

College of Micronesia – FSM

Long – Term Financial Plan



A Component of the College's Master Plan

February 2011

College of Micronesia – FSM

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Spensin James

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President's Message

It is my pleasure to introduce the College of Micronesia–FSM's Long Term Financial Plan 2011. The COM-FSM Long Term Financial Plan provides the direction and priorities for ensuring long term sustainability of the college. The Long Term Financial Plan is a component of the overall Master Plan for the college. The Master Plan is currently composed of four integrated components: Instructional, Facilities and Campus Environment, Long Term Financial, and Technology. Additional components will be added in the near future. The Master Plan is intended to be reviewed and updated on a regular basis and will be periodically printed, but the most current version of the plan can be found on the college's website at <http://www.comfsm.fm/irpo/plan.html> along with the individual components of the plan.



The college is committed to the continuous improvement of its programs and services. The foundation for continuous improvement is the making of effective and efficient decisions about priority issues in student learning and the college's mission and implementing those decisions with quality. Fundamentally, we are committed to ensuring that students learn to do, know and think as specified in courses, programs and institutional student learning outcomes. Through student learning, we can prepare the students who will provide for the economic and social development needs of the Federated States of Micronesia.

Major internal and external issues addressed in the Master Plan:

- How to address external factors such as:
 - Stagnate FSM economy
 - Dependency on US funding for operation of the college
 - High outmigration of FSM citizens
 - Declining FSM Elementary and Secondary enrollments
 - College readiness of graduating high school students
- Continually improving the quality of student learning, student success and completion rates.
- Increasing stakeholder involvement and response to stakeholder concerns on planning and decision making at the college.
- Developing alternative schemes for financing higher education in the FSM beyond the termination of the economic provisions of the amended Compact of Free Association by 2023.
- Increasing rigor in decision making regarding facilities and programs through focus on total cost of ownership and cost benefit analysis.
- Firming up linkages between planning, assessment and resource allocation with emphasis on evidence (assessment & evaluation) based decision making.
- Enhancing quality of implementation through improved work planning and performance management/evaluation.

In the interest of transparency and improved communication, the college will be monitoring and reporting on the impact of the Master Plan on improving student learning, student success and completion rates.

The college is at a critical juncture in developing a sustainable system of higher education that supports economic and social development in the FSM. Only through working together can we ensure that FSM citizens continue to have the quality higher education system they need and deserve.

A handwritten signature in blue ink that reads "Spensin James". The signature is written in a cursive, flowing style.

Spensin James
President

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INTRODUCTION

The College of Micronesia – FSM (COM-FSM) is a two-year institution of higher education located in the Federated States of Micronesia (FSM), a small island developing state located in the western Pacific Ocean. COM-FSM is composed of a national campus located in Palikir, Pohnpei, state campuses in each of the FSM states (Chuuk, Kosrae, Pohnpei and Yap) and a fisheries and maritime institute located in Yap State. The central administrative offices for the college are located at the National Campus. The college offers 40 degree and certificate programs including a Bachelor of Arts in Elementary Education degree in partnership with the University of Guam.

The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC).

VISION, MISSION, VALUES AND STRATEGIC GOALS

The college's Strategic Plan guides planning, implementation and reporting activities at the college and forms the basis for continuous improvement. The following are the college's vision, mission, values and strategic goals.

Vision Statement

The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally-connected, accountable, healthy and able to live in harmony with the environment and the world community.

Mission Statement

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

College's Values

In order for us to achieve our vision, mission, and goals we agree to uphold the following core values and behaviors. We value:

Learner-centeredness

Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.

Professional behavior

We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues and the community.

Innovation

We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.

Honesty and Ethical Behavior

We are honest and abide by the COM-FSM Code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.

Commitment and Hard Work

We commit and invest our time, energy and resources to create a rigorous, high quality-learning environment.

Teamwork

We live in a community where collaboration, open-mindedness, respect and support for each other help us achieve our mission.

Accountability

We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

Strategic Goals

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

- SP1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;
- SP2. Provide institutional support to foster student success and satisfaction;
- SP3. Create an adequate, healthy and functional learning and working environment;
- SP4. Foster effective communication;
- SP5. Invest in sufficient, qualified, and effective human resources;
- SP6. Ensure sufficient and well-managed fiscal resources that maintain financial stability;
- SP7. Build a partnering and service network for community, workforce and economic development;
- SP8. Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity; and
- SP9. Provide for continuous improvement of programs, services and college environment.

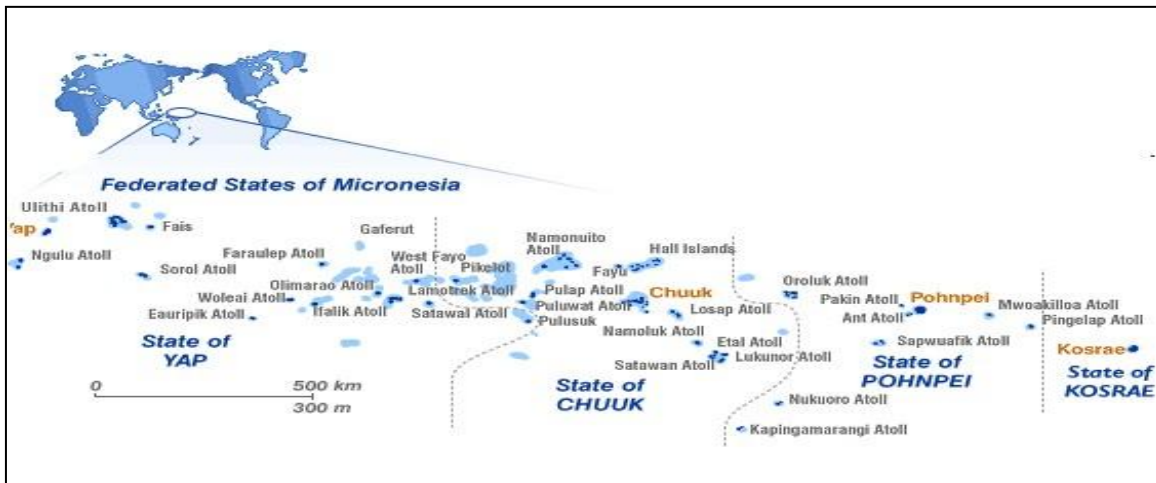


Figure 1 - Map of the Federated States of Micronesia

PURPOSE OF THE LONG – TERM FINANCIAL PLAN

The long – term financial plan is an essential tool that establishes a firm basis and sound framework for effective decision – making and efficient allocation of resources. In the past, the college’s financial planning is focused on short – term plans through the development of the annual budget in consideration of the annual institutional priorities. The college is committed to developing and implementing a long – term financial plan that is also a major component of the college’s master plan along with the academic, , facilities and technology plans.

The college’s long – term financial plan focuses on short term 1 – 3 years and longer term to 2023. The year 2023 marks the expiration of the provisions of the Amended Compact of Free Association. The college also does short term financial planning in order to improve the tracking of funds; financial reporting; projection of revenues; and to linking planning, assessment and resource allocation as defined in the college’s policy on continuous improvement. Additional focus is on policies and procedures to allow the college to respond quickly to the workforce and social development needs of the nation in either degree/certificate area or more focused short-term training, workshop delivery or consultant services.

A major goal of the plan In both short and long-term is to research and develop alternate schemes for financing higher education in the FSM that are less dependent on U.S. funding sources.

TRENDS AFFECTING THE ECONOMIC CONDITION OF THE COLLEGE

The college is tracking a number of trends¹ that impact the economic condition of the college including:

- FSM Economy
 - Observations
 - GDP is stagnant
 - Trade deficit is high and the tradable employment sector is low
 - Inflation rate is high and not fully accounted for by compact inflation rate
 - Trust fund is underperforming
 - FSM Budget Call 2012 objectives for longer term focus
 - Amended compact step downs are beginning and have to be accounted for
 - Implications for the college based on the FSM economy
 - Low performance of the FSM economy
 - Workforce development and developing of a local economy
 - Underperforming trust fund impact on long term projections for the college
 - Trust fund not intended to cover PELL grant and other U.S. federal programs
- FSM Migration Trends
 - FSM migration is high with ~ 30,000 Micronesians living in the U.S.
 - Implications for the college based on outmigration trends – fewer students may be enrolling in higher education
- FSM ECE – 12 enrollment patterns
 - ECE – 12 enrollment patterns show a decline
 - Implications for the college from the decline in ECE – 12 enrollments
- College readiness of potential postsecondary students

¹ See the [Trends Affecting the College December 2010](#) in Appendix A for a detailed view of the trends. The trends report will be updated periodically with updates being including in the long-term financial plan and review of impact on outcomes, objectives and strategies.

- Observations on the college readiness of students show students weak in writing, comprehensive and mathematics skills
- Implications for the college on the college readiness of students are that fewer students will be able to fully benefit from higher education
- U.S. Military Recruitment
 - U.S. Military Recruitment in the FSM is high
 - U.S. Military Recruitment is attaching potential college age students
- Infrastructure Development Projects (IDP) and JEMCO
 - JEMCO has a hold on IDP projects pending review by WASC and restructuring
 - Implications are that the FSM and U.S. will be more critical in reviewing the need for college capital projects

ECONOMIC OUTLOOK OF THE COLLEGE

As of 2010, the primary sources of funding for the college programs and operations are tied to the Amended Compact of Free Association which will expire in 2023.

The college has been receiving annually:

Funding related to Amended Compact:

- Education Sector Grant (ESG) funding from the FSM National Government currently at \$3,800,000 yearly
- Infrastructure Development Plan (IDP) funding from the FSM National Government ~ \$2+ million yearly through 2010
- Pell Grant Funding awarded to students from the U.S. Department of Education ~ \$7,000,000 based on student enrollment and \$105/credit
- Supplemental Education Grant (SEG) funding ~ \$684,000
- Other federal grants and programs such as CRE, TRIO, Marine Science, Public Health/Nursing start up funding, etc.

Local (FSM Congress):

- Operation of the FSM Fisheries and Maritime Institute (FSM-FMI) located in Yap State (~ \$655,000 annually).

Factors affecting the long term economic condition of the college:

- Sector Grants
 - The sector grants have an annual decrement of \$800,000 built into the program that is now beginning to phrase
 - The sector grants include an inflation factor that by design does not cover the full cost of inflation
- The amended compact includes a trust fund to offset the U.S. contribution for sector grants. However:
 - The trust fund is underperforming
 - Only designed to address the ESG and IDP grants
 - The trust fund was not designed to address PELL grant or other U.S. federal grants

- There is no guarantee that the amended compact will be renewed and especially there is uncertainty regarding any potential economic provisions that would maintain continued student eligibility for PELL grant and other U.S. federal grants and funds.
- Eligibility for compact funding is dependent on the college maintaining an accredited status

The college is in a unique condition economically. As long as the college continues to remain accredited, it will likely maintain its eligibility for PELL grant. It will have a solid basis for financing higher education in the FSM, however, in 2023 if no steps are taken, the college could easily see a 60% to 80% reduction in its base level of funding as PELL grant funds are potentially lost and decreases in the ESG grant result from poor performance of the trust fund are realized.

REVENUE AND EXPENDITURES PROJECTIONS

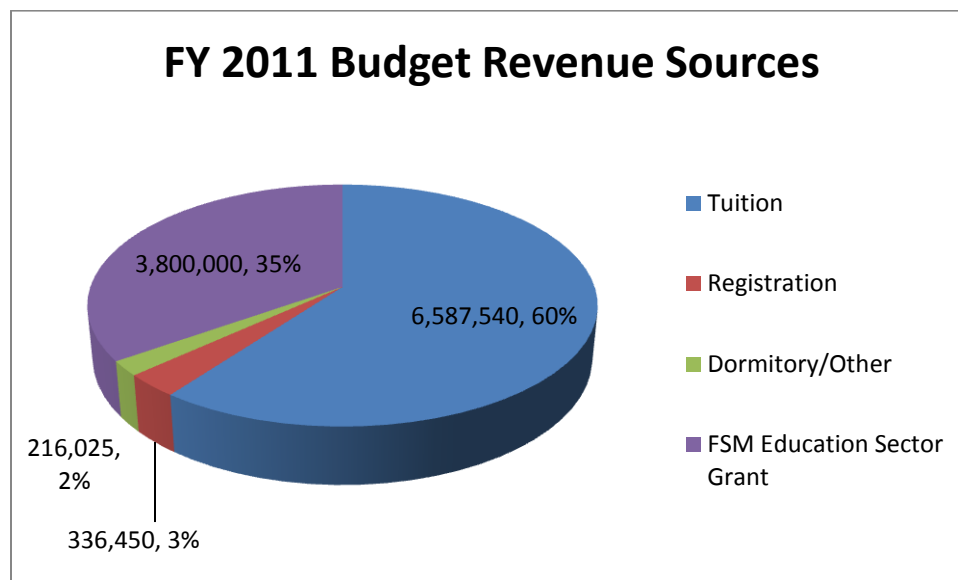
A large number of external and internal factors affect short term revenue and expenditures projections for the college. The FSM is seeing changes in its population due to a declining birth rate, outmigration and citizens joining the U.S. military. The following table summarizes impact of the factors on enrollment and revenue. It needs to be noted that the college is committed to increasing its sources of revenue as well as making more efficient use of revenue, however, developing new revenue streams and alternate methods of financing higher education in the FSM will take time and effort.

Short Term Factors Affecting Revenue and Expenditures	Issue/Options		Impact
COMET (college readiness of students)	Option 1:	Open enrollment	Usher in high enrollment figures for new students who may not remain after 1 year and be college ready
	Option 2:	Keep same selection criteria	Enrollments fluctuates relative to K - 12 enrollment trends
	Option 3:	Make selection criteria more competitive	Decreases enrollment levels but increases ability for the college to provide quality instruction
	Option 4:	Collaborate with DOEs to bridge K-14	Increase number of college ready students
	Option 5 (3 & 4):	Combined	Maintenance or increase student levels
Outmigration, K - 12 enrollment, U.S. military recruitment	Decrease in potential enrollment		
Recruitment, Retention & persistence	Option 1:	Increase in retention & persistence increases enrollment	
	Option 2:	Maintain current levels to provide similar enrollment patterns (still affected by declines in overall enrollment)	
	Option 3:	Smaller levels smaller enrollment	
Tuition	Option 1:	Maintain current level of USD\$105 per credit	
	Option 2:	Increase level to 115, 125, etc.	

Indirect, Workforce training, private sector development & consultant services	Increase in revenue base by viewing indirect costs as assisting in operations expenses, expanding short term training programs, providing consultant services & meeting needs for private sector development and training
Expand student base (non FSM)	Expand student base with non FSM students (requires change in mission)
Education Sector Grant (ESG) Annual Decrement	The ESG is expected to reduce at a rate estimated by SBOC at \$80,000 per year from the \$3,800,000 base in FY 2010 & 2009
Budgeting for maintenance, benefits, utilities	There exists a tendency for some programs not to fully budget utilities, benefits, maintenance, etc. resulting in the need for fund balance to support operations
Increasing personnel compensation, utilities, benefits and maintenance	Meeting annual step increases, increased compensation due to job audit findings, higher utilities costs, increasing benefits, etc. are putting intense pressure on the college budgeting and quality improvement processes

In the long term, the amended compact and whether or not the college will remain eligible for PELL grant and other U.S. federal programs is the greatest factor affecting the college. If the college does not identify and develop alternate funding sources, it stands to lose 60% to 80% of its revenue by 2024 along with the termination of the current economic provisions of the amended compact.

From a perspective of the ratio of local government (FSM) support versus tuition, the college is also seen as heavily dependent on external funding. The following graph provides data for FY 2011 regarding the distribution of revenue sources.



Funding for higher education is generally reversed, with 60+% of funding coming from local or state governments.

LONG – TERM FINANCIAL PLAN GOALS, OUTCOMES & STRATEGIES

Goal 1: Improve effectiveness and efficiency for accounting and tracking of college funds and services to students, faculty and staff.

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Plans Reference
FP1.1 Increase in productivity to generate reduction in costs of operations	1.1.1	Improve processing time and accuracy of financial transactions to ensure customer satisfaction	VPAS, Comptroller, DAP, Division chairs	Time & effort	Initial review & training March 2011 After – semiannual training & review 1.1.5 Recommendations for increased productivity for textbooks available, pricing, shipping and reselling by February 2011	Processing time & cost per documents Timeliness and accuracy of financial records Timeliness and pricing for textbooks
	1.1.2	Increase cost effectiveness of processing financial transactions to ensure customer satisfaction				
	1.1.3	Provide ongoing training improving productivity of financial services				
	1.1.4	Maintain college accounting system as the sole source of financial reporting for the college and ensure accuracy and timeliness of data entry				
	1.1.5	Ensure availability of books prior to the				

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Plans Reference
	beginning of each semester including consideration for purchase of used textbooks, improved ordering and review of pricing policies and alternate means of procurement and shipping					
FP1.2 Tracking and reporting of financial data and information against performance	<p>1.2.1 Establish mechanisms for linking financial tracking and reporting against key performance indicators</p> <p>1.2.2 Report <u>all</u> revenue and expenditures on a monthly basis including indirect costs, income generation for short and long term training, consultant services, etc.</p> <p>1.2.3 Training for tracking of key performance indicators against financial information</p>	VPAS, Comptroller, IRPO, HR, Committees: Finance, PRC, Assessment	<p>Time & effort</p> <p>Workshop funding (internal)</p>	Monthly reporting	Reporting rubric	
FP1. 3 Migrate to FUNDWARE	<p>1.3.1 Determine technical specifications for migration to FUNDWARE</p> <p>1.3.1.1 Hardware requirements</p> <p>1.3.1.2 Software requirements</p> <p>1.3.1.3 Networking Requirements</p> <p>1.3.1.4 Integration of existing systems and migration of data</p>	VPAS, Comptroller, Director IT, IRPO, DCR	<p>Time & effort initial work</p> <p>Consultant costs for mitigation of data (consider</p>	May 31, 2011 for evaluation and decision on migration to FUNDWARE	Decision point for FUNDWARE	

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	Plans Reference
	1.3.1.5 Decision point for migration to FUNDWARE 1.3.2 Develop training plan: 1.3.2.1 Use of accounting component of FUNDWARE 1.3.2.2 Use of payroll component 1.3.2.3 Use of budget component 1.3.2.4 In house support for FUNDWARE 1.3.2.5 Linking SIS to FUNDWARE (incorporate into SIS phrase 3) 1.3.2.6 Identify and link a fund raising software to SIS and FUNDWARE 1.3.3 Develop timeline for migration 1.3.4 MOU with National Government on use of FUNDWARE		FSM & OIA resources)			

Goal 2: Implementation of continuous improvement policy to fully link planning, assessment and resource allocation

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	SP Reference
FP2.1 Align budget development process	2.1.1 Review both streamlining and organizational restructuring	IRPO, Vice presidents,	Time & effort	2.1.1 & 2.1.2 March 2011 to	Use of key performance	

with organizational structure	in response to accreditation findings since 2004 and align budget development process to each department (instruction, student services, administration) 2.1.2 Coordinate budget process to align with job audit recommendations for increased use of key performance indicators and new work planning and performance evaluation form	comptroller, DHR, campus directors		April 2011	indicators for work planning, performance evaluation and program evaluation	
FP2.2 Provide additional training on continuous improvement cycle with emphasis on linking planning, assessment and resource allocation	2.2.1 Survey faculty and staff on training needs for implementation of continuous improvement cycle. Design and implement training for improved implementation of the continuous improvement cycle.	IRPO, Vice presidents, HR, comptroller, directors	Time & effort Workshop funding (internal)	2.2.1 May 2011 & August – September 2011	Training provided & KPI for evaluation of use of continuous improvement policy	
FP2.3 Develop mechanisms for reducing high cost items such as housing, cost of recruitment & repatriation, and other reoccurring costs	2.3.1 Research for areas of long term cost reductions in housing, recruitment & repatriation, etc. 2.3.2 Implement and monitor impact on long term budget requirements	VPAS, HR, IRPO, BO, VPIA	Time & effort ADB, WB, UNESCO, SPC consultant	Research and recommendations August 2011	Percent of college budget for housing, recruitment & repatriation	

Goal 3: Provide accurate projections of revenue, diversity revenue streams, and develop an alternate scheme suitable for higher education for financing the college

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	SP Reference
FP3.1 Project revenue for long and short terms for operations, facilities, & auxiliary services	3.1.1 Establish long term (10 years) revenue projections taking into account: 3.1.1.1 Enrollment trends 3.1.1.2 College readiness of students 3.1.1.3 ECE – 12 Enrollment patterns 3.1.1.4 Migration trends 3.1.1.5 External trends affecting the college 3.1.1.6 New revenue sources 3.1.1.7 Quality indicators such as graduation rates, retention rates, etc. 3.1.1.8 College Master Plan 3.1.2 Establish short term (3 years) revenue projection taking into account items in 3.1.1 3.1.3 Establish annual revenue projections for budget development	VPAS, Comptroller, IRPO, Finance & PR committees	Time & effort	3.1.1 Update yearly	10 year projections Annual budget projections	
FP3.2 Develop new or enhance existing revenue streams for the college	3.2.1 Based on extensive research, develop recommendations for establishment of a foundation/corporation that will assist and support the college: 3.2.1.1 Receiving and allocating gifts 3.2.1.2 Control and use of excess revenue of the college for operations, capital	IRPO, VPAS, VPIA, Comptroller, VPSS, VPCRE, DCR	Time & effort ADB, WB, UNESCO, EU, SPC consultant	3.2.1 Research component completed by February 2011 and proposals by May 2011 Stakeholder review in June & July 2011 3.2.1 Proposals to BOR in	Percent of revenue by source	

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	SP Reference
	<p>improvements, awards, training, etc.</p> <p>3.2.1.3 provide mechanisms for short term training, non degree/certification training, workforce development training and consultant services by college personnel</p> <p>3.2.1.4- College endowment - Provide a basis for developing an entrepreneurial college</p> <p>3.2.2 Increase level of support for grants and awards from NGOs, corporations, foundations, foreign governments (EU, China, Japan, SPC, etc.) for operations and direct system improvement through implementation of a long term plan</p> <p>3.2.3 Increase level of support from FSM national government and state governments through:</p> <p>3.2.3.1 cost sharing with states for state campuses operations and capital development</p> <p>3.2.3.2 Research legal requirements for FSM governments responsibility for financing the college</p> <p>3.2.3.3- Incorporate into facilities and campus environment plan for national</p>			<p>September 2011 meeting</p> <p>3.2.2 & 3.2.3 development of implementations by July 2011</p> <p>3.2.5 Review each 3 years starting in 2011 the status of fees and tuition and make appropriate recommendations</p>		

Outcomes	Strategies	Responsible	Resources	Timeline	Key Performance Indicators	SP Reference
	<p>and state roles in financing local campuses capital development projects</p> <p>3.2.4 Develop mechanisms for offsetting costs of facilities through cost sharing, mutual use agreements, etc.</p> <p>3.2.5 Review every three years the status of tuition and fees at the college and make recommendations to stakeholders regarding increase and maintenance of tuition levels</p>					
FP3.3 Research, develop and recommend higher education models for financing the college	<p>3.3.1 Research financing of higher education in the FSM with focus on ADB, World Bank, and UNESCO resources. Develop strategies for the college as an institution situated in a small island developing state</p> <p>3.3.2 Develop higher education models for financing the college while taking into account U.S. funding and alternate funding sources for higher education</p>	IRPO, VPAS, VPIA, Comptroller, VPSS, VPCRE, DCR	<p>Time & effort</p> <p>ADB, WB, UNESCO, EU, SPC consultant</p>	<p>3.3.1 Research to be completed by July 2011</p> <p>3.3.2 Develop models for financial a hybrid system of higher education in the FSM by January 2013</p>	Percent of revenue by source	

IMPLEMENTATION AND ASSESSMENT

Implementing the plan – Planning model

The college recognizes that to fulfill its mission and meet WASC standards for accreditation the college must create linkages between planning, evaluation, and resource allocation.

Assessment and evaluation are at the core of the college’s implementation process. The college’s institutional assessment plan sets forth the processes and procedures for assessment and evaluation of all the college’s programs and services (academic, student support, administrative and sponsored/federal programs).

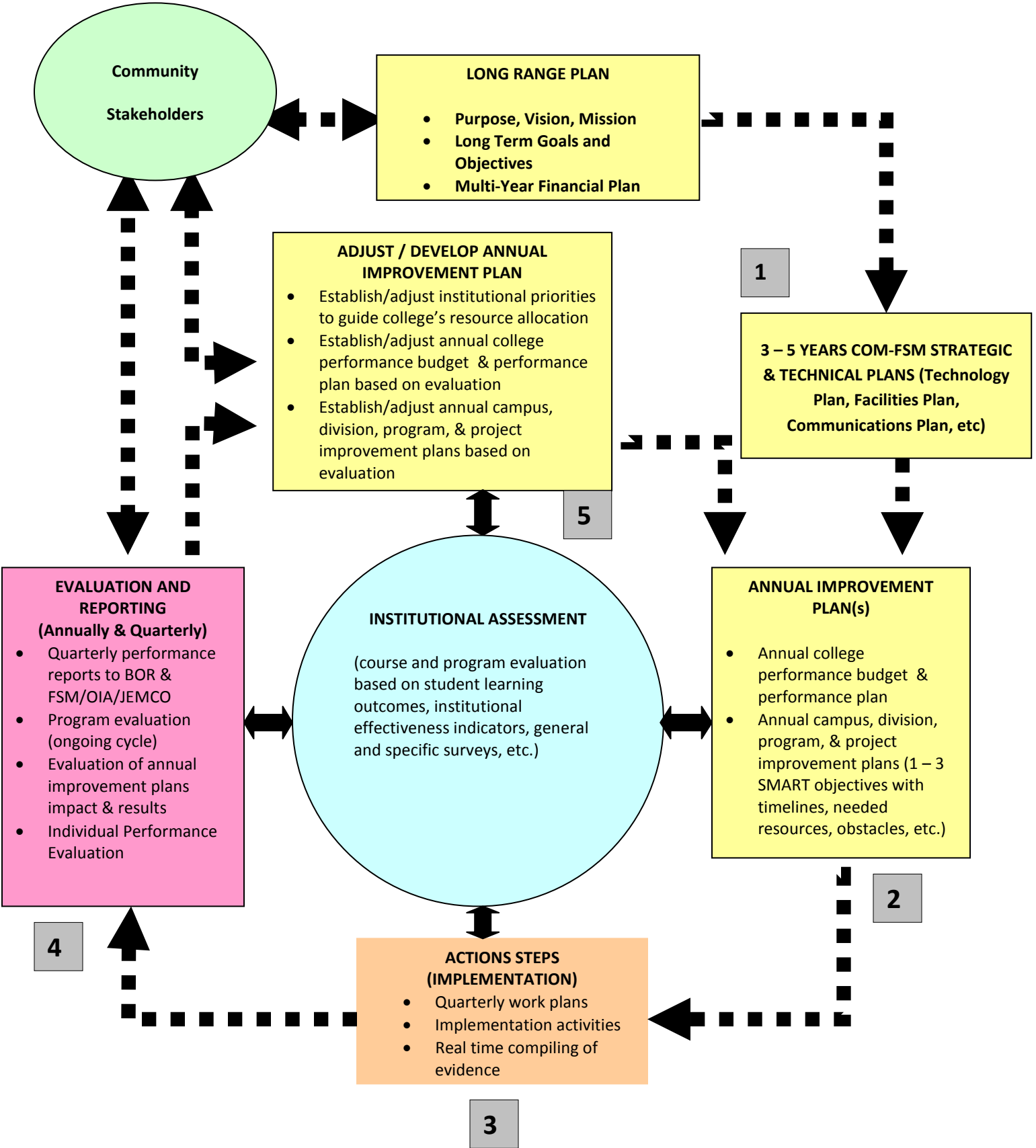
The college recognizes that the master plan must be implemented through a series of annual/quarterly action or improvement plans and that the action plans must have a sound basis in assessment and evaluation.

The college also recognizes that strategic planning and resource allocation is all about priorities. The college will establish and adjust yearly institutional priorities that area based on assessment and evaluation results. These institutional priorities will form the basis for allocating human and financial resources at the college and assist in determining the institutional effectiveness of the college.

The following planning model for the college shows in broad strokes the linkages between planning, evaluation and resource allocation. It also provides mechanisms that assist the college in focusing on continuous improvement and recognizes the need for true performance reporting of results.

The planning, assessment and resource allocation cycle is being strengthened through improved performance evaluation and development and monitoring of Key Performance Indicators and Results Indicators described in the next section.

COLLEGE OF MICRONESIA – FSM



Linkage to FSM Strategic Development Plan (SDP)

The college receives significant contributions to its operations and facilities development from the FSM government. As a requirement of the receipt of the funds, the college must link its activities to the FSM Strategic Development Plan (SDP). The college’s activities and compact related expenditures are linked to the SDP through the strategic goal “To allow FSM students to complete postsecondary education to assist in the economic development of the FSM.”² In the context of the SDP, the colleges’ strategic goals are treated as activities under the broader FSM SDP strategic goal for postsecondary education and reported as such in the quarterly performance reporting by the FSM. The Fiscal Procedures Agreement (FPA) between the U.S. and the FSM sets forth the terms for funds use under the Compact. As the college is a major recipient of Compact funds, it must comply with the terms of the FPA.

Implementing the Plan - Performance Evaluation

Implementation of the college master plan and its components will be based the concept of work planning and performance evaluation based on key performance indicators. Components of the master plan will be analyzed for what must occur in the upcoming year and work planning and key performance indicators will be established for Vice Presidents. The BOR will establish a similar set of key performance indicators for the President. Work plans and key performance indicators will be established against four criteria which will account for 70% of their overall performance evaluation (30% is reserved for evaluation against performance competencies):

1.0	Managing Operations	30% of total performance score
2.0	Managing Finance	15% of total performance score
3.0	Managing People	15% of total performance score
4.0	Managing Information	10% of total performance score

Each Vice President will have work plans and key performance indicators in the following format.

Key Performance Indicators (KPI’s)

1.0	Managing Operations	30% of total performance score				
1.1		Quarterly Rating				
		1 st	2 nd	3 rd	4 th	Av.
1.1.1						
1.1.2						
1.1.3						
1.1.4						

² FSM Strategic Development Plan, Volume II.

1.1.5					
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Vice Presidents will follow the same procedure for direct reports down to the director level. Supervisors will conduct quarterly evaluation of performance based on the following rating scale.

Rating Scale	Descriptor
5	Significantly Exceeds Expectations / Outstanding
4	Exceeds Expectations / Above Satisfactory
3	Meets Expectations / Satisfactory
2	Inconsistently Meets Expectations / Marginal
1	Fails To Meet Expectations / Unsatisfactory
Note: a rating of either 5 or 1 requires qualification.	

Plan Evaluation Using Institutional Assessment Plan (IAP) Process

Overall master plan and components of the master plan will be assessment using the college Institutional Assessment plan (IAP) Process. Assessment plans developed from the annual work plans for supervisors will be developed and either formative or summative evaluations reports will be prepared and distributed to the college community and key stakeholders annually. Full details of the IAP and copies of the assessment plan and reporting worksheets along with directions is found at on the college Institutional Planning and Research web site at <http://www.comfsm.fm/irpo/assessment.html> as part of the over college handbook for Institutional assessment.

College of Micronesia – FSM

Trends Affecting the College December 2010



Trends Affecting the College Report 2010-01

Office of Institutional Research & Planning
December 2010

Appendix A: Trends Affecting the College December 2010

Introduction

The following report on “[Trends Affecting the College – December 2010](#)” is the first in a series of reports on internal and external trends that impact college operations, planning and decision making.

This report focuses on external trends impacting the college from the FSM economy, migration, ECE – 12 enrollments, college readiness of students, military recruitment and impact of IDP projections due to recent changes in IDP costing and JEMCO resolutions. Future reports will address internal and external trends as well as updates to previous reports.

The format of the report is to provide sections on observations on the data and information provided followed by sections on implications for the college.

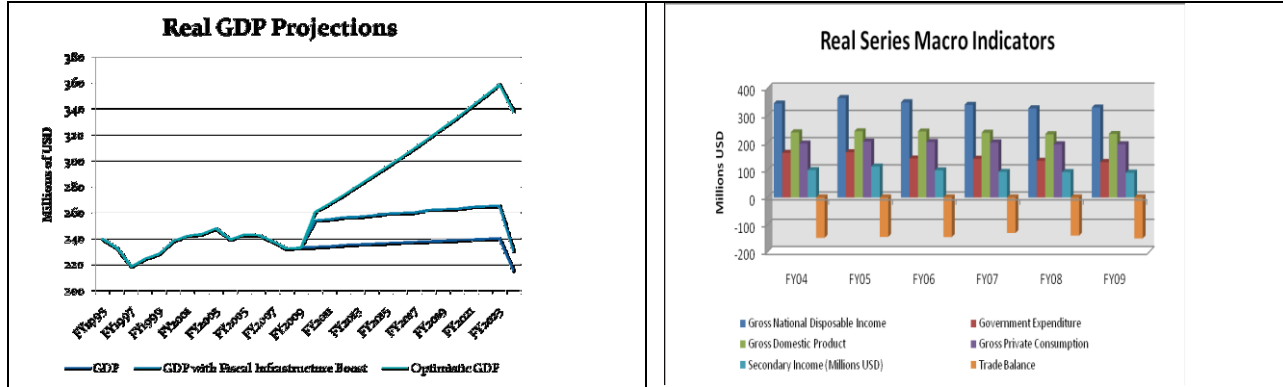
Included in this report are the following sections:

- FSM Economy
 - Observations
 - GDP is Stagnant
 - Trade Deficit and Tradable Sector Employment
 - Inflation Rate
 - Trust Fund is Underperforming
 - FSM Budget Call 2012 Objectives
 - Amended Compact Step Down
 - Implications for the College based on the FSM Economy
 - Low performance of the FSM Economy
 - Workforce Development and Development of a Local Economy
 - Underperforming Trust Fund
 - FSM Migrations Trends
 - Observations on FSM Migration Trends
 - Implications for the College Based on Outmigration Trends
 - FSM ECE – 12 Enrollment Patterns
 - Observations on the ECE – 12 Enrollment Patterns
 - Implications for the College from the Decline in ECE – 12 Enrollments
 - College Readiness of Potential Postsecondary Students
 - Observations on the College Readiness of Students
 - Implications for the College on the College Readiness of Students
 - U.S. Military Recruitment
 - Observations on U.S. Military Recruitment in the FSM
 - Implications for the College for U.S. Military Recruitment
 - Infrastructure Development Projects (IDP) and JEMCO
 - Observations on IDP Projects and JEMCO Actions
 - Implications for the College Reading IDP and JEMCO
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FSM Economy³

Observations on the FSM Economy:

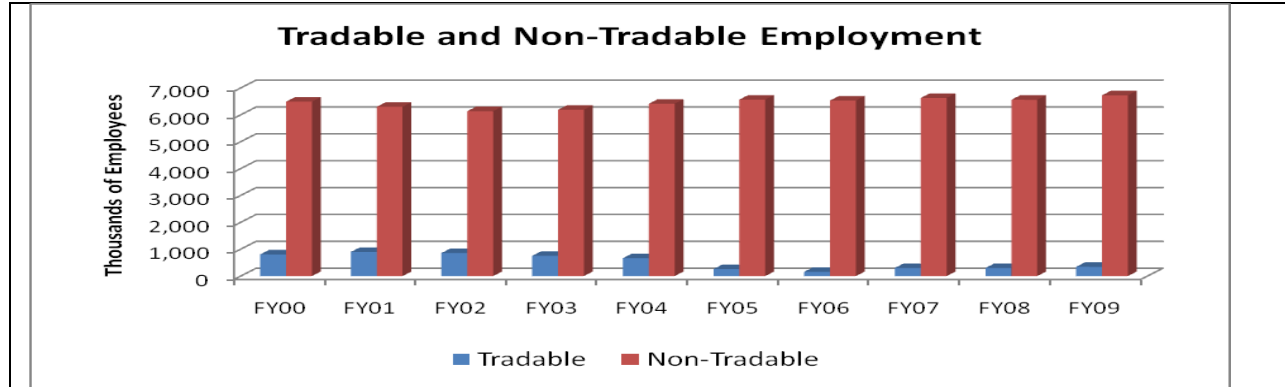
- GDP is Stagnant
 - The GDP will continue to stagnate over the remainder of the Amended Compact period without substantial policy changes – from both the FSM and the U.S..
 - Private sector output has accounted for less than 25% of GDP since FY199
 - The lack of sustained economic development in the FSM can be attributed to three broad factors.
 - Internal Policies
 - Government expenditure that encourages consumption, rather than investment, distorts prices and induces the “Dutch Disease.”
 - Government policies and practices discourage foreign direct investment (FDI).
 - Lack of Economic Infrastructure
 - The FSM lacks the energy, transportation and communications infrastructure to support domestic production or attract FDI.
 - Insufficient Investment in the Private Sector
 - Domestic savings, and domestic commercial banks, provide insufficient capital for private sector development.
 - With the appropriate policy adjustments the FSM can outperform current GDP projections over the remainder of the Amended Compact period.
 - However, due to systemic under-funding of the Compact Trust Fund, the FSM will experience a significant recession in FY2024, even under the most optimistic growth projections.



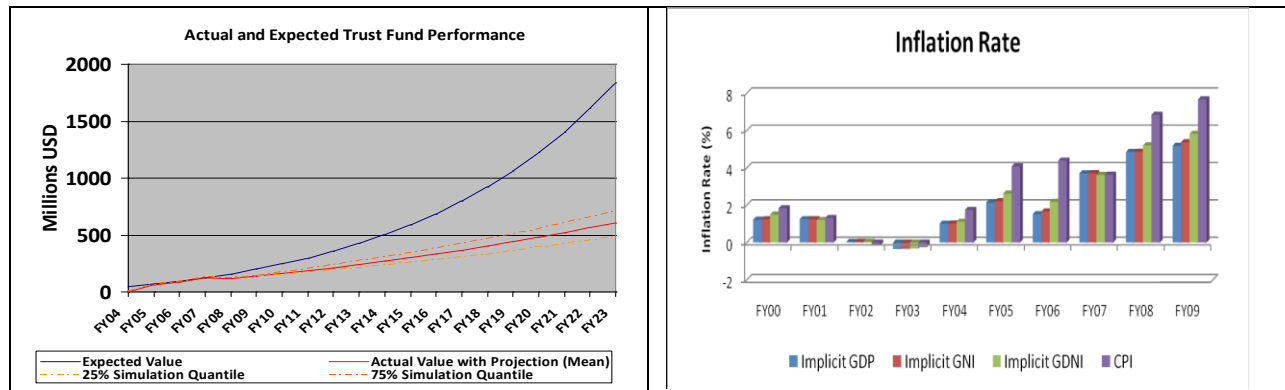
- Trade deficit and tradable sector employment
 - Trade deficit is up - over \$100,000,000 a year
 - Tradable sector employment represents only 5% of the private sector – a symptom of Dutch disease [Negative consequences arising from large increases in a country’s income. Dutch disease is primarily associated with a natural resource discovery, but it can result from any large increase in foreign currency, including foreign direct investment, foreign aid or a substantial increase in natural resource prices.

³ Based on FSM SBOC presentation to JEMCO September 2010

Appendix A: Trends Affecting the College December 2010



- Inflation rate
 - Price levels have averaged 5% increases from FY07-FY09.
 - In response to the global economic downturn, inflation rates should subside in FY10.
 - From 1999Q4 to 2008Q1 non-fuel tradable goods increased by 12.4% while the price of non-tradable items increased by 33.2%.
 - Although price shocks increase the relative price of tradable goods and service, they cannot be viewed as a solution to the Dutch Disease problem.



- The Trust Fund is underperforming
 - The Compact Trust is currently some \$55 million, or 40% below, its expected value.
 - The Trust growth path was never realistic- based on assumptions of roughly 12% annual growth.
 - Under a plausible growth strategy the Trust will have a terminal value of \$984 million, some \$850 million below the projected valued.
 - Assuming optimistic growth, the Trust would still need additional annual contributions of \$12.5 million to avoid recession in Fy2024.
 - The Trust Fund is designed to address replacement of the funding for the economic sectors under the Amended Compact
 - **The Trust Fund was never designed to replace PELL grant, SEG, U.S. grant programs and other U.S. funding sources**
 - **Receipt of PELL grant funds is dependent on U.S. continuing to extend eligibility to the FSM citizens after the Amended Compact expires**
- FSM Budget Call 2012⁴ Objectives
 - Simplify and harmonize the policy imperatives to improve fiscal management
 - Spur economic development growth
 - Enhance basic social services activities

⁴ Memorandum from FSM President Mori Date November 16, 2010

Appendix A: Trends Affecting the College December 2010

- Improve administrative efficiencies
- Building and effective and efficient workforce
- Amended Compact step down
 - The following tables show the impact of the planned step down in compact funding (\$800,000 per year) from both “real” grant levels and adjusted for inflation.
 - While the inflation adjusted level of the compact remains fairly constant the purchasing power is estimated to be reduced 1.4% (this may be optimistic).
 - FSM presentations to SBOC addressed two areas – increased revenue and reduced expenditures
 - Increased revenues (SBOC indicated increased revenues are very dependent on changes in policy and implementation of policy)
 - Full expenditure and tax recovery for Section 211 infrastructure sector grant.
 - \$2 million *annual* increase in local revenues or \$26 million from FY12-FY23. Covers 19% of FY12-23 “decrement”
 - Estimated revenue increase from VAT/NPT tax reform proposal.
 - Estimated revenue gain of \$8.3 million *annual* increase, or \$108 million from FY12-24. Covers 78% of FY12-23 “decrement.”
 - Other increases in local revenues.
 - Economic growth could contribute up to \$850,000 annually.
 - Captive insurance regime provided \$1.1 million in local revenue in FY10.
 - Reduced expenditures
 - 30% of the “decrement” is in the infrastructure sector grant.
 - The decrement of these funds has already been accounted for in long-term infrastructure planning. Covers 30% of “decrement.”
 - Maintain the current public sector nominal wage freeze.
 - Wage and salaries accounted for 56% of all Sector 211 expenditures from FY04-FY08. Covers 39% of “decrement.”
 - Look for expenditure cuts in Health and Education.
 - Numerical analyses find no positive tie between sector expenditure and performance.
 - Detailed expenditure analyses of these sectors are necessary in order to identify expenditure inefficiencies.

Table 1: Annual Inflation Adjustment Increase (Millions USD unless otherwise noted)								
	Base Grant	Additional Inflation Adjustment	Adjusted Grant	Nominal Change	% Nominal Change	Carryover	% Carryover	Local Revenue
FY2004	76.2	0	76.2	0	0	7.70	10.10	59.8
FY2005	76.2	1.01	77.21	1.01	1.30	3.84	4.97	52.1
FY2006	76.2	2.30	79.51	2.30	2.89	4.18	5.23	54.9
FY2007	75.4	1.73	80.44	0.93	1.16	4.50	5.59	52.8
FY2008	74.6	1.36	81.00	0.56	0.69	10.68	13.19	55.4
FY2009	73.8	1.36	81.55	0.56	0.69	3.10	3.80	68.0
FY2010	73	0.23	80.98	-0.56	-0.69			
FY2011	72.2	0.65	80.84	-0.14	-0.17			
FY2012	71.4	0.38	80.41	-0.43	-0.54			
FY2013	70.6	0.41	80.03	-0.38	-0.48			
FY2014	69.8	0.49	79.73	-0.30	-0.38			
FY2015	69	0.62	79.54	-0.19	-0.24			
FY2016	68.2	0.64	79.38	-0.16	-0.20			
FY2017	67.4	0.67	79.25	-0.13	-0.16			
FY2018	66.6	0.66	79.11	-0.14	-0.18			
FY2019	65.8	0.63	78.94	-0.17	-0.22			
FY2020	65	0.61	78.75	-0.19	-0.24			
FY2021	64.2	0.59	78.54	-0.21	-0.27			
FY2022	63.4	0.58	78.32	-0.22	-0.28			
FY2023	62.6	0.56	78.08	-0.24	-0.31			
Mean	70.08	0.77	79.39	0.10	0.11	5.67	7.15	57.17
Variance	20.70	0.29	1.78	0.46	0.72	8.55	13.42	35.59

Table 2: “Real” Grant Levels (2004 Base) (Millions USD unless otherwise noted)					
	Base Grant	Inflation 2004 Base	Adjusted Real Grant	% Real Change	Real Change
FY2004	76.2	0	76.2	-0	0
FY2005	76.2	1.530303	76.028453	-0.22513	-0.17155
FY2006	76.2	5.015152	75.522453	-0.66554	-0.506
FY2007	75.4	7.636364	74.2973091	-1.62222	-1.22514
FY2008	74.6	9.69697	73.1454545	-1.55033	-1.15185
FY2009	73.8	11.75758	71.961697	-1.61836	-1.18376
FY2010	73	12.10606	71.1765121	-1.09111	-0.78518
FY2011	72.2	13.09091	70.2573091	-1.29144	-0.9192
FY2012	71.4	13.66667	69.4206333	-1.19087	-0.83668
FY2013	70.6	14.28788	68.5954106	-1.18873	-0.82522
FY2014	69.8	15.0303	67.7463394	-1.2378	-0.84907
FY2015	69	15.9697	66.837703	-1.34123	-0.90864
FY2016	68.2	16.93939	65.9335091	-1.35282	-0.90419
FY2017	67.4	17.95455	65.0210227	-1.38395	-0.91249
FY2018	66.6	18.95455	64.1150591	-1.39334	-0.90596
FY2019	65.8	19.90909	63.2237636	-1.39015	-0.8913
FY2020	65	20.83333	62.34375	-1.3919	-0.88001
FY2021	64.2	21.72727	61.4754	-1.39284	-0.86835
FY2022	63.4	22.60606	60.6149333	-1.39969	-0.86047
FY2023	62.6	23.45455	59.7666909	-1.3994	-0.84824

Implications for the college based on the FSM Economy

- Low performance of the FSM economy
 - The low performance of the FSM economy coupled with the step down built into the amended compact give little likely hood that the support to the college from the FSM national government will

Appendix A: Trends Affecting the College December 2010

increase between now and 2023. The likelihood is that monetary support may decrease. Even if FSM government support is maintained at or near the current \$3.8 million level, any funding is unlikely to be adjusted for inflation meaning that the funds will have a smaller purchasing power.

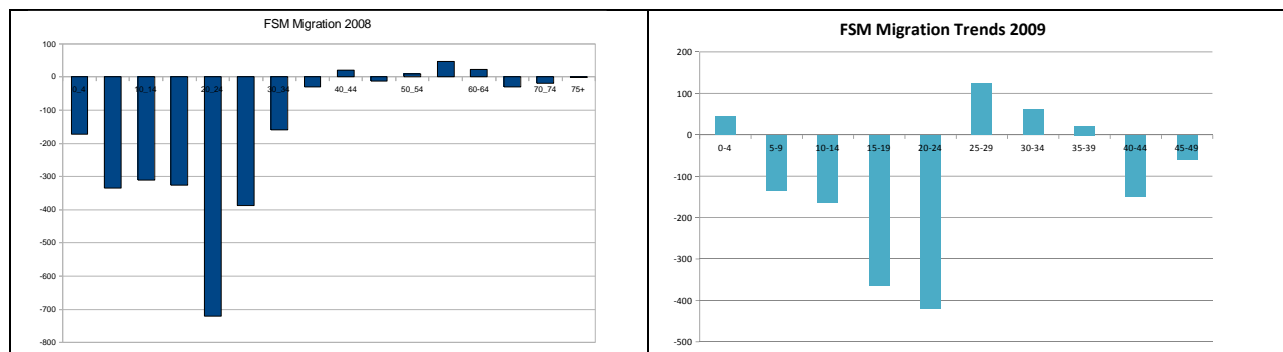
- Additionally, as the lack of economic growth is reflected in all FSM states to some degree, seeking direct state support for the college may be difficult.
- The current practices of the college that drive the need for increased revenue each year such as annual step increases, desire for increased compensation for faculty and staff, continual expansion of programs and services, and continual expansion of facilities need to be considered in depth and corrective action be undertaken to develop a more sustainable college.
- The college needs to dramatically increase its productivity, effectiveness and efficiency to reduce costs while improving quality of programs and services.
- The college can however, can seek to improve its ability to provide service and training to the national and state public and private sectors as an additional source of funding.
 - Becoming more entrepreneurial will require changes in different areas.
 - Changes in ways the college handles seeks and handles contracts
 - Changes in policies on personnel to support entrepreneurial
 - Improvement of performance management to ensure that providing high quality services and results are the norm. The college will need to improve its own effectiveness and efficiency before it assists national and state clients in improving their own effectiveness and efficiency
- Workforce Development and Development of a Local Economy
 - Based on the low number of FSM citizens working in the tradable sector, the college might:
 - Review its programs and services to provide improved programs and instructional delivery and support services for the tradable sectors.
 - Develop training and retraining programs that promote employment in the tradable sector.
 - Increase its capacity to provide training and support for improving productivity in public and private sectors.
 - The college could also undertake to incorporate **sustainability and sustainability themes** into its instruction, programs and college culture. The sustainability concept would impact instruction, purchasing, decision making, program and services design and delivery, energy usage, etc and could provide substantial assistance in development of a more local FSM economy as opposed to the current consumer economy.
- Underperforming Trust Fund
 - The picture for the college (along with the rest of the FSM) is somewhat grim. The FSM is predicting there will be a major recession in 2024 under the best of economic projections.
 - In real terms, this would mean possibly a dramatic decrease in FSM government support to the college.
 - Additionally, the eligibility for PELL grant and other U.S. domestic programs is built into the Amended Compact. There is no certainty that the U.S. will be willing to extend domestic programs to the FSM after 2023.
 - PELL grant eligibility should not be taken for granted; the college needs to work in a consistent fashion with the FSM government to lay a foundation for continuation of PELL grant after 2023.
 - The college must review its current structure and develop a more sustainable system that can meet the needs for higher education in the FSM over the long run.
 - The college needs to take significant steps to diversify its funding structure and increase its endowment fund.
 - While fundraising activities need to continue the college must also increase its seeking of major grants and contributions to the endowment fund from foundations, corporations and other governments.
 - The role of the BOR and cabinet level positions needs to be expanded to include specific roles in seeking endowment and facilities funding.

Appendix A: Trends Affecting the College December 2010

FSM Migration Trends⁵

Observations on FSM Migration Trends:

- There has been a remarkable movement of FSM citizens out of the FSM for various reasons. Estimates vary, but of the number of FSM citizens living outside the FSM is over 20,000 by the most conservative estimate and likely higher. The information below is based on data being collect by immigration and labor and report by SBOC.
- Highest outmigration is in the 5 to 24 age range (elementary, secondary and post secondary age citizens).
- Movement is different for state with Kosrae and Chuuk seeing the highest outmigration. Details for individual states can be found on the college web site at <http://www.comfsm.fm/irpo/files/budget2012/External%20Factors%20affecting%20the%20College.pdf>



Implications for the college based on outmigration trends

- The outmigration of college age students means fewer potential students are in the post secondary pool for possible entry into the college. As the numbers vary by state, the impact may to greatest in Chuuk and Kosrae.
- The outmigration of child bearing age citizens also means fewer children may be born in the FSM.
- Programs could be put in place to recruit FSM citizens living in the U.S. to return to the FSM to complete or continue their higher education. The cost of higher education in the U.S. is likely to limit the number of FSM citizens living in the U.S. who are seeking higher education degrees and certificates while the cost of COM-FSM would likely be manageable.

FSM ECE – 12 Enrollment Patterns⁶

Observations on ECE – 12 Enrollment Patterns

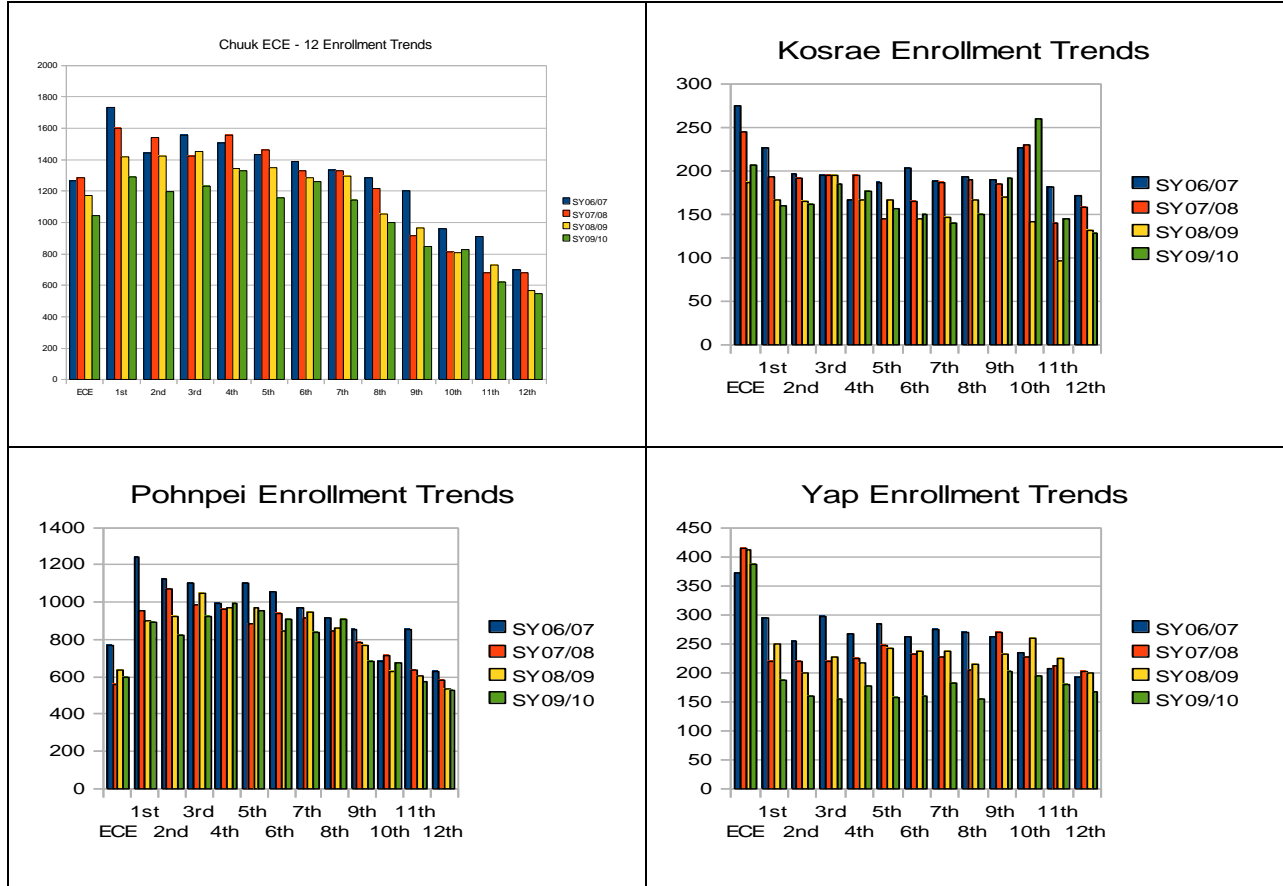
- The FSM public education system has seen a remarkable decrease in its public ECE – 12 enrollments from SY 06/07 to SY 09/10.
- A decline in secondary enrollment is evident in all four FSM states.
- Overall, based on the data there has been a decline of ~ 4,000 students in the public education system over the past four years.

⁵ Interstate and International Movements Report, SBOC October 2008 to December 2009

⁶ Based on communication from FSM National Department of Education – September 2010

Appendix A: Trends Affecting the College December 2010

- Outmigration is definitely having an impact, but the college will review the yet to be released FSM Millennium Report for a more detailed analysis of the decline and condition of elementary and secondary education in the FSM.

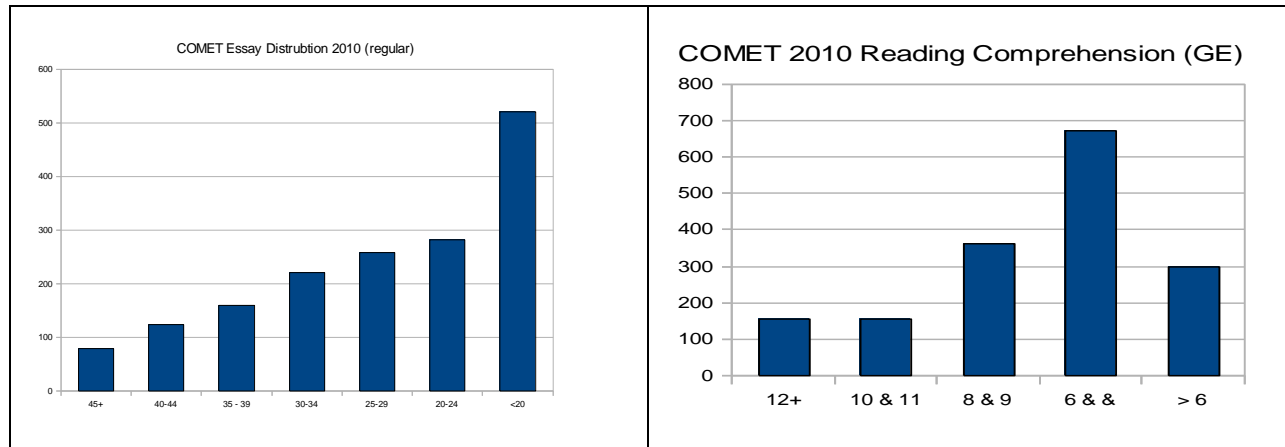


Implications for the college from the decline in ECE – 12 enrollments

- Declining ECE – 12 enrollments means fewer potential students for the college from the high school graduating pool.
- Detailed review of the upcoming Millennium Report and 2010 Census Report will also allow the college to better understand the factors shaping the FSM population and the impact of those factors on the college.

College Readiness of Potential Post secondary Students

Appendix A: Trends Affecting the College December 2010



Observations on the college readiness of students

- The number of fully college ready students (those students who are ready to enrollment in only 100 level courses) is small in the FSM. Less than 50 students in the COMET 2010 regular testing were ready for both college level English and Mathematics classes.
- Placement criteria
 - Initial criteria for placement 2010
 - College level: essay ≥ 34 , grade equivalent ≥ 9
 - Developmental level: essay ≥ 30 , grade equivalent ≥ 7
 - Certificate level: essay ≥ 20 , grade equivalent ≥ 5
 - Preferred criteria (from sub change report)
 - College level: essay > 45 , grade equivalent ≥ 10 , math placement MS 100 or 101
 - Developmental level: essay ≥ 35 , grade equivalent ≥ 8 , not MS 95
 - Certificate level: essay ≥ 30 , grade equivalent ≥ 6 , not MS 95
- COMET 2010 use of grade level equivalent for reading comprehension and score for essay will allow tracking of improvement in COMET test takers in the future and reporting to stakeholders on the college readiness of students taking the COMET.

Implications for the college on the college readiness of students

- Students with an essay below 35 and grade level equivalence of less than 8th grade will have a difficult time in preparing to take college level (100 or above) courses and completing a program of study.
- Students with an essay below 30 and a grade level equivalence below 6 will have a difficult time completing in completing certificate or other courses of study.
- In the President's Retreat 2007 the college readiness of students was identified as a critical area for the college with the following recommendations. Limited coordinated work has been accomplished to address this problem area. The college must be pro active in addressing critical problem areas of the college.
 - 4. The academic level of the majority of incoming students is inadequate to meet college level standards [Goal 2c].** The college needs to:
 - Improve dialogue and communication between NDOE, SDOEs and the college to improve K-12 & 13 educational outcome
 - Promote the value of education among all stakeholders
 - Collaborate with K12 in designing and implementing a plan to raise the awareness and importance of vocational education/technical programs
- Of concern to the college should be its ability to provide a quality education for all students. Students whose reading, writing, and math abilities are low are unlikely to benefit from post secondary education.

Appendix A: Trends Affecting the College December 2010

- The college can be pro active in working with the ECE – 12 education system in basic education improvement, structured bridging programs and career counseling for students being in late elementary and high school.
- The college might also consider programs with the ECE – 12 education system to provide college readiness report cards to students in 9th, 10th and 11th grades.

U.S. Military Recruitment

Observations on U.S. Military Recruitment in the FSM

- FSM Army Recruitment – higher per capita than any U.S. State
- Reasons
 - See the world
 - Steady paycheck
 - Pay for college
- Approximately 1,000 to 1,500 FSM citizens in U.S. military (an additional number of family members may be joining those who are in the service)
- U.S. military provides hope for upward movement
- Infrastructure Development Projects (IDP), the FSM and JEMCO

Implications for the college for U.S. military recruitment

- FSM citizens are joining the military both out of high school and from those who are enrolled in COM-FSM.
- As joining the U.S. military does require passing an exam, a substantial pool of potential students are no longer available to the college.
- The college might consider programs that:
 - Stress the advantage of obtaining an AA/AS degree or certificate prior to joining the military
 - Benefits of obtaining certificate and AA/AS degrees over military service
 - Develop and implement programs for returning veterans to attend the college

Infrastructure Development Projects (IDP) and JEMCO

Observations on IDP projects and JEMCO actions

- There is a hold on certain COM-FSM IDP projects
Resolution JEMCO 2010-5 Infrastructure Program Management

JEMCO further resolves that Compact-funded design and associated preliminary engineering work for the following College of Micronesia projects: 1) Chuuk Campus - College of Micronesia Phase 1; 2) Chuuk Campus - College of Micronesia Phase 2; 3) National Campus - College of Micronesia Student Center; 4) Pohnpei Campus – College of Micronesia Vocational Center and Classroom Building; shall be suspended until the FSM submits and the JEMCO accepts the Western Association of Schools and Colleges (WASC) - approved College of Micronesia restructuring plan.

Appendix A: Trends Affecting the College December 2010

- The National Government is planning to use a significant portion of IDP funding for non college projects (\$15,000,000 may be a potential cap for the college for IDP funding under the amended compact)

PMU planning for national share of IDP (non college)

Sekere bridges ~\$800K

Mufti-function building at Palikir ~\$4M

Outer Island Airfields ~\$5M

4+ years of IDP funding in the about projects - Other?

Issue – 1) How much additional IDP funding will be available for the college? 2) Impact on current plans?

- JEMCO has place other special grant terms and conditions on the college

Resolution JEMCO 2010-6 Special Grant Terms and Conditions

e) A sum of \$20,000 (from the \$3,800,000 provided to the College of Micronesia) shall be allocated to support agriculture extension activities. The specific activities shall be submitted in project-based format to the Office of SBOC and Office of Insular Affairs for review and concurrence prior to the release of funding (\$20,000).

- Cost per foot on projects has almost tripled from original planning.

Implications for the college regarding IDP and JEMCO

- The college's IDP funding may be limited by use of national IDP funds for non college projects. There is some indication a cap of around \$15,000,000 might be set.
- JEMCO has concerns regarding the college plans for construction of facilities due to potential decreases in enrollment.
- With the increases in cost per foot for facilities design, the cost of current projects is over \$22,000,000. It may not be possible for the college to complete projects currently approved by the BOR.
- The impact of streamlining/restructuring, increased costs for square foot for facilities construction and potential cap on level of IDP funding from the FSM may require the college to rethink and reprioritize its IDP projects. What facilities can the college afford, promotes the programs and services needed by the FSM and is sustainable in the long run?

Appendix B: Policy on Continuous Improvement Cycle

Policy on Continuous Improvement Cycle College of Micronesia - FSM

Policy

It is the policy of the College of Micronesia – FSM to continuously improve its programs and services through a systematic process that links planning, evaluation, feedback, and resource allocation to meet its mission and increase its effectiveness.

The continuous improvement cycle itself is to be periodically reviewed.

Purpose

The College of Micronesia – FSM is committed to continuously improving its programs and services through a systematic process that links planning, evaluation, feedback and resource allocation and to continuously improving its processes and procedures for planning, evaluation, reporting, and resource allocation.

A policy is needed to express that commitment to ensure the college is effectively meeting its mission, and clearly written processes and procedures established to improve the understanding of the framework in which the continuous improvement cycle occurs.

Application

This policy applies to all programs and services of the college and to college policies, processes, and procedures regarding continuous improvement.

Procedure

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

The college's continuous improvement cycle is implemented through a) the overall guidance of the college's strategic plan, b) Institutional Assessment Plan (IAP), c) line item and performance budgeting (including annual improvement plans), d) annual President's Retreat, and the e) the governance structure of the college's standing committees.

- The college's Strategic Plan 2006 – 2011 and tactical plans set out the college's strategic goals and objectives and the overall approach to linking planning, evaluation and resource allocation and provides the framework for reporting accomplishments against strategic goals.
 - The college's Institutional Assessment Plan (IAP) process requires systematic program assessment and program review of degree and certificate programs; student services; administrative services; and other sponsored programs, policies and activities of the college. The IAP coupled with data generated from the Student Information System (SIS) provides the college the necessary information, data and evidence to provide a sound basis for planning, setting institutional priorities and resource allocation across the college. The IAP is supported by the IAP Handbook that provides the processes and procedures for assessment and best practices in instruction and assessment. The IAP is overseen by the Assessment Committee.
 - The annual President's Retreat provides a mechanism for the college community together with key stakeholders to reflect on accomplishments of the past year; review of critical data and environmental trends affecting the college including program assessment and program review reports, determination of institutional effectiveness, and recommendations for institutional priorities.
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Appendix B: Policy on Continuous Improvement Cycle

- The college's budgeting process requires resource allocation based on institutional priorities at program, office/unit, department, campus levels.
- The college's governance policy and standing committee structure provides pathways for participatory decision making regarding the effectiveness of the college in meeting its mission and a formal oversight and decision making processes for the planning, assessment & evaluation, and resource allocation processes at the college.

The President will assign to appropriate staff, offices and committees responsibilities for implementation of the continuous improvement cycle of the college.

Responsibilities

The President is in overall charge of the continuous improvement cycle with implementation of the policy by appropriate staff, offices and committees as assigned by the President. The President will report periodically to the Board of Regents and stakeholders on continuous improvement at the college.

Definitions

Source Documents

College of Micronesia – FSM Strategic Plan 2006 – 2011 Approved BOR September 2006
College of Micronesia – FSM Institutional Assessment Plan (IAP) Handbook
College of Micronesia – FSM Governance Policy
College of Micronesia – FSM Assessment Committee Review and Endorsement January 14, 2009
College of Micronesia – FSM Planning and Resources Committee Endorsement February 3, 2009

(Approved by Cabinet 2/09)