Send out emails, and make posters. We need to answer emails, at least to acknowledge that we received it. We need to do things together. Each of us should ask if we are doing our jobs. We need to keep everyone accountable.

How can we improve the system approach and find alternative pathways to serving on a system-wide committee?

Part of this discussion went back to BP 2200 and AP 2200, specifically the part that says that the SBA president at the National Campus is expected to attend the Executive Committee meetings and when unable to attend, should send a proxy to attend. Now, if he is to represent all of the SBAs, then they should meet (VOIP) before the system-wide meetings to solicit inputs from the state campus' SBAs. AP2200 should say that the SBA president will attend, not simply is invited. The SBA at Chuuk Campus is required to attend Management Council meetings. SBA president is a member of Chuuk Campus' Management Council.

The policy states that students shall be encouraged to participate and their viewpoints sought in matters for which they have direct, reasonable interest. General experience has shown SBA members are not as interested in regularly attending these meetings, and they are not required to do so.

Suggestion 1: Get students, such as Divine Aier involved. Find a way to get him to represent the students. Staff and faculty will have to get more involved; perhaps our student services people can support greater student involvement. AP 2200 says that students "are expected" to participate on committees, but for the most part they don't come.

Note: Students cannot be on HR as it deals with confidential information about employees.

Question: Does the National Campus SBA represent the Chuuk SBA? Do the SBAs have any system-wide meetings? There used to be, when Silfred Robert was our SBA president, but not since then.

Faculty/Staff Senate: Has agendas and minutes for their meetings. This committee takes care of complaints, grudges of teachers against administration. IC is a member, so as everyone is except for the Dean. They are to have meetings here on campus and the officers take the outcome to the system-wide committee meetings.

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Question: If we think that our committees are not effective, whose responsibility is it to oversee all of the committees to see if they are doing their jobs?

Action: *During our meetings, chairs/committee members will make reports on what their committee has done. Our solution is to communicate better and more effectively. Change some of the chairs to have responsible and active chairs.*

- **Define purposeful dialogue / Communication:** Discussion leaders: Alton, Wilson, Kind
COM-FSM Definition of Purposeful Dialogue
 - *Purposeful dialogue is a model of institutional communication characterized by the following:*
 - being genuinely participatory,
 - multi-directional and ongoing,
 - professional in tone,
 - centered on use of evidence and
 - focused on achieving published mission and goals.

Discussion: The communication diagram showing that communication should be Up-Down and Side-to-Side was drawn and discussed. Also brought up was the right and responsibility issue where if one thinks one has a right, then that person must also accept responsibility. To complain, one must be there; one must listen before talking. Respect for each other is a key part of effective communication. Communication needs to be top-down, bottom-up, and side-to-side.

So, for example, if both Instruction Committee and Student Services have monthly meetings, what about a way to deal with issues that cross over both? The Dean, IC, and the new Student Services Coordinator are responsible for overseeing the committees.

Concern/Question: We keep saying “want everyone’s ideas,” but this is impossible. Most of us here are not sharing. Supported with comment on emails not always responded to. *Response: At least you are here and listening. You have the right to be silent, but then you have the responsibility to do what is decided. Remember the 3Rs: right, responsibility, and respect. Discussion should be based on the issue, not on personalities. Respect means to act in a well-mannered way.*

Note: Alternative pathways: Join and participate in a state campus committee. We do have Chuuk Campus committees: Fundraising Committee [no activities], Beautification [basically only 2 members], Management Council, Emergency Committee, ChAWG, Meseiset [presently inactive], Instructional, Student Services. The problem seems to be that they depended on only a few people, and while they started in earnest after a while, the group dies out. ChAWG is an example. It did assessment work and the results are sent to counterparts at the National Campus. Thus, there is a linkage. We need to find a way to link relevant state campus committees to relevant system-wide committees.

Suggestions: Assign campus committees to an appropriate person (IC, Dean, etc.). For example: Instructional Committee can be assigned to IC; while Facilities would be assigned to the dean.
Question: If Fundraising Committee raises money, do we have to report it and send it to the National Campus? *In the past, Yes, it went directly to the endowment. We got none. Only the profit from the snack bar. The Endowment Fund is receiving funds from some Chuuk Campus employees through payroll deduction in the amount of \$1,183 a year.*

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Notes: Discussions/decisions should be data driven, use evidence.

- **Be able to locate and apply the Strengthening Purposeful Dialogue handbook** -Demonstrated
- **Articulate institutional priorities that should drive committee decisions.**
Everything we do should be focused on the college's mission & 6 goals: dialogue should be aimed towards fulfilling these. We broke into 4 groups: administration / instructional (2) / student services to work on how each group would fulfill our guiding principles, first focus is student success, all 9 guiding principles to be focused on over time.

6 strategic directions

- focus on student success
- emphasize academic offering in service to national needs.
- be financially sound, fiscally responsible, and build resources in anticipation of future needs
- invest in and build a strong capacity in human capital
- become a learning organization through development of a learning culture guided by learning leaders
- invoke an image of quality

Ideas from groups: use the Purposeful Dialogue handout

Relate all 9 guiding principles to student success:

Guiding principle 2: you may need more than one mode of communication to achieve your goal.

RAR committee has had discussions on how COMET blocks students from college. Can we come to a consensus on whether or not we want open enrollment? Don't just use old data; more is needed. One participant shared a personal experience of having chosen an open enrollment college, where they studied, passed their courses, and graduated.

COMET test discussion: Another questioned whether or not the entrance test is a true measurement on how well students will do in college? We should also use transcripts, recommendations, etc. Several valedictorians did not pass the COMET. We should not base student evaluation on just 1 test. We don't believe that using only one method to measure student capability is the best. There is need for a study on students who didn't pass the COMET but went on to successfully graduate from college.

Response: : Only the Board of Regent can approve to change the COMET or to try a new test. Many of our students are not ready or prepared for college level courses. We need to improve what happens once we get students; we must prove that can help them be successful in college. We need to focus on retaining those few we have. Students often don't know what they want. Just want to get a degree. Some don't know what they really want to do with their lives. Thus, we need to help them set goals and work toward achieving those goals.

We are no longer allowed to offer the few courses for the AA degree in business that we used to offer here at Chuuk Campus. Our purpose for offering them was to keep/retain the Chuukese students, who are interested in majoring in Business, at COM-FSM. Once they started here, they can then go on to the National Campus to complete the program there.

Actions to take: We should take an initiative to find out how many of the students who didn't pass the COMET but attended and graduated from other institutions.

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Note1: Success here depends on passing the COMET.

Devil's Advocate: Why do we think we can be successful with students who don't pass the COMET, if we are not successful with the few who passed and are at the college?

Response/Discussion: We need to work with the problems that our students have. We need to identify the problems and find solutions before we can evaluate. We also need to look at how we are assisting them. We need to assist with what is/are actually needed by them but not simply what is available to offer. We need to show that we are capable of assisting the few we have to prove that we are also capable of retaining and successfully graduating more. If we cannot do it with the few we have, then there is really no need to recruit more because we will fail miserably in retaining and graduating them.

Most students want to get into the degree programs but are in the certificate programs because they score low on the COMET. However, the certificate programs do not have the necessary courses to prepare them to pass the COMET, and enroll in the degree programs. The students will soon lose interest, and/or lose Pell grant eligibility.

Summary: Triangulation: Maybe we need three sources of information to make a decision for admission. But presently we use only 1 source- the COMET- as basis of admitting students. They don't have data on the COMET.

Actions: 1st get students to come to us, 2nd keep them. We have both a Recruitment problem and a retention problem.

#1 Replace the COMET. Want a placement test. Try experimental ones in English / math.

#2 Retention: we are responsible for student success. Recruitment is part of student success; encourage DOE to do their job. Administration & student services & instruction & CRE are all responsible for retaining our students. We will do our jobs!!!!

Share with Johannes Berdon, our Board Representative.

Now we need to get data. Do we have % data on schools passing comet? Example: Faichuuk 0 passed, it is our responsibility to train their teachers. Xavier students pass but don't come.

Question: We spoke of the need for triangulation of data; what are other 2 sources???

Lunch break

- Completed Assessment form for Day 1 of the Governance Summit

Afternoon Session: Decision making

Mission

- Strategic Plan – the group was shown where to find this on the website.
- IEMP - Integrated Educational Master Plan –the group was shown where to find this on the website.
- Student learning and achievement = success
- Academic Quality
- Policies & Procedures

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- Data (quantitative & qualitative)
- Improving Institutional Effectiveness (all of the above)
- **Decision Making and Data Discussion** - Led by Alton

Consensus #3 sought

How can we make good decisions without good data? Dr. Mary Allen's book talks of the need for data for self-improvement. How do we do it so we can improve?

Instructional has sources of data: G.P.A., student evaluations of instructors, course level evaluation. We send to Palikir; but we get back no data. During the original TracDat training here in Chuuk, we asked why TracDat was asking for course level data (CLSOs) since we normally calculate only SLO data. The answer was that to find Course Learning Outcomes, we should take our data for the specific SLOs under a given CLSO, average them, and then put that in as your GSLOs (general learning outcomes). Our worry was that this recalculating was not giving us usable information that we could use to improve our teaching and classes. We feel that we should be doing pre-post testing so we can see where we are weak and improve upon. This also shows us how much learning takes place. For example, if pre-test score was 25%, and post 50%, we know that there is 25% improvement in learning due to teaching. With 25% improvement, it is fair, but we may need to try to improve next semester. If the students scored 90% on the pre-test SLO, we may need to change the course outline because we know the course is too easy and there is not much room for improvement in student learning from the course. By doing item analysis on the test questions, we can identify if the questions are too easy, or there is need to increase lecture on certain SLOs. We may even need three sources of data (triangulation): pre-post test results, item analysis, and textbook readability scores (should be 65% or higher) to assess validity of materials and quality of learning.

Notes: Assessment of courses is not yet uniform. We are required to use post-test (exam results) with at least 75% passed in any given CSLO as successful. MS100 instructors have put together a common assessment test to be used at all campuses and it has been used every semester. However, for the other courses, there is evidence that the assessment forms used at the different campuses were different. We found out during the summit that we all have different forms to fill out for assessment, and we don't know why we all were given different forms to fill out.

Staff & Administration Data: We need to change staff and administration outcomes to show student learning. Need to see what students are learning in each of those areas. Need to finish work, which former SSC Maika Tuala began. Maika started by asking each office under student services to come up with 5 criteria, 5 goals that you will work on. For example: recruitment and student relationship. Business Office might want to make sure receipts and expenditures are all appropriate and filed. Once you have your goals, you can hopefully assess them on a 1 to 5 scale. If one comes out with a score of 2.5, one knows what one's weaknesses are. The nurse may see 20 students / day, is this good or bad? Suppose you want to see 100 students/day, and then you must market your services. Suppose Counseling wants 40% of the student body to come to Time Management workshop, going to have to improve it. If you go from 5% to 30%, this is good, but you will want to make it higher next semester. FAFSA : 70% have filled them out, and you feel that is good enough and you are happy with that; but can you improve that? What are your best practices?

Idea: What about cross-training? Then we would be able to keep things going during a long

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illness/absence.

Consensus Action to Take: ChAWG will come up with criteria and training on how to assess/evaluate staff and administrators.

- **Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and procedures.** – demonstrated
- Demonstrate awareness of the college priority and strategic direction to Focus on Student Success.
- **Demonstrate awareness of the Quality Focus Essay presented in our Self Evaluation Report that is also focused on student success.**
Copies of these were made and given to all instructors by IC.

Note: Pages 310-315 of the Self Evaluation Report contain the Quality Focus Essay.

Comment: There needs to be a balance between access and success for learners

- **Demonstrate awareness of the Foundations of Excellence (FoE).** This was briefly discussed as only a few of us had joined any of the working committees. The First Year Experience group did meet several times. One idea repeatedly kept popping up in that group's discussions, and that was the students' need for a study skills class. This comment has been raised here several times, and though Counseling is trying to help, many students, faculty, & staff believe the study skills class should be taken by everyone.
- **Discuss and commit to ways in which you can improve student success over the next three years.**
Define student success: According to the COM-FSM self-evaluation study: Course completion, retention, and graduation. However, *certificate students moving to a degree program are not measured; only those who graduate in the certificate program. They are considered as having failed, even though they might have either passed the COMET and moved into a degree program, or transferred to another institution.*
Many of these are institutional data that are sent for WASC purposes; degree audit, persistence rates, etc. Did they tell us how to get data? *Do* they take all or just some of the following into account? *Student* learning, 1st year student experience, improved grade passing rates; course completion, accountability, tracking, higher graduation rates & less time to completion, greater faculty & staff involvement in student success efforts, and redesigning gateway courses. All of these things can have an impact.
- **Discuss ways in which your committee¹ division/office can play a role to improve student success.** We divided into groups and came up with the following ideas:

Instructional: a Checklist containing:

1. Knowledge- teaching in your field, knowledge of content;
2. Methods –lesson delivery, lesson plan, bloom's taxonomy, technology, visual aids;

¹ We replaced "committee" with office/division to make it more applicable to the entire group.

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3. Skills – communication and advising;
4. Disposition- attitudes, motivation; and
5. Practice- just do it, attendance.

Student Services: We believe that student service refers to the broad range of supports that COM provides to help students navigate through college successfully.

1. Help students complete their FAFSA on a timely manner.
2. Provide mock interview sessions and resume writing workshops to graduating students.
3. Educate and announcing to students the due dates for documents.
4. Orient students to college life and how to be successful in college.
5. Help students on deficiency list get back into good standing.
6. Integrating student services into a learning community.
7. Providing workshops on a variety of topics to enhance students' success.
8. Teamwork with faculty to prevent students on deficiency list from failing.
9. Balancing academic and recreation life of students providing sports activities for them.
10. Provide medical assistance for their well being to stay healthy.
11. Availability of time to help students when they need help not only during office hours.
12. Provide hands on activities for students such as sewing, cooking and making handcrafts to help them learn other ways to provide for themselves in the future.

Administration:

1. Provide a safe and healthy environment conducive to learning.
2. Enforce policies.
3. Repair and maintain facilities and equipment.
4. Ensure that there is always Imprest Fund available.
5. Make sure school supplies are available.
6. Ensure there is sufficient funding for smooth operation.
7. Refund checks are available in time for those who are eligible.
8. Communication technology is working properly.
9. Resources are available and equipment in good condition.
10. Employees' annual evaluations are updated.
11. Recruit and retain qualified personnel
12. Ensure that all divisions/offices are functioning properly.

- **Completed Assessment form for Day 2 of the Governance Summit**

5. Adjournment: 4 p.m.

Looking ahead:

- **Staff development day.** IC Erenca and Dean Kind will look for a day during the week of Easter Break. Alton will do a ½ hour session on how to take minutes, as everything needs to be documented.
- **Board of Education Meeting today.** They want us to provide training on multi-level instruction. Alton is the only one currently certified to do this. Many questions were raised but postponed until more is known.

Discussion of Agenda/Information Sharing:

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<ul style="list-style-type: none"> Meeting adjourned at 4 p.m. 			
College Web Site Link:			
Prepared by:	<i>Lynn Sipenuk</i>	Date Distributed:	2/5/2016
Approval of Minutes Process & Responses:			
➤			
Submitted by: Lynn Sipenuk		Date Submitted:	
<p>Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities:</p> <ul style="list-style-type: none"> ➤ Assign campus committees to an appropriate person (IC, Dean, etc.) to help ensure that the committees are effective. ➤ Fiscal Officer is to ask Palikir if we can fundraise for our own contingencies. ➤ During our meetings, chairs/committee members will make reports on what their committee has done. ➤ Recruitment and Retention of students will be a key focus for Chuuk campus. 			
<p>#1 Replace the COMET with a placement test. Try experimental ones in English / math.</p>			
<p>#2 Retention: We need to retain and graduate the few students we have.</p>			
<ul style="list-style-type: none"> ➤ ChAIWAG will come out with criteria and training for staff and administration accountability. They will have a draft checklist by March 2016 for evaluating Staff and Administrators. ➤ Other sessions to be presented at the upcoming Staff Development Day before mid-March. 			

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Appendix A
Attendance

Morning Session:	Afternoon Session:
<p>Name:</p> <ol style="list-style-type: none"> 1. Marylene Bisalen 2. Benjamin Akkin 3. Memorina Yesiki 4. Roger Arnold 5. Cecilia Oliveros 6. Andita Meyshine 7. Genevy S. Ifenuk 8. Sr. Erencia Saipweirik 9. Danilo Mamangon 10. Abraham S. Rayphand 11. Richardson Chiwi 12. Reagan Repen 13. Marie Mori Pitioi 14. Kersweet Eria 15. Alton Higashi 16. Wilson Bisalen 17. Lynn Sipenuk 18. Divine Lokopwe 19. Merly Nelson 20. Marcelly Mariano 21. John Dungawin 22. Jefferson Teruo 23. Sosiro Adolif 24. Kind Kanto 25. Miuty Nokar 26. Edson Asito 27. Herner S. Braiel 28. Hattie Raisom 29. Calvin Assito 	<p>Name:</p> <ol style="list-style-type: none"> 1. Jefferson Teruo 2. Marcelly Mariano 3. Divine Lokopwe 4. Lynn Sipenuk 5. Merly Nelson 6. Wilson Bisalen 7. Alton Higashi 8. Kersweet Eria 9. Marie Mori Pitioi 10. Abraham S. Rayphand 11. Danilo Mamangon 12. Herner S. Braiel 13. Calvin Assito 14. Sr. Erencia Saipweirik 15. Genevy Samuel 16. Andita Meyshine 17. Cecilia Oliveros 18. Marylene Bisalen 19. Memorina Yesiki 20. Benjamin Akkin 21. Roger Arnold 22. Miuty Nokar 23. Kind Kanto 24. John Dungawin 25. Reagan Repen

Note: Those in blue ink participated in the Jan 04-05, 2016 Governance Summit in Pohnpei.

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Appendix B

Assessment of Governance Summit Morning Session. N=29

Next to each outcome, place an "X" in the box to indicate how well you feel you have achieved each outcome after today's session.

Scale: Strongly disagree- 0.1-1; Disagree 1.1-2; Neutral 2.1-3; Agree 3.1-4; 4.1-5 Strongly Agree.

Outcomes. You can:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	WEIGHTED MEAN	DESCRIPTION
1. Demonstrate understanding as to why committees must go through a formal administrative approval in order to change a committee's meeting date, time, and name.	5	14	3	1		3.17	Agree
2. Demonstrate awareness of Standard IV.A Decision Making Roles and Processes.	4	10	6			2.69	Neutral
3. Discuss <i>Participatory Governance Board Policy 2200</i> and <i>Administrative Procedure 2200</i> and offer recommendations towards improvement.	3	13	6	1		3.00	Agree
4. Discuss and recommend <i>alternative pathways</i> for faculty service to the college in lieu of committee service.	5	14	4	1		3.27	Agree
5. Demonstrate knowledge of the committee appointment process.	3	8	10	1		2.72	Neutral
6. Demonstrate awareness of committee's assigned <i>Ex Officio</i> officer and that officer's role.	2	6	10	3	3	2.52	Neutral
7. Define <i>participatory governance</i> and discuss ways to improve individual, committee, and institutional efforts.	5	14	4			3.21	Agree

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8. Define purposeful dialogue.	9	7	6			3.14	Agree
9. Locate and apply the <i>Strengthening Purposeful Dialogue</i> handbook.	2	9	8	2		2.55	Neutral
10. Articulate institutional priorities that should drive committee decisions.	3	8	9	2		2.69	Neutral
11. Demonstrate awareness of where to locate the college mission, strategic plan, Integrated Educational Master Plan (IEMP), policies, and administrative procedures.	1	7	4	11		2.31	Neutral
12. Articulate to whom committee decisions and recommendations should be communicated for informational purposes and for administrative consideration, action, and feedback.	1	5	10	4	1	2.21	Neutral
13. Discuss and recommend ways to improve board and administrative feedback to the college community.	3	7	7	4	1	2.52	Neutral
14. Explain the role of the chairperson.		4	11	4	2	2.03	Neutral
15. Articulate strategies for the chairperson to run effective meetings.	4	2	11	3	1	2.34	Neutral
16. Discuss and recommend strategies for improving and for communicating committee minutes.	4	5	10	4		2.69	Neutral
17. Articulate the importance of posting minutes to the COM-FSM wiki in a timely manner.	2	4	9	4	1	2.14	Neutral
18. Commit to	1	6	7	4	1	2.03	Neutral

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improving practices for more efficient, effective, enjoyable meetings.							
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Assessment of Governance Summit Afternoon session N=25

Next to each outcome, place an “X” in the box to indicate how well you feel you have achieved that outcome after today’s session.
 Scale: Strongly disagree- 0.1-1; Disagree 1.1-2; Neutral 2.1-3; Agree 3.1-4; 4.1-5 Strongly Agree.

Outcomes. You can:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	WEIGTED MEAN	DESCRIPTION
1. Demonstrate awareness of the college priority and strategic direction to <i>Focus on Student Success</i> .	7	12	1			3.44	Agree
2. Demonstrate awareness of the <i>Quality Focus Essay</i> presented in our Self Evaluation Report that is also focused on student success.	2	8	6	3	1	2.68	Neutral
3. Demonstrate awareness of the Mini-Work Plan	1	5	8	4	1	2.32	Neutral
4. Demonstrate awareness of the Foundations of Excellence (FoE).	2	5	8	3	3	2.52	Neutral
5. Discuss and commit to ways in which you can improve student success over the next three years.	7	6	2	2	1	2.80	Neutral
6. Discuss ways in which your committee can play a role to improve student success.	13	5	2			3.64	Agree
7. Demonstrate awareness of the work conducted by the Core Values Working Group.	3	3	10	3		2.52	Neutral
8. Discuss COM-FSM Core Values, their meaning,	4	2	9	4		2.52	Neutral

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and their purpose.							
9. Provide constructive input to the final Core Values to be presented to the Board of Regents and implemented March 2016.	2	5	8	3		2.40	Neutral

<p>10. What did you enjoy <u>the most</u> about the Governance Summit?</p> <ul style="list-style-type: none"> - I enjoy the sharing of ideas, especially the one when we shared and participatory is distinct and differentiated. - Those who spoke and share done with honesty and sincerity - Communicating with other members of Chuuk Campus - Enjoy listening to the difference between participatory governance and that is to participate in order to share ideas from each division's, committee and COM wide. - The discussion on how to improve and meaning of shared and participatory governance - The morning session and working group - Group discussions and sharing ideas - Healthy discussion on issues - Getting into group and do discussion - Sharing information with friends - Purposeful dialogue - Student success 	<p>12. What did you learn that you feel will be most useful to you in your college responsibilities?</p> <ul style="list-style-type: none"> - Press forward for self- improvement student success is my highest priority here at the college - What these three words mean: respect, responsibilities and right - My commitment toward improvement - To consider student who wants to attend COM-FSM, but did not pass the COMET - Keep on improving on the quality of my responsibility and job description - Student success - What each department/division are encountering with work - Focus on student success - Sharing ideas on student success - Improve student success and committee minute, communication governance -
<p>11. What did you enjoy <u>the least</u> about the Governance Summit?</p> <ul style="list-style-type: none"> - Too fast and unclear presentation - The fact that we did not have enough break - None, as all areas are useful - Irrelevant discussion - We did not talk about any other issues - How we seem to start late - Too much sitting, not enough time sometimes of topic, but were important - Alton talking too much not allowing everyone to share opinion very demanded in discussion driving almost everyone into 	<p>13. What would you improve for future summits?</p> <ul style="list-style-type: none"> - Provide more activities for each units - Layout plans to involve everyone's input and ideas, encourage everyone especially lead speakers to stay on topic discussed. We cannot learn anything by wondering and side tract - Time to add comment, ideas and problem we have - More faculty and staff presentation - More valuable thoughts - Be on time so we start on time - Less agenda and more meaningful

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<p>chaos</p> <ul style="list-style-type: none"> - The fact that is held on a Saturday 	<ul style="list-style-type: none"> - Continue with the strategic goals at summits emphasis - More time for the mini summit - Have 2 mini summit at Chuuk Campus twice a semester before and after each semester - Continue share information about improvement about the college - Need more than one day
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