

College of Micronesia - FSM

President's Retreat 2011

**August 24 - 26, 2011
FSM China Friendship Sports Center**



Office of Institutional Research and Planning

Board of Regents

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Ringlen Ringlen

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COM-FSM President's Retreat 2011

Introduction

The College of Micronesia – FSM conducted its President's Retreat 2011 from August 24 -26, 2011, at the FSM - China Friendship Sports Center located on the college's National Campus in Palikir, Pohnpei. Over 140 participants representing all areas of the college along with key external stakeholders meet to discuss and make recommendations on critical issues facing the college. The participants reviewed the current mission of the college and made recommendations for a future mission in light of the expected changes in 2023, steps to address accreditation concerns and implementation of the college's master plan that are needed to move the college off "probationary" status including development of department work plan and performance evaluation plans and prioritization of academic programs and services. The college also addressed proposed reductions in the level of support to the college from Compact services along with specific recommendations regarding the college's 2013 budget.

State of the College Address by Interim President Ringlen Ringlen

The Interim President Ringlen Ringlen set the tone and direction for the Retreat in his state of the college address. The Interim President first challenged the college to ensure that we are preparing students with 21st skills to assist in the economic and social development of the nation.

"We must ensure that the college is on a path that will assist the FSM in its economic and social development. We must also ensure that we are committed as a college to ensuring that students come out of their college experience with the knowledge and skills needed for the 21st century. This means student will be able to communicate effectively, employ critical thinking & problem solving, possess specific knowledge and skills in a major discipline or professional program of study, take responsibility and develop skills for learning, and interact responsibly with other people, cultures, and their environment."

The Interim President additionally laid out five key trends affecting higher education in the U.S. and the FSM that must be taken into account by the college in its plans and operations. The first trend is the weak U.S. and FSM economic landscape. Lagging U.S. and FSM economies impact the creation of quality jobs for college graduates, the potential level of funding for post-secondary education after 2023 and the termination of the current economic provisions of the Compact. Second is the new normal in funding for higher education. The level of local and federal assistance is reduced and is unlikely to return to previous levels. The JEMCO proposed reduction of \$2.8 million over four years is an extreme example of this trend. Third is a rethinking of the "business of higher education". This trend expects colleges to have a greater impact over a shorter period of time on student learning through innovative instructional strategies. The fourth trend addresses the ascendance of for-profit and its special impact in the distance learning and what happens to students after graduation. The fifth trend an emphasis on quality assurance. There is a greater emphasis on ensuring that students complete programs in a prescribed time and are gainfully employed as a result of their college education. This is of particular importance to the college as few students complete certificate programs in one year or associate programs in two years. The past few years have seen fundamental changes in funding and expectations for higher education. The college must be proactive in meeting the changing conditions in higher education.

The Interim President closed his State of the College with an encouragement:

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"We have three full days of serious work ahead of us. I would encourage everyone to demonstrate those skills we expect of students – critical thinking, problem solving, good communication skills, take responsibility for learning at the college and work well with all the different segments of the college. "

Format of the Retreat

The format of the Retreat was for brief setting the stage presentations followed by breakout sessions for in-depth discussions. Breakouts sessions at the retreat were by department (administrative, cooperative research and extension/vocational, instructional and student services) to align with the college's new organizational structure. External stakeholders were spread across all departmental groups. Guiding questions for the various topics addressed during the Retreat were provided to give consistency to discussions and to allow comparison of the different perspectives of the various departments.

Documentation for the Retreat can be found on the IRPO web site at <http://www.comfsm.fm/irpo/>. Included are presentations, breakout sessions reports and background documents to assist participants to prepare for discussions at the Retreat.

College Mission, Vision and Values

The first breakout session addressed the mission, vision and values of the college both now and after 2023. Additional questions were raised regarding sustainability of the current structure. Recommendations from the breakout sessions will be a basis for developing new college mission, vision and value statements over the course of the coming year. The breakout sessions addressed the following areas of concern:

- The college must address its role as both a US community college (while maintaining accreditation status and PELL grant eligibility) and as the only institution of higher education for a small island developing nation. Increased interaction with external stakeholders and becoming more responsive to determining and meeting state and national education and training needs were seen as vital. Quality assurance was also raised in the context of prioritizing programs and services at the college with requests from external stakeholders for graduates with knowledge and skills to be competitive. Additionally, a need was expressed for students to achieve bachelor and higher level degrees in the FSM.
- Discussion on the structure of the college still sees divergence among the college community with calls for movement to a single campus and a more diversified structure to ensure a college "presence" in all states. However, there was broader agreement on the need to be more entrepreneurial and seeking a broader and more sustainable funding base for the college.
- It was noted that during the discussions, there appeared to be a basis assumption that the condition of higher education in the FSM will be the same in 2023 as now. However, as shown by the state of the college address, the condition of higher education is rapidly evolving. The college as a whole must address the changing trends in education and how those trends can be seen as opportunities for productive change at the college.

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JEMCO Resolution

The second breakout session was a “special session” to help formulate responses to a proposed US JEMCO resolution received only two days before the retreat. JEMCO was scheduled to meet on September 1 & 2, 2011 in Honolulu, Hawaii. The resolution from the U.S. side for JEMCO recommends a reduction in college funding from the Compact Education Sector Grant (ESG) of \$700,000 for each of four years beginning in FY 2013 to reduce the college's overall ESG funding from its current level of \$3.8 million down to 1.0 million. The resolution also recommended for the college to increase its “capture rate” for PELL grant funds to offset the reduction in ESG funding. JEMCO additionally recommended that no facilities construction be considered for the college from FY 2012 – 2016. Recommendations follow for developing a college response to the proposed JEMCO resolution (the Interim President and Director of Maintenance attended the JEMCO meeting in Honolulu to present the college's position/response).

- Concern was expressed over the arbitrary nature of the resolution. The language of the Compact for the ESG allow funding for higher education:
 - (1). The education Sector Grant shall support and improve the educational system of the Federated States of Micronesia, including, without limitation, the systems for primary, secondary, and post-secondary education, respectively, and develop the human and material resources necessary for the Federated States of Micronesia to perform these services. Emphasis should be on advancing a quality basic education system by increasing the achievement levels of students in the primary and secondary education system based on performance standards and assessments appropriate for the Federated States of Micronesia; providing secondary education or vocational training to qualified students; improving management and accountability within the educational system; raising the level of staff quality, including teacher training, with the ultimate aspiration that highly qualified teachers are in the classroom; and improving the relevance of education to the needs of the economy.
- Unilateral action by US as opposed to bilateral discussions with FSM on the resolution as well as the lack of data review.
- Increasing tuition and increase “capture rate” for PELL grant is out of line with college planning to reduce the overall percent of PELL grant as a source for operating expenses. Increasing the PELL grant “capture rate” reduces the long term sustainability of the college as noted in the college's Long Term Financial Plan.

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.

- Accreditation is in jeopardy due to increased dependency on PELL grant and lack of funding to “teach out” for students enrolled in programs that might need to be terminated due to lack of funding.
- It was noted that JEMCO while focusing on the PELL grant issue as the rationale for reducing college funding might “jump” to low graduation and placement rates for the

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college, under preparedness of students entering college, etc. if adequate response is made to the issue of PELL grant.

Prioritizing Academic Programs and Services

As part of its improvement efforts and as part of its implementation of its Instructional Master Plan, the college is undertaking a prioritization of academic program and services based on a process developed by Robert C. Dickeson. A presentation was provided by the Acting VPIA and DVCCE. Dickeson recommends 10 criteria to guide the periodization process. As a follow-up to the presentation, a paired comparison process was used to prioritize which criteria are most important from the college's standpoint. The results are presented below.

Dickeson's 10 Criteria As Ranked by CAOs and CFOs in the U.S.	Top 5 Criteria as Recommended by President's Retreat
<ol style="list-style-type: none">1. External demand for the program2. Quality of outcomes3. Size, scope and productivity of the program4. Impact, justification and overall essentiality of the program5. Costs and other expenses associated with the program6. Internal demand for the program7. Revenue and other resources generated by the program8. History, development, and expectations of the program9. Quality of program inputs and processes10. Opportunity analysis of the program	<ol style="list-style-type: none">1. Quality of outcomes2. Impact, justification and overall essentiality of the program3. Revenue and other resources generated by the program4. External demand for the program5. Quality of program inputs and processes

The next steps on the process are to determine specific data sources for each criterion and the rating scales to use for setting priorities followed by data collection and rating. While Dickeson recommends an extended time period for the prioritization process, due to the demands of reduced funding proposed by JEMCO, the college will need to use a reduced set of criteria and a shorter time span. Administrative programs are also included in the prioritization efforts – but use a different set of questions as seen in an attachment to this report.

Accreditation Issues and Concerns

The college has been placed on probation by the ACCJC and corrective actions must be undertaken to bring the college in line with all ACCJC accreditation standards. The college's Accreditation Liaison Officer provided a presentation that overviewed the commission's concerns and the steps the college is undertaking to address those concerns. Ensuring that accreditation issues are addressed was the focus of the following section on development of work plans that are tied to performance evaluation.

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Work Planning and Performance Evaluation

A critical part of the Retreat was to develop/review departmental plans for meeting accreditation concerns and for implementation of the college's master plan and its individual components. The concept of work planning and performance evaluation is to link what needs to be accomplished by an organization to its performance evaluation. Using materials developed with an external consultant, each department developed or revised work plans that specified what will be accomplished for the next six months to meet accreditation concerns and implementation of the master plan. The work plan becomes a performance contract for supervisory employees.

Additional training will be provided to the college community on how to write work plans as accomplishments using SMART (specific, measurable, achievable, realistic, and timebound).

Budget FY 2012 Review and FY 2013 Development

The final session discussed implementation of the FY2012 budget by department and provided time (if needed) for department discussions on communications and processing of documents, etc.

Discussion for the development of the FY 2013 budget centered around how to deal with a potential \$700,000 reduction in FY 2013 with some consideration of the impact over FY 2014 to FY 2016 reductions. The following are some of the recommendations that will be explored in greater detail over the next three months.

Increasing revenue:

- Gradually increase tuition by \$10/credit for 4 years starting in FY 2012.
- Seek both national and state support for the college from local revenue (captive insurance, fishing fees, VAT, etc.)
- Seek international grant assistance for the college.
- Position college as entrepreneur and expand services to K – 12 and increasing short-term trainings
- Incorporate indirect and excess contract funds into revenue projections
- Improve revenue projections and monitoring of expenditures against budgets (take correction action in the FY)

Decreasing expenses

- Establish a prioritization process and set clear priorities to guide any reductions
- Freeze step increases/mandatory furloughs
- No extra pay for summer faculty
- No faculty overloads
- Improve energy conservation
- Review housing policy
- Reduce travel and supplies costs
- Reduce frequency of BOR meeting to 2 a year

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- Make President's Retreat bi-annual
- Mandatory retirement age of 65
- Right size programs including program elimination

Reception

The President's Retreat 2011 closed on Friday evening with a well-attended reception at J's Oceanside Bar & Grill in Mwalok, Sokehs Powe.

COM-FSM President's Retreat 2011 - Participants

Name	State	Organization
Aileen Gallen	Pohnpei	COMFSM
Alexander Munna	Pohnpei	COMFSM
Alfred Olter	Pohnpei	COMFSM
Alik J. Phillip	Kosrae	COMFSM
Allain Bourgoin	Pohnpei	COMFSM
Alton Higashi	Chuuk	COMFSM
Amy E. Santiago	Pohnpei	COMFSM
Anna D. Dela	Pohnpei	COMFSM
Arbel Ben	Pohnpei	COMFSM
Argan Mariano	Pohnpei	COMFSM
Arthur Jonas	Kosrae	COMFSM
Bastora Loyola	Pohnpei	COMFSM
Ben Akkin	Pohnpei	COMFSM
Benina Ilon	Pohnpei	COMFSM
Bob Hogan	Pohnpei	COMFSM
Brandi Fichtner	Yap	COMFSM
Cassandra Susaia	Pohnpei	COMFSM
Cecilia Dibay	Yap	COMFSM
Clotilda Dugwen	Yap	FMI
Cooper Etse	Pohnpei	COMFSM
Dali Waltu	Pohnpei	COMFSM
Danilo Dumantay	Pohnpei	COMFSM
Deliver Salle	Chuuk	COMFSM
Denson Santos	Pohnpei	COMFSM
Diaz Joseph	Pohnpei	Upward Pound
Dokowe George	Kosrae	COMFSM
Doman Daoas	Pohnpei	COMFSM
Drystal Silbanus	Pohnpei	COMFSM
Eddie Haleyalig	Pohnpei	COMFSM
Edwin Sione	Pohnpei	COMFSM
Eileen Nena	Kosrae	COMFSM
Elaine N. Billimon	Chuuk	Upward Bound
Elerina Umweeh	Pohnpei	COMFSM
Elfriede Suda	Chuuk	COMFSM
Eugene Edmund	Pohnpei	COMFSM
Eugene D. Augustine	Pohnpei	COMFSM
Francisco Mendiola	Pohnpei	COMFSM
Francisco Simram	Pohnpei	ETSP

Name	State	Organization
Frankie Harris	Pohnpei	COMFSM
Gardner Edgar	Pohnpei	COMFSM
Gracelyn Shirai	Pohnpei	COMFSM
Grilly Jack	Pohnpei	COMFSM
Jason Louis	Pohnpei	COMFSM
Jeff Arnold	Pohnpei	COMFSM
Jennifer Hainrick	Pohnpei	COMFSM
Joseph Jr. Felix	Pohnpei	COMFSM
Joe Saimon	Pohnpei	COMFSM
Joey Oducado	Pohnpei	COMFSM
Joseph Habuchmai	Pohnpei	COMFSM
Julieta Mix	Pohnpei	COMFSM
Juvelina Rempis	Pohnpei	COMFSM
Kalwin Kephass	Kosrae	COMFSM
Karen Simion	Pohnpei	COMFSM
Karleen Samuel	Pohnpei	COMFSM
Kasiano K. Paul	Yap	FMI
Kasio Mida	Pohnpei	FSM Government
Kersweet Eric	Chuuk	COMFSM
Kind Karto	Chuuk	COMFSM
Kiyoshi Phillip	Pohnpei	COMFSM
Leilani W. Biza	Pohnpei	COMFSM
Lore Nena	Pohnpei	COMFSM
Lourdes Roboman	Yap	COMFSM
Lucy D. Sam	Pohnpei	COMFSM
Lucy Oducado	Pohnpei	COMFSM
Magdalena Walter	Pohnpei	State Legislature
Magdalena Hallers	Pohnpei	COMFSM
Maria Dison	Yap	COMFSM
Mariana B. Nenas	Pohnpei	COMFSM
Mariano Marcus	Pohnpei	COMFSM
Marie M. Pitiol	Chuuk	COMFSM
Marion Henry	Pohnpei	R&D FSM
Marlou Gorospe	Kosrae	COMFSM
Martin Quinn	Pohnpei	Australian Ambassy
Marylene Biselen	Chuuk	COMFSM
Mathias Ewarmai	Yap	FMI
Maureen Mendiola	Pohnpei	COMFSM

COM-FSM President's Retreat 2011 - Participants

Name	State	Organization
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Morgan Jim	Kosrae	COMFSM
Mori M. Mori	Pohnpei	COMFSM
Moses N. Faimau	Yap	COMFSM
Nena N. Mike	Kosrae	COMFSM
Nora Kriauzaitė	Pohnpei	COMFSM
Nordun Ehpel	Pohnpei	COMFSM
Pablo H. Camris, Jr.	Pohnpei	COMFSM
Patrick Werthog	Pohnpei	COMFSM
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Paulo Santos	Pohnpei	COMFSM
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Rafael Pulmano	Pohnpei	COMFSM
Ranson Tilfas	Kosrae	COMFSM
Reedwin Edwin	Pohnpei	COMFSM
Renselly Nelson	Pohnpei	COMFSM
Renton A. Isaac	Kosrae	COMFSM
Resida Keller	Pohnpei	COMFSM
Reynaldo Garcia	Pohnpei	COMFSM
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RitaH. Hadley	Pohnpei	COMFSM
Robert Andreas	Pohnpei	COMFSM
Roland Irons	Pohnpei	COMFSM
Roldan Laguerta	Pohnpei	COMFSM
Roslyn Reynold	Kosrae	COMFSM
Rufino Mauricio	Pohnpei	NACH
Santus Sarongelfeg	Yap	FMI
Semeen Phillip	Pohnpei	FSM Government
Senny Route	Pohnpei	COMFSM
Serleen Silbanus	Pohnpei	COMFSM
Sernida Eperiam	Pohnpei	COMFSM

Name	State	Organization
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Singeru Singeo		COMFSM
Sinobu Lebehn	Pohnpei	COMFSM
Snyther Biza	Pohnpei	COMFSM
Stephanie Edward	Pohnpei	COMFSM
Stephen Yarofalig	Pohnpei	Upward Pound
Steven Young	Yap	COMFSM
Susan M. Guarin	Yap	COMFSM
Susyann Saimon	Chuuk	Upward Pound
Sven Mueller	Pohnpei	COMFSM
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Tara Tara	Kosrae	COMFSM
Taylor Elidok	Pohnpei	COMFSM
Teresa Filepin	Yap	COMFSM
Twyla E. Poll	Pohnpei	COMFSM
Virginia Mamangon	Chuuk	COMFSM
Warren Ching	Pohnpei	COMFSM
Willy Kostka	Pohnpei	COMFSM
Xavier Yarofmal	Pohnpei	COMFSM
Yasko Weilbacher	Pohnpei	COMFSM
Yoneko Kanichy	Pohnpei	COMFSM
yvonne Pangelinan	Chuuk	COMFSM
Jimmy Hicks	Pohnpei	COMFSM
Francis K. Alex	Pohnpei	COMFSM
Raleigh Welly	Pohnpei	COMFSM
William Haglelgam	Pohnpei	COMFSM

COM-FSM President's Retreat 2011 – State of the College Speech

President's Retreat 2011
State of the College
Interim President Ringlen Ringlen
August 24, 2011
FSM-China Friendship Sports Center

REGCOGNIZATION of Participants

Good morning, I would like to welcome you to the College of Micronesia's President's Retreat 2011. The retreat will help us to pause and acknowledge where we are in our common aim to fulfill our national building mandate to develop the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

This retreat will review our common mission, vision and values in light of current needs and our ability to meet these needs. This retreat will also recommend the direction of the college in light of the changing economic, political and social conditions. Special emphasis will be made of the expected major transition for the nation by 2023 that corresponds to the end of the current economic provision of the Compact of Free Association.

This retreat will also have to discuss developments this week related to funding for the college. Recommended JEMCO resolutions have been received from the Office of Insular Affairs that would reduce Education Sector Grant of the college by \$700,000 beginning in FY 2013 and continuing for four years. The basis of this recommendation is to direct (ESG) Education Sector Grant Funding to basic education services.

For many years, the College of Micronesia-FSM has been one of the beneficiaries of US and even Chinese assistance. We were made beneficiaries mostly due to the good relations between the two nations and our own. We should take an extra step and reach out to our friends from other neighboring nations and institutions of higher education within the Pacific region.

We must ensure that the college is on a path that will assist the FSM in its economic and social development. We must also ensure that we are committed as a college to ensuring that students come out of their college experience with the knowledge and skills needed for the 21st century. This means student will be able to communicate effectively, employ critical thinking & problem solving, possess specific knowledge and skills in a major discipline or professional program of study, take responsibility and develop skills for learning, and interact responsibly with other people, cultures, and their environment. At the same time, we must ensure that we directly address accreditation concerns and farther ensure that we meet and exceed all accreditation standards.

There are a number of major trends affecting higher education in the US and in the FSM. First, is the international, US and FSM economic landscape. The weak U.S. and FSM economies do not bode well for current and future development of the FSM. The weak U.S. economy means potential reductions in federal programs such as TRIO and Land Grant and even in PELL grant and SEG. In the FSM the current economy is not creating needed quality jobs for FSM citizens (and our graduates) that will lead to accelerated development of the FSM economy. The Compact Trust Fund is underperforming and is unlikely to provide a major source of funds for the college. Additionally, the trust fund was never intended to replace U.S. federal programs including PELL grant.

Second is a new normal in Higher Education Finance and in the FSM. In the U.S. colleges and universities have seen dramatic reductions in national and state funding. With the ongoing deficit reduction discussions in the U.S. this trend is only likely to continue. For the college, some of our external stakeholders have raised serious issues regarding the current level of Education Sector Grant and Infrastructure Development Funding for the college. Cost benefit issues are being raised – does the number of graduates of the college justify the amount of funds being expended in the light of the step down in compact funding. A second area is asking the question – If there are such large numbers of underprepared students entering college – should not the bulk of compact funding address K – 12.

We must be proactive in showing the value of a college education and in increasing our working relationships with K -12 to ensure the college readiness of high school graduates.

Third is a rethinking of the "Business of Higher Education". This trend expects colleges to have greater impact over a shorter time on student learning. This means looking and implementing innovative instructional and assessment approaches. One area of focus might be using the findings of L. Robert Barber of UOG regarding Micronesian Learning Environments – fitting instruction and support services to Micronesians learning styles.

Forth is ascendance of for-profit providers. The college itself has had faculty and staff obtaining degrees via distance education through San Diego State University (SDSU) - while not a for-profit it does show that distance education programs are a model that can work in the

COM-FSM President's Retreat 2011 – State of the College Speech

FSM. As the connectivity improves - students will have greater options for obtaining a degree even if they elect to stay in the FSM. The college must ensure that it provides a unique education experience that fits the needs of the FSM. A second area that for-profits are impacting the college is in the area of gainful employment. Along with other Institutions of Higher Education, the college must show its graduation rates for certificate programs and how those graduates are being employed. The expectation is that we will graduate more students and those students will be gainfully employed in their area of expertise.

The fifth trend is an emphasis on quality assurance in higher education. There is a greater emphasis on ensuring that students complete programs in a prescribed time and are gainfully employed as a result of their college education. Gainful employment is that students are able to obtain employment in their area of study at a quality wage. The college must be able to demonstrate that the value of a college education (student learning and employment) is worth it to individuals and stakeholders. The bottom line is that yes we are expected to achieve more with less and be able to document the impact on student learning and job placement.

This retreat will deal with some specifics – all are related to both meeting accreditation concerns and short and long term continuous improvement of programs and services.

First is our mission, vision and values both in the short and long term. The college cannot be everything to everyone. What is the identity of the college? Are we strictly a U.S. style community college? Are we the only institution of higher education for a small island developing state? Or are we a combination of the two. What mission will best fit the needs of the FSM both in the short and long term? What is our vision for the future – especially in light of expected changes after the end of the current economic provisions of the Compact? What steps do we need to be taking now to adequately prepare for the future? These are all issues that must be addressed in light of what our stakeholders need and expect of the college.

Second is to begin the process of prioritizing our academic program and all services of the college. This prioritization process must be based on clear criterion (established in advance) that addresses multiple issues related to program quality and need. In this retreat we will be reviewing the process of prioritization and having discussions on appropriate criterion for making informed discussions.

A third step will be to review our master plan, communication plan along with accreditation concerns and develop work plans that will be tied to performance evaluation. Critical issues are to improve our implementation, ensure that evaluation occurs and that resource allocation is linked to both the planning and evaluation. However, the most critical issue is to improve accountability of individuals, programs and offices for continuous improvement at the college.

Additional activities are to review our 2012 budget in light of the revised organizational structure of the college and how the 2013 budget will be developed. The budget 2013 discussions now will have to take into account the OIA recommendations for JEMCO and a possible response from the college and the FSM.

We have three full days of serious work ahead of us. I would encourage everyone to demonstrate those skills we expect of students – critical thinking, problem solving, good communication skills, take responsibility for learning at the college and work well with all the different segments of the college.

We are on sanction by the commission. Let's work together to lift ourselves above this situation. At the same time, we must not forget that this focus on our accreditation entails a strong commitment to look forward and tackle other fundamental need areas of the college in order to foster genuine student learning. We, as a college and individually, are collectively accountable for the promotion of student learning as our contribution to the development of the Federated States of Micronesia.

It's only through working together that we can provide the continually improving higher education needed for developing this nation.

One more thing, please take care of your good health. Without our good health, we cannot do our work.

Thank you. Have fun and may we have a successful retreat.

COM-FSM President's Retreat 2011 – Mission, Vision and Values of the College

College of Micronesia – FSM Vision, Mission and Values of the College

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.

COM-FSM President's Retreat 2011 – Proposed JEMCO Resolution

JEMCO Resolution

College of Micronesia (COM) Operational Funding through the Compact Education Sector

JEMCO resolves that effective in FY 2013, Compact sector funds provided to the College of Micronesia (COM) shall be reduced at a minimum annual rate of \$700,000. The reduction shall be implemented over a four year time period or until annual Compact funding for the College of Micronesia is reduced to \$1,000,000 per year.

JEMCO further resolves that project proposals for COM infrastructure projects will not be considered for approval by the JEMCO during the Fiscal Years period of 2012-2016.

Background

Issue

COM is over-reliant on Compact support while underutilizing PELL funding for instructional expenses. At the same time, State Compact educational resources are strained to accommodate increasing enrollment, salary increments due to improved teacher credentialing and inflationary pressure on operations. The assignment of \$3,800,000 of Compact funding to a post-secondary institution must be reviewed.

- Each year since FY 2004, COM has been provided with \$3,800,000 of Compact Education Sector funding.
- Funding for education under the Amended Compact targets a “basic education system” (Title Two, Article 1 Section 211(a)(1)). The FSM Education Act defines basic education as comprehensive elementary and selective secondary schooling. The Act guarantees all children in FSM an education from first through eight grade while students selected through a competitive exam have the opportunity for high school. Compact assistance provided for education is designed to support K-12.
- Every FSM state has moved to increase the capacity of high schools so that all students can have the opportunity for secondary education. Consequently, total school enrollments have increased. But as access to education has improved, the availability of core teachers' credentials plus inflationary pressure on salaries, operations, and instructional materials has impacted State education budgets.
- Funding for post-secondary education is beyond the intent of the Compact. While the practice of allocating Compact money to COM acknowledge the importance of the institution to the development of the FSM, current circumstances requires the Compact Education Sector to refocus on its core mission.
- COM must look for different funding mechanisms. Better utilization of PELL support is an obvious alternative. In 2010, PELL provide \$14.56 million to COM students. The College, however, collected only 48.2 million in tuition and fees; a capture rate of 56%.

Recommendation

The utilization of PELL grants for institutional operations is an area that can and should be improved. Re-structuring fees and PELL grant utilization would more than make up for a decrease in Compact support. That Compact support is needed and would be better spent elsewhere. JEMCO should consider options in either reduction or eliminating the level of Compact funding provided to COM. A reduction of \$700,000 a year for four year would free \$2.8 million of Compact funds for other uses.

COM-FSM President's Retreat 2011 – Prioritization of Administrative Programs & Services

Prioritization of Administrative Programs and Services

Suggested questions for administrative units:

1. What are the main objectives of your unit, and how do you measure success in achieving them?
2. What are the services that your unit provides and to which customers (students, faculty, staff, donors, others)?
3. List each position in your unit, and briefly describe the responsibilities of each. Include part-time and work-study student hours.
4. Do you see needs and demands for services that your unit currently meets? If so, what are they, and how do they relate to the college's mission.
5. How could the college help your unit to do its job better?
6. In what ways does your unit relate to other units of the college, academic or nonacademic? For examples, what services do you provide to other units? What services do other units provide to you? On what tasks do you collaborate with other offices?
7. What skill sets and resources does your unit possess that can be shared with other units at slack times?
8. Which individuals in your unit are cross-trained and in what areas?
9. What resources do you need to improve your services to a superior level?
10. What technologies are available to you to provide your services better? What training do you need to be more effective users of the technology?
11. What one thing do you wish you could do differently to improve your effectiveness but have not had the opportunity, time or resources to do?
12. How do you review and evaluate your department's yearly performance?
13. Explain how your unit could function with
 - A 10 percent reduction in staff
 - A 20+ percent reduction in staff
 - A 10 percent reduction in non personnel resources
 - A 20 percent reduction in non personnel resources

Suggested questions for analysis:

1. What opportunities exist for greater collaboration and team approaches in the delivery of services?
2. How many "middle managers" do you have? Are there opportunities to reduce middle strata in the organization and expand the span of control?
3. What technological improvements could be made that would result in labor savings?
4. How can a service be more efficiently delivered?
5. What processes do we have that can be streamlined or eliminated to improve service delivery?
6. Restructuring; What efficiencies might be gained by consolidating similar entities?
7. Personnel: have we "worked around" or "structured around" deadwood and other personnel issues, and is this the time to stop indulging and start confronting them?
8. Outsourcing: Are there other opportunities to outsource non-mission-critical services to private contractors who could do it better, faster or cheaper?
9. Customer focus: How might our services be structured or delivered to meet the needs of students, faculty, staff, donors, and others better?
10. Benchmarking: Compare your unit with similar units at other institutions or with national norms?

COM-FSM President’s Retreat 2011 - Agenda

**President’s Retreat 2011
Agenda
FSM-China Friendship Sports Center (Practice Gym)
August 24 – 26, 2011**

Date & Time	AM (8:30 AM – 12 Noon)	PM (1:00 PM – 5:00 PM)
Wednesday, August 24, 2011	<ul style="list-style-type: none"> • Opening • Review of Agenda • Keynote Address: State of the College by Interim President Ringlen Ringlen • Overview of Vision, Mission Values – Critical Issues Affecting the Mission, Vision and Values of the College <ul style="list-style-type: none"> ○ Breakout Session I (initial breakout on mission, vision and values)– Identification of critical issues affecting the mission, vision and values of the college 	<ul style="list-style-type: none"> • JEMCO Resolution • Overview of the College Master Plan • Presentation – “Prioritization of Academic Programs and Services” – Developing program priorities for the college <ul style="list-style-type: none"> ○ Breakout Session II – What are key criterion for prioritizing programs and services at COM-FSM?
Thursday, August 25, 2011	<ul style="list-style-type: none"> • Accreditation Issues Facing the College • Master Plan & Communication Plan – Priorities & Implementation (work planning) Overview • Breakout Session III – Developing work planning that addresses accreditation concerns and implementation of Master and Communication Plans 	<ul style="list-style-type: none"> • Breakout Session III (Continued) – Developing work planning that addresses accreditation concerns and implementation of Master and Communication Plans
Friday, August 26, 2011	<ul style="list-style-type: none"> • Budget 2012 revision & 2013 development in light of the new organizational structure – Overview and Discussion • Breakout Session IV – Mission, Vision and Values of the College – Developing Recommendations 	<ul style="list-style-type: none"> • Open discussion and sharing of information, best practices and other items of interest
Reception		6:00 PM J’s Oceanside Bar & Grill (Mwalok, Sokehs Powe)