College of Micronesia-FSM
Visioning Summit

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Contents

Introduction and Purpose

The College of Micronesia-FSM conducted a Visioning Summit at the FSM-China Friendship Sports Center on August 2 & 3, 2016. There were 190 internal and external participants in the two (2) day summit. The summit was facilitated by the Vice President for Institutional Effectiveness and Quality Assurance (VPIEQA) and the Director of the Institutional Research and Planning Office (IRPO), with assistance from the Executive Secretary to the President and the Executive Secretary for the Department of Instructional Affairs. Additional support was provided by the offices of Institutional Research and Planning, Information Technology and Sports & Recreation.

The college will be developing a new strategic plan during Academic Year 2016/2017. The Visioning Summit 2016 was designed to provide a review by the college of critical components to developing the new strategic plan. A Strategic Plan Working Group will convene in October 2016 for drafting of the new Strategic Plan. The components of the Visioning Summit are reflected in the agenda listed below:

Day 1 Agenda:

8:00-8:30 AM	Sign in & Breakfast
8:30-8:45 AM	Opening Remarks President

8:45-12:00 Noon	**Case Study and Workshop**: *Kawan Islands Community College: Using Data to Develop Action Plans and Strategies for an AANAPISI Grant to Improve Student Success.*
	Outcomes:
	• Having team members create a 50-word story describing how their work contributes to Student Success at KICC;
	   o Sharing those stories with team members;
	   o Compiling/transcribing those stories into a folder for each team;
	• Analyzing and interpreting comparative institutional data in the context of a college's mission and its published definition of Student Success, with special focus on graduation/transfer out rates at 150% of normal time;
	• Developing action plans and strategies—along with Student Success targets—that will be the basis for the Project Design and Work Plan of an AANAPISI grant application;
	• Communicating results of the activity to the larger group; and
	• Compiling a portfolio of the action plans and strategies.

12:00-1:00 PM	Lunch & Sign in for External Stakeholders

1:00-2:20 PM	**Core Values:**
	Outcomes:
	   o Assess the COM-FSM Core Values and discuss if they are:
	      o Representative of beliefs that would influence employee and student behavior;

	o Representative of the essence or "heart" of the college;
	o Principles that best guide behavior over time; and
	o Are there important gaps in those beliefs or principles that require consideration for revision?

2:20-4:30 PM	**Mission Evaluation:**
	Outcomes:
	  o Review required components of the mission statement and discuss how well the mission aligns with, and meets those, criteria.
	  o Discuss the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.
	  o How do we know we are succeeding?
	    o Review the mission fulfillment indicators and evaluate whether or not we deliver on our promise.
	    o Discuss the mission fulfillment measures of success and determine if those are the best measures of mission delivery, and/or if alternative measures should instead be considered.

4:30-5:00 PM	Summary of Day 1 & Complete Day 1 Assessment

Day 2 Agenda:

8:30-9:00 AM	Sign in & Breakfast
9:00-9:10 AM	Opening Remarks President
9:10-9:30 AM	Highlights from Day 1
9:30-11:00	**Institution-set Standards (ISS): "caught trying"** Outcomes: Participants will: • Review ACCJC Commission Recommendation 1 (ACCJC Action Letter); • Be able to define the term Institution-Set Standards (ISS); • Be able to describe how ISS are used; • Review current ISS; • Discuss more vigorous ISS and stretch targets, and commit to "trying" for their achievement; and • Understand trying to improve and failing is okay, but failing to try is not okay.
11:00-12 Noon	**Strategic Planning:** Outcomes: In preparation for the development of Strategic Plan 2018-2023, participants will: • Review the current strategic plan and strategic directions;

	• Briefly review the Quality Focus Essay (QFE); • Be able to describe the use of the Strategic Plan, and; • Identify components of Strategic Plan still relevant to us as a community and a college; and • Identify and prioritize five potential strategic directions for 2018-2023.
12:00-1:00 PM	Lunch
1:00-4:00	**Strategic Planning Continued**
4:00-4:30	Summary of Day 2 & Complete Day 2 Assessment

Organization of the Summit

Participants in the Visioning Summit were organized into ten teams, with each team identified by a different color. Internal and external participants were assigned to teams so that each team would represent a cross section of the college community. While team chairs remained the same for the two-day summit, team members were reassigned on the second day to provide an opportunity for greater interaction among summit participants. The summit was structured into working sessions, with a variety of strategies used for reporting results. As the results of the Visioning Summit will provide a basis for decision making by the Strategic Plan Working Group, the reports from each team have been compiled by the different components of the summit. The summit utilized Drop Box as a repository for documents and outputs from the working sessions. The following provides a summary of the components, while the complete reports created by the teams can be found at: Case Study and Workshop, Core Values, Mission Evaluation (Review & Mission Fulfillment Indicators), Institution-set Standards and Strategic Planning.

Figure 1 President Joseph M. Daisy

Figure 2 Summit Facilitator VPIEQA Frankie Harriss

Case Study and Workshop

The teams reviewed a background paper on Kawan Islands Community College (KICC – a fictitious college with data and conditions similar to COM-FSM). The background paper provided an institutional profile, mission statement, definition of student success, demographics, data profiles, and the current setting with respect to KICC's core values. The outcomes for this component were:

Outcomes:

1. Team members created a 50-word story describing how their work contributes to Student Success at KICC;
    a. Those stories were shared with team members;
    b. The stories were compiled/transcribed into a folder for each team;
2. Analyzed and interpreted comparative institutional data in the context of the college's mission and its published definition of Student Success, with special focus on graduation/transfer-out rates at 150% of normal time;

3. Developed action plans and strategies—along with Student Success targets—that will be the basis for the Project Design and Work Plan of an AANAPISI grant application;
4. Communicated results of the activity to the larger group; and
5. Compiled a portfolio of the action plans and strategies.

Figure 3 Members of Team Teal engage in a discussion during a working session

The action plans and strategies developed by the teams were varied. They included:

- Improved graduation and retention rates various teams
- "Accelerated entry into degree and certificate programs" – Team Bright Blue
- "[Inspire] students to graduate" – Team Pink
- Community and family outreach programs – various teams

Four teams chose to address graduation, retention, or enrollment rates in their action plans and strategies. Community and family outreach was also addressed by more than one team. Preparedness of students prior to admission to college, and placement of students into programs thereafter, were also addressed by teams. Strategies formulated by the teams to address the topics raised, focused on student, community, and faculty and staff involvement. The complete case study reports by the teams can be found in Appendix A.

Core Values

During the Governance Summit held in January 2016, the college discussed core values and developed a short list of values. A Core Values Working Group used the Governance Summit data and developed a draft of the college's Core Values. A survey was also conducted of the college community for input of the Core Values. The draft of the Core values was approved by the Executive Committee in spring 2016. Visioning Summit participants were requested to evaluate the core values and related best practices. The specific outcomes of this component follow:

The purpose of this session was to determine the level of agreement that attendees concurred that the core values and best practices represented those of the college as listed in the outcomes below.

Outcomes:

1. Assess the COM-FSM Core Values and discuss if they are:
   a. Representative of beliefs that would influence employee and student behavior;
   b. Representative of the essence or "heart" of the college;
   c. Principles that best guide behavior over time; and
   d. Are there important gaps in those beliefs or principles that require consideration for revision?

Table 1 summarizes the level of agreement that the core values and best practices represent core values of the college. The details of all teams' responses can be found in Appendix B.

The level of agreement among attendees that the core values and best practices reflect the college needs and conditions ranged from 84.1% to 100% (as expressed as a percentage of attendees who agreed over the total number of attendees). The agreement for Item # 1 of Table 1 – Complete all duties and assignments - was 84.1%. The percentage for this best practice was low primarily due to one group (Team Cobalt), expressing a 26.7% agreement. Those in the group who disagreed, explained that they considered this to be more representative of a compliance activity than a measure of excellence.

Table 1 Core Values & Best Practices Summary of Agreement

Core Values & Best Practices Summary Sheet Excellence, leaner-centeredness, commitment, professionalism, teamwork, and community are core values that represent the "heart and soul" of COM-FSM.			
Values	Item #	**Core Value or Best Practice**	**Agreement**
Excellence	1	o Complete all duties and assignments.	**84.1%**
	2	o Hold yourself accountable to high performance standards.	**98.7%**
	3	o Aim to meet or exceed standards of best practices.	**98.0%**
	4	o Set goals and endeavor to exceed them.	**98.0%**
	5	o Be positive and encouraging.	**86.8%**
Professionalism	6	o Be honest and transparent.	**98.0%**
	7	o Accept responsibility for your actions.	**100.0%**
	8	o Maintain confidentiality.	**98.7%**
	9	o Do no harm, be ethical.	**90.7%**
	10	o Develop logical plans and foresee consequences.	**96.7%**
	11	o Act in the best interest of the college and the communities you serve.	**96.0%**
Teamwork	12	o Respect yourself and others.	**98.0%**
	13	o Engage and contribute wholly to all team activities.	**97.4%**
	14	o Offer your assistance and guidance when necessary.	**99.3%**
	15	o Actively listen.	**99.3%**
	16	o Pursue an understanding of diverse points of view and ideas.	**98.7%**
	17	o Respond respectfully when others disagree with your views.	**98.7%**
	18	o Recognize the needs of others.	**99.3%**
	19	o Actively build working and learning relationships.	**99.3%**
	20	o Appreciate your colleagues.	**98.7%**
	21	o Share and use resources responsibly.	**100.0%**
Learner-	22	o Dedicate time for learning.	**97.4%**

Core Values & Best Practices Summary Sheet			
Excellence, leaner-centeredness, commitment, professionalism, teamwork, and community are core values that represent the "heart and soul" of COM-FSM.			
Centeredness	23	o Use every assignment as a learning opportunity.	94.7%
	24	o Explore your curiosity.	93.4%
	25	o Continuously assess your knowledge, skills, and abilities.	96.0%
	26	o Collaboratively share information and skills.	94.7%
	27	o Be transformative, think outside the box.	90.7%
	28	o Learn from failures to continuously improve.	96.7%
Commitment	29	o Be dependable by being present and on time.	98.7%
	30	o Dedicate your time, energy, and enthusiasm.	99.3%
	31	o Contribute your best and inspire others to do the same.	98.0%
	32	o Give back when you can.	90.1%
	33	o Connect, participate, and be involved.	97.4%
	34	o Work to make a difference.	98.7%
	35	o Anticipate what is needed and do that work without being asked.	98.0%
Community	36	**This statement, captures our core value of <u>Community</u>:**	92.7%
	37	The principles of best practices, as listed for each core value, are representative of beliefs that would influence employee and student behavior.	97.4%
	38	The principles of best practices, as listed for each core value, serve to guide behavior over time.	99.3%

Mission Evaluation

The mission statement of the College of Micronesia-FSM reads:

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

The college's mission statement was reviewed in two ways. First, the mission statement was reviewed against different categories related to ACCJC accreditation Standard 1A. Second, the college mission fulfillment indicators were reviewed and rated as to their "level of agreement with that indicator being a valid *measure of success* for assessing fulfillment of its related *mission statement aspect"*. Outcomes for the mission evaluation follow*:*

Outcomes:

1. Review required components of the mission statement and discuss how well the mission aligns with, and meets, those criteria.
2. Discuss the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.

3. How do we know we are succeeding?
    a. Review the mission fulfillment indicators and evaluate whether or not we deliver on our promise.
    b. Discuss the mission fulfillment measures of success and determine if those are the best measures of mission delivery, and/or if alternative measures should instead be considered.

Table 2 provides a summary of Outcome 1, the Review of the Mission Statement. Table 2 indicates that for seven of the eight Guiding Questions, between six and nine teams are in agreement that the particular mission aspect of the college's mission statement is represented successfully. For the final question, time constraints limited the responses from the teams. Where disagreement occurred or concerns were raised, Table 2 contains some of those comments from the teams. Generally, there was agreement by the teams that the mission statement is valid and reflects the needs of the college.

Table 2 Mission Statement Review

Guiding Questions	Responses
1. Does the mission statement clearly define the **broad educational purposes** of the college? (what we do) Are there suggestions for modifying the mission statement to better meet this criterion?	6 teams agreed with the mission statement as is. Some suggestions for changes to the statement, or comments from other teams were: • Concern was raised about the phrase "committed to the success of the Federated States of Micronesia". A suggestion was made to replace "committed" with "contributes"? • World-wide standards? • Just FSM students mentioned, but international students are able to enroll. • Include land grant and institutional outreach.
2. Does the mission statement clearly define the **intended student population**? (who we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	8 teams see the mission as clearly defining the intended student population. 1 team – responded "No" 1 team – responded that they have a "concern that success of FSM does not necessarily include success of student"
3. Does the mission statement articulate the **types of degrees and other credentials COM-FSM offers**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	6 teams agreed that the types of degrees are included. 3 teams did not agree or suggested wording changes. • "Specific type of degrees are not in the Mission Statement" – Team Blue. • "Should read "academic, and career and technical education programs" – Team Green 1 team did not respond.
4. Does the mission statement articulate COM-FSM's **commitment to student learning and student achievement**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	9 teams concurred that the mission statement does articulate commitment to student learning and student success. 1 team did not respond to this item.
5. Briefly examine the 2013-2017 Strategic Plan. Does that plan align with and support the mission? How?	9 teams responded "Yes", that the strategic plan and strategic directions do align with the mission. 1 team indicated focus should be on student success and emphasize that academic offerings in service to national needs are covered.
6. How are we **distinctive**? And, is that captured by the COM-FSM mission statement?	All teams indicated the college is distinctive with a number of different distinctive characteristics highlighted.

Guiding Questions	Responses
	• Only accredited institution of higher education in the FSM. • Different campuses. • Committed to the success of the FSM. • Learner-centered and caters to the demands of the FSM (a nation)
7. For any changes the team has suggested for the mission statement, please go back to those responses and discuss how COM-FSM would specifically measure those statements to evidence mission fulfillment to our stakeholders and accrediting agency.	6 teams did not respond to this item. 2 teams indicated no changes are needed. 1 team indicated "currently collecting" 1 team indicated course completion rates, graduation rates and students evaluation of courses
8. As a team, discuss: What is the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets?	3 teams did not respond or ran out of time. 1 team indicated the mission as relevant as it gives a clear identification of the market served. Other team's comments: • Focus on FSM only; should we consider the international market? • Programs and services not adequate for success. • 2 teams mentioned focus is on graduation not necessarily preparing students to move on to other degrees. • Constantly evaluate programs as well as pursue "green technology" • One team says we have suppressed the target population as we have graduated students of other nationalities. • 1 team responded: strategize, expand, go global

The raw data from the teams' responses to this exercise can be viewed in Appendix C.

Table 3 provides the teams' rating average for each fulfillment indictor. The ratings by individual teams can be found in Appendix D. A five point Likert scale as shown in Table 3 was used to evaluate team's responses to the level of agreement they had with how much the fulfillment indicator aligned with the Mission Statement Aspect (as shown in columns 1 and 2). The average for each fulfillment indicator (as a Measure of Success as defined by the Likert scale), was calculated and is listed in column 3. The average for each fulfillment indicator was between 3.4 and 3.9 indicating that the teams agreed that the mission fulfillment indicators were appropriate for the college.

Table 3 Mission Fulfillment Indicator Review

Mission Statement Aspect	Fulfillment Indicator (as a Measure of Success) 0 — Strongly Disagree 1 — Disagree 2 — Neutral 3 — Agree 4 — Strongly Agree	Teams Average
The College of Micronesia-FSM is a **learner-centered** institution of higher education	Indicators measuring SLO attainment at the course level and program level;	3.9
	100% of faculty will complete an assessment of student learning for each course taught for every semester they teach	3.8
	Student faculty interaction benchmark (CCSSE);	3.7
	Support for learners benchmark (CCSSE)	3.8
	Percent credit hours taught by full time faculty (NCCBP[2]);	3.9
	Average credit section size (NCCBP);	3.9

Mission Statement Aspect	Fulfillment Indicator (as a Measure of Success)					Teams Average
	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree	
	Percent full time students (NCCBP)					3.6
that is committed to the **success** of the Federated States of Micronesia	College provides higher education (HE) access to all four states of the FSM					3.5
	Number of students annually graduating (completing programs) from career programs prepared for workforce					3.8
	Percent of students that completed a career program and are employed in related field					3.4
	Programs linked to FSM developmental priorities as specified in the FSM Infrastructure Development Plan (IDP).					3.5
by providing **academic, career** and **technical educational** programs characterized by **continuous improvement** and **best practices**.	Active and collaborative learning benchmark (CCSSE)					3.4
	Academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring feedback, and ongoing support at each step along the pathway. The proposed outcome will be to increase graduation and transfer rates--thus measures of success are: guided pathways, graduation rates, and transfer rates					3.6
	Fall to fall persistence rate					3.4
	Percent full-time, first-time students that completed in 3 years (150%)					3.4
	Institution-wide credit grades, success rates-completion rates (NCCBP)					3.6
	Institution-wide credit grades success rates (NCCBP)					3.6
	Meeting or exceeding Accreditation Standards					3.5

Institution-set Standards (ISS)

The Visioning Summit reviewed the Institution-set Standards (ISS) in light of the ACCJC Action Letter of July 8, 2016. The Action Letter reaffirmed the college accreditation for eighteen months, and the Commission Recommendation 1 is listed below.

> **Commission Recommendation 1:**
> In order to improve, the College should re-evaluate its institution-set standards and provide evidence showing that standards and measures of success are appropriate for its student population, reflect improvement, and support its stated mission. (I.B.3)

Outcomes: Participants will:

- Review ACCJC Commission Recommendation 1 (ACCJC Action Letter);
- Be able to define the term Institution-Set Standards (ISS);
- Be able to describe how ISS are used;
- Review current ISS;
- Discuss more vigorous ISS and stretch targets, and commit to "trying" for their achievement; and
- Understand that trying to improve and failing is okay, but failing to try is not okay.

Table 4 provides the teams' review of the ISS for the college. Full details of the ISS review can be found in Appendix E. The teams agreed that the ISS support the mission of the college as stated in Commission Recommendation 1, but that the benchmarks and goals need to be raised to higher, more appropriate levels. For some Measures of Success teams entered proposed levels which would reflect improvement. Team Bright Blue proposed increasing PSLO completion rates to 70% (standard) and 75% (goal). Team Green stated, "Yes but higher % keep related measures clustered together (fall-fall, fall-spring, etc.)". The current benchmarks and goals were deemed low and too easy to be reached. The term "caught trying" infers that the goals should be attainable with effort.

Three teams did make specific recommendations as to where benchmarks should be set, but often were more in the category of "needing to be higher". The Department for Institutional Effectiveness and Quality Assurance (IEQA) will compile and review multi-year trend data and make recommendations for revised benchmarks and goals where appropriate.

Three teams also recommended consideration for new ISS standards that can be found in Table 5. These recommendations would be reviewed and considered in the revised ISS.

Table 4 Institution-set Standards (ISS) Review

Measures of success	Appropriate for its student population	Reflect Improvement Current Benchmark	Goals	Support the mission
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	A majority saw as needing higher goals and standard	60.0%		Yes all teams
Percent of students earning 12 or more credits fall semesters	A majority saw as needing higher goals and standard	36.0%		Yes all teams
Average student credits enrolled (Fall)	A majority saw as needing higher goals and standard	10.3		Yes all teams
Average student credits attempted (Fall)	A majority saw as needing higher goals and standard	9.0		Yes all teams
Average student credits earned (Fall)	A majority saw as needing higher goals and standard	8.0		Yes all teams
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	A majority saw as needing higher goals and standard	72.0%		Yes all teams
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	A majority saw as needing higher goals and standard	50.0%		Yes all teams
Course completion (Fall) % ABC or P	A majority saw as needing higher	62.0%		Yes all teams

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Current Benchmark	Goals	
	goals and standard			
Percent withdrawals (not to exceed)[1]	Suggestions made on how to phrase or count withdrawals	≤10.0%		8/10 teams responded "Yes; 1 team responded with "NO" 1 team responded with "Redundant against the other measures".
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Needs to have goals established	65.0%		Mixed views as goals have not been established
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	A majority saw as needing higher goals and standard	65.0%		Mixed views as the data has not been reported since fall 2013
Persistence rate fall to spring	A majority saw as needing higher goals and standard	71.0%		Yes all teams
Graduation rate (full time cohort) 100%	A majority saw as needing higher goals and standard	4.0%		Yes all teams
Graduation rate (full time cohort) 150%	A majority saw as needing higher goals and standard	12.0%		Yes all teams

Table 5 Institution-set Standards (ISS) Suggestions New Standards

Suggested Standard for Inclusion	Rationale
1 - Percentage of graduates employed. 2 - Job placement rate.	This is a component of student success.
# of students that complete 24+ credits	Progress towards degree completion
# of students passing developmental to degree programs	Progress towards degree completion
Licensure Exam Passage Rate (need to clarify which programs are CTE. i.e. Teacher Education, Nursing)	No rationale provided.
Institution-identified data element – Transfer rates	No rationale provided.
Transferring to other higher education institutions, employer's satisfaction and/or job placement	No rationale provided.
Learning support services, facilities, e.g., CCSSE support for learner, active and collaborative learning, student effort, academic challenge, student-faculty interaction.	No rationale provided.
GE: measuring civic responsibility (mindedness)	No rationale provided.

Strategic Planning

An exercise was conducted to review existing strategic plan, then to consider the Visioning Summit discussions and make recommendations on potential strategic directions to include in the new Strategic Plan. Specific outcomes follow:

Outcomes:

In preparation for the development of Strategic Plan 2018-2023, participants will:

1. Review the current strategic plan and strategic directions;
2. Briefly review the Quality Focus Essay (QFE);
3. Be able to describe the use of the Strategic Plan, and;
4. Identify components of Strategic Plan still relevant to us as a community and a college; and
5. Identify and prioritize five potential strategic directions for 2018-2023.

Table 6 provides a summary of the recommended priority areas for consideration by the Strategic Plan Working Group. The full report by the teams on strategic planning priorities can be found in Appendix F.

Student success was the highest ranked priority. Quality of programs was also highly ranked, and the rationales provided include:

- "We are a community college".
- "We need to offer programs to contribute in sustaining the nation's economy".

Resources in general (human, physical, financial) were mentioned frequently (especially when combined with concept of "financially sound"), but were more frequently at ranked level of 2, 3, 4, or 5. National needs were mentioned separately, and in the context of programs. Other recommendations were generally mentioned by only one group and included items such as civic responsibilities, cultural support, and others noted in Table 6.

Table 6 Strategic Planning Priorities Recommendations – Summary of Responses

Recommended Priority Areas	Team Ranking	Summary
Student Success	1,1,1,1,1,1,1,2	8 teams specifically rated student success (with some clarification as to what the definition of student success was) with either a 1 or 2 ranking.
Quality of Program	2,2,1,1,1,2,3	Quality of programs, aligning programs, program offerings, & articulation
Resources (Human, Facilities, Financial)	3,1,2,3,4,2,3,4, 5	Resources were often combined (human, financial, and facilities) Taken together with the issues of being financially sound, resources was the most mentioned item from the various teams, but generally not ranked as #1
Financially sound	2,4,3,3,4,5	Being financially sound and financial stability
National needs	3, 4	National needs were mentioned in context of programs as well
Evoke an image of quality	5,5	Two teams ranked this priority area.
Civic responsibilities	1	One team ranked this priority area as number one, and no other teams provided a ranking.

Culture support	3	This area was ranked once.
Learning organization	4	One team ranked this area once at a lower ranking level.
Partnership, articulation and collaboration	4	One team ranked this area once at a lower ranking level.
Improve interpersonal communications	5	One team ranked this area once at a lower ranking level.
Environmental stewardship	5	Also mentioned in context of "green technologies" and facilities

Mini-Summits

Mini-summits were conducted at Chuuk, Kosrae and Yap campuses. Chuuk conducted its mini-summit on August 19 & 20, 2016 while Kosrae's mini-summit was held on August 26 & 27, 2016. Yap's mini-summit occurred on September 15 & 16, 2016. The reports on the state campuses mini-summits can be found as Appendices to this report where possible.

- The Chuuk Report may be referenced in Appendix G.
- Kosrae's report is only available in PDF format and due to size constraints may be accessed via the hyperlink.
- The Yap report has not yet been received at this time.

The mini-summits followed the general pattern of the National Visioning Summit where the core components were addressed.

Figure 4 Dean Kind Kanto & Chuuk Mini-Summit

Figure 5 Kosrae Mini-Summit

Visioning Summit Evaluation

Evaluations were conducted each day of the Visioning Summit based on the component outcomes. The evaluation report with comments can be found

Kawan College Case Study

Team Reports

Bright Blue

Action Plan Preparation Sheet

<u>Communication</u>

- First encounter during early registration for new and returning students may lead to failure → College needs clear registration process with support from college support services units.
- Students' experience in the classroom makes them stay or leave → Focus on positive registration experience to get students to the classroom, then work on positive classroom experience to keep them coming back.
- Early registration is sometimes scheduled when there are no faculty around because they are on break. Faculty need to be informed in advance, or alternative approaches developed.
- Student advising → Students needs to be directed into the right courses and discourage them from withdrawing except as a last resort, or retaking courses already passed.
- Information sharing → Instructors referring students for counseling should receive feedback from the counselors.

<u>Curriculum</u>

- Bridging the gap between high school and college → Work with the high school or DOE to align the English and Math courses with what we offer at the college. This will cut our costs on offering remedial courses, and make students college-ready.

- New certificate program → Create a program to prepare students who wish to go into degree programs.

Professional Development
- Professionalism and teaching students self-responsibility → Faculty training in faculty's respective field, especially off-island trainings.

Developing a Focus Area for Action

> - Separately or in combination, which of these issues/opportunities seem promising for developing an Action Plan that can make a transformative difference? Think in terms of one of KICCS five defined areas of Student Success.
> - Which existing offices or departments on campus will you need to involve in working on these issues/opportunities? This answer could be a list, or even a diagram.

Issues/Opportunities that seem promising an Action Plan

- Accelerated entry into degree and certificate program courses;
- More effective recruitment and enrollment programs;
- Increased retention of entering students in fall-to-fall terms;

Existing offices or departments to be involved

- Internal
    - Department of Enrollment Management and Student Services
    - Instructional Department
    - TRIO Programs
- External
    - Departments of Education
    - Private high schools

Buff

Action Plan: RETENTION

Instructional Program

Student Services

Administrative Services

TRIO Programs/Secondary Education

CRE Programs

Issue:

New students are enrolled in Fall and by Spring following year, more students do not continue.

Programs are not addressing needs of students, poor alignment of program between level, insufficient student services, program design-certain student cannot pass course and what is being offered is not appropriate to whom it being offered. With low reenrollment - contributes to low retention rate.

Identifying Supporting Data:

Low retention = low graduation rate

2011:   308 started...27 completed

2009-2011:   An increase of two more graduates

95% institutions performed better than KICC

GOALS:

- ➢ Increase retention rate 5% within three years
  - o Increase tutoring services
  - o Increase mentoring services
  - o Increase peer-tutoring
  - o Continue R&D concerning causes of retention
  - o Identify issues why they discontinue to come to school
- ➢ Better placement of students in their field of interest and academic standing.
  - o Survey level of interest by administering of aptitude test.
  - o Open- house or Exhibits of programs

TASKS AND STRATEGIES:

- ➢ Better placement of students in their field of interest and academic standing.
- ➢ Conduct surveys

Buff Story

Let's review our mission statement to ensure we're accomplishing goals. Importantly, we consider whether we provide our students hands-on, real life learning situations.

Accounting, agriculture, hospitality teachers provide related real life teaching situations.

Model behavior by teachers is paramount.

Finally, the incongruence between gender of faculty/courses available, mostly female population enrolled, may hinder graduation of females.

Cobalt

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
List Goal 1	List Tasks for Each Goal	List Strategies for Each Task
To Align High School and College Curriculum	1.) Educating High School Teachers on College-Level Preparedness & Expectations	1.) Meeting between KICC & the State DOE, to communicate college needs
		2.) Provide workshops for high school teachers to educate/inform on college admissions requirements & expectations
	2.) Offer Specific Fields of Educational Studies to incoming college students	1.) Meet with the college's administration to discuss options & develop a plan
		2.) Identify teachers
		3.) Develop a Curriculum
List Goal 2 Community and Family Involvement	List Tasks for Each Goal	List Strategies for Each Task
	1) Collaboration among the high schools, the community and families	1) Work with the Department of Education to mandate high schools include issues regarding motivation
	2) Information campaign that	

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
	would focus on values of education	and college preparedness during PTA meetings
		2) Work with legislatures to create laws/legislations to prohibit employment of applicants not meeting minimum education requirements
		3) Conduct dialogues, seminars and other awareness activities with parents, traditional leaders and the community in general
		1) come up with newspaper and radio ads that promote values of education
		2) design streamers hanged on visible points in the islands that promote values on education
		3) distribute flyers to people in the community that promote values of education

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
List Goal 3 Goal 3: To expose students to College lifestyle	List Tasks for Each Goal 1) Get students familiar with college academic techniques/skills	List Strategies for Each Task 1) Students attend college fairs 2) Students attend Study Skills Training 3) College students visit and interact with high school students and vice versa
	2) Get students trained on social/emotional issues	1) Involve high school students in college activities 2) Students attend Study Skills Training 3) Involve community partnership (parents, churches, traditional system)

Green

Action Plan Worksheet[1]

Insufficient resources

Lack of motivation/Commitment

<> Mission Statement
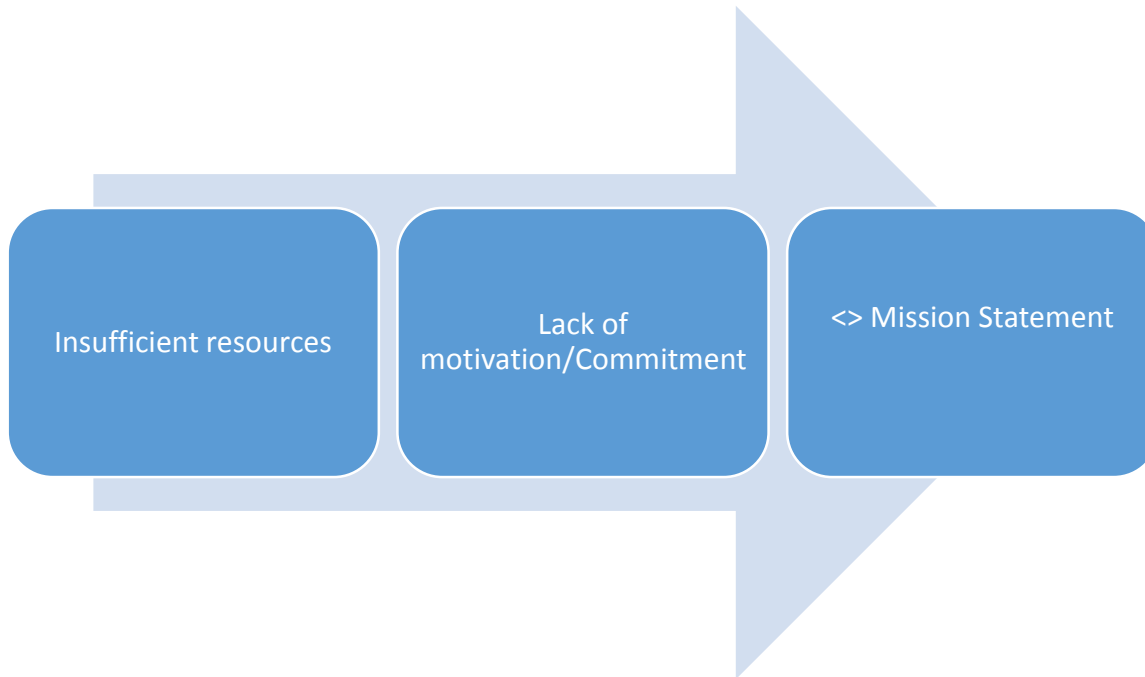
Existing Departments on Campus to be involved in addressing these issues:

1. **ADMINISTRATION**
2. Student Services
3. Instructional

Action Plan Worksheet[2]

- Not enough data to formulate an effective action plan
- From the data provided, 1 in every 3 students in developmental courses do not graduate within two years

Action Plan – Not enough data but based on what is provided, we recommend:

- keep placement tests for information purposes
- all students admitted to degree programs and shift resources to support students as needed
  - mandatory tutoring
  - scheduled advising
  - parental outreach

Green Team Story
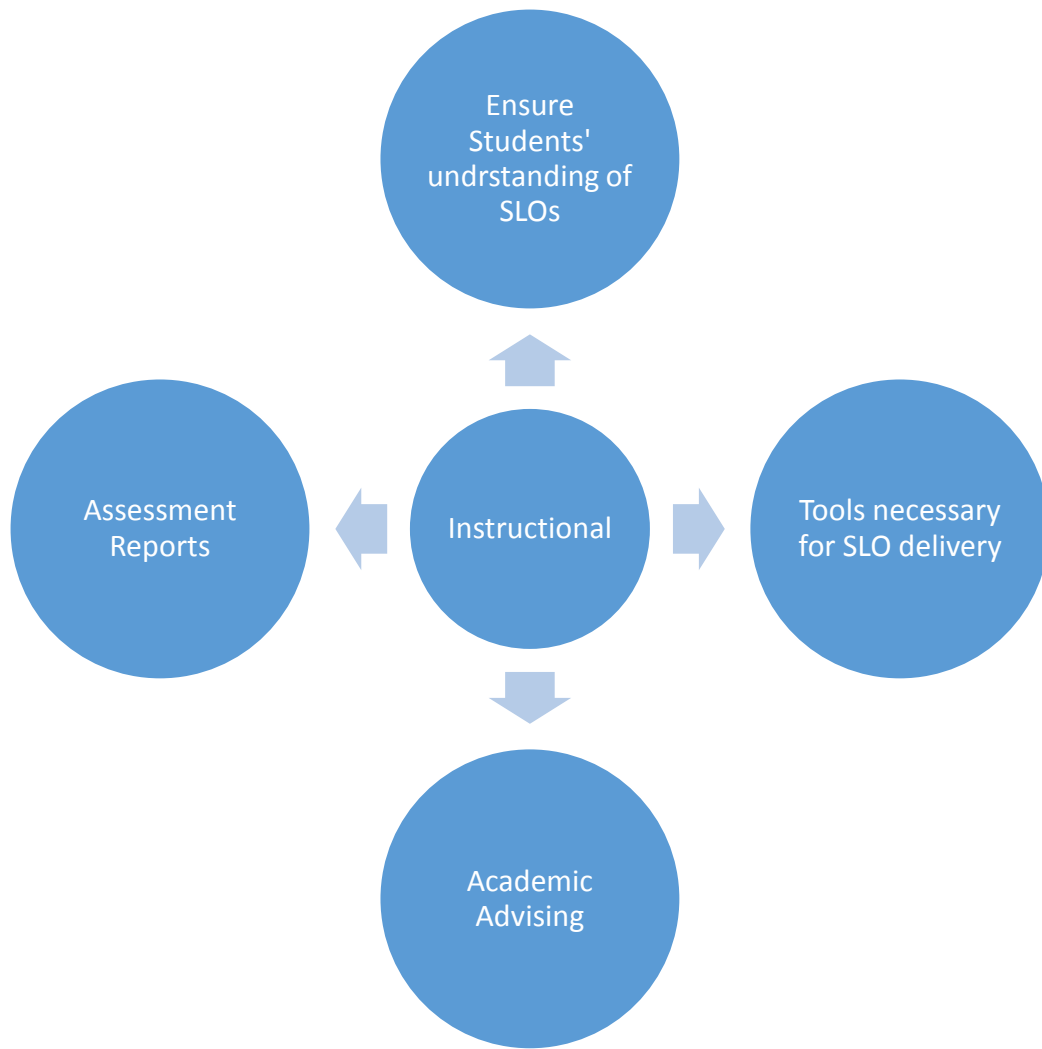
Orange

Focus: Preparedness

KICC - SPI (Student Preparedness Initiative)

Summary:

KICC will create a bridging program which will prepare students for college in such a way that graduation rates, time of degree completion, and transfer out rates improves over a five-year period. Criteria for success is as follows:

1. Moving graduation rates from 8.76% to 21.37%
2. Increase College Entrance Exam success rate by 20%

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
Goal1: Implement a bridging program	G1 Task 1: Instructional Affairs To conceptualize and create a course outline in cooperation with high schools.	G1T1S1: Identify specific areas to focus on. This will make the program more effective and focused.
	G1 Task 2: Division/Program Chairs Provide advice on classes needed as well as logistics involved.	G1T2S2: Create a committee. Analyze data to determine in which areas the greater deficiencies exist.
Goal2: Coordinate with high schools on how to best prepare students for college	G2 Task 1: Meet with high school administrators to coordinate programs and courses.	G2T1S1: Initiate contact with school administration. Submit a proposal for review and approval.
	G2 Task 2:	G2T2S2:
Goal3: Reward or recognize high schools (and students) who are successful	G3 Task 1: Determine scope of rewards. Obtain buy-in from high schools.	G3T1S1:
Goal4: Community outreach – to involve families and community will enable students to have family and community support. This in turn will ensure students are more prepared for college.	G4 Task 1: Establish a community/family liaison officer.	G4T1S1: Create and implement a advertising drive (posters/flyers/emails/media/fair) Approach local businesses for establishing a KICC-SPI stall. Survey students/families/ communities to determine measure of success before and after program.

Pink

Issues/Factors

Low graduation rate

Students not aware of availability of LRC resources
Build a sense of community
"Community learning"
Lack of Motivation eagerness to learn
Attitude towards authority
Customer service
Building trust

Making sure all courses needed are offered as scheduled

Ownership

"Real Life" experiences

Not using available resources

Indifference

Not aware of resources

Lack motivation

Low Graduation Rates

Low transfer rate

Low FTE

Build trust and partnership

Proper scheduling of courses

Cohort Concept

Better "customer service"

Ownership
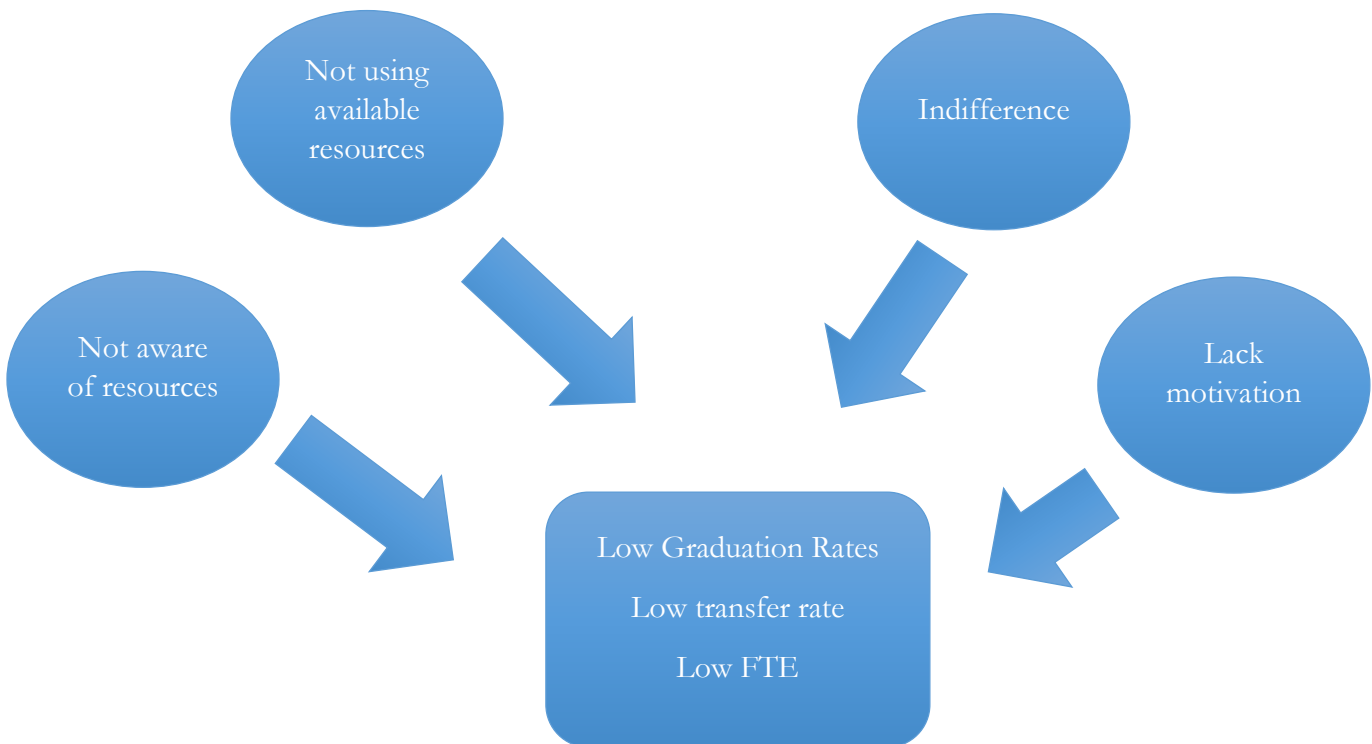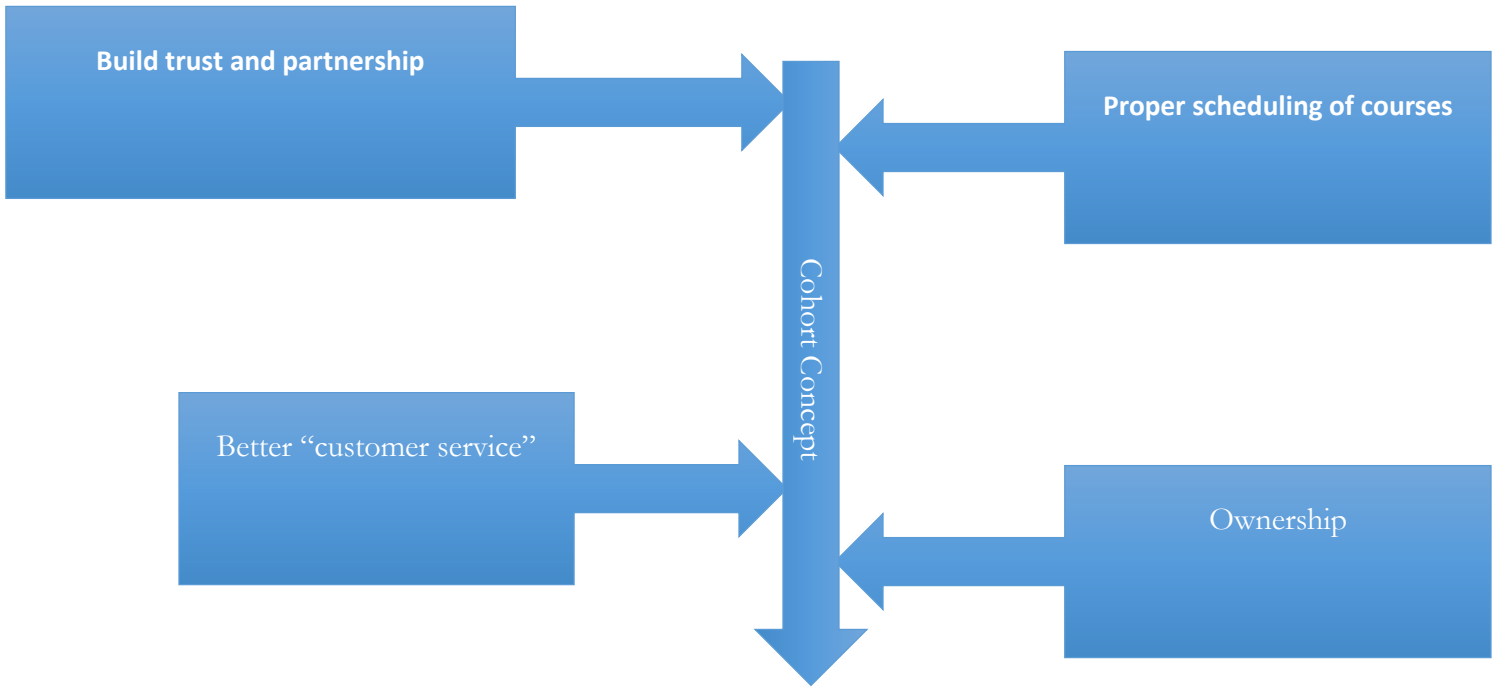
Goal 1:

Design the cohort model

List task and who will lead

Create time line of the task

Goal 2:

Awareness and training

Identify
stakeholders/employers

Goal 3:

Implementation

Goal 4:

Evaluation

Goal 5:

Institutionalization
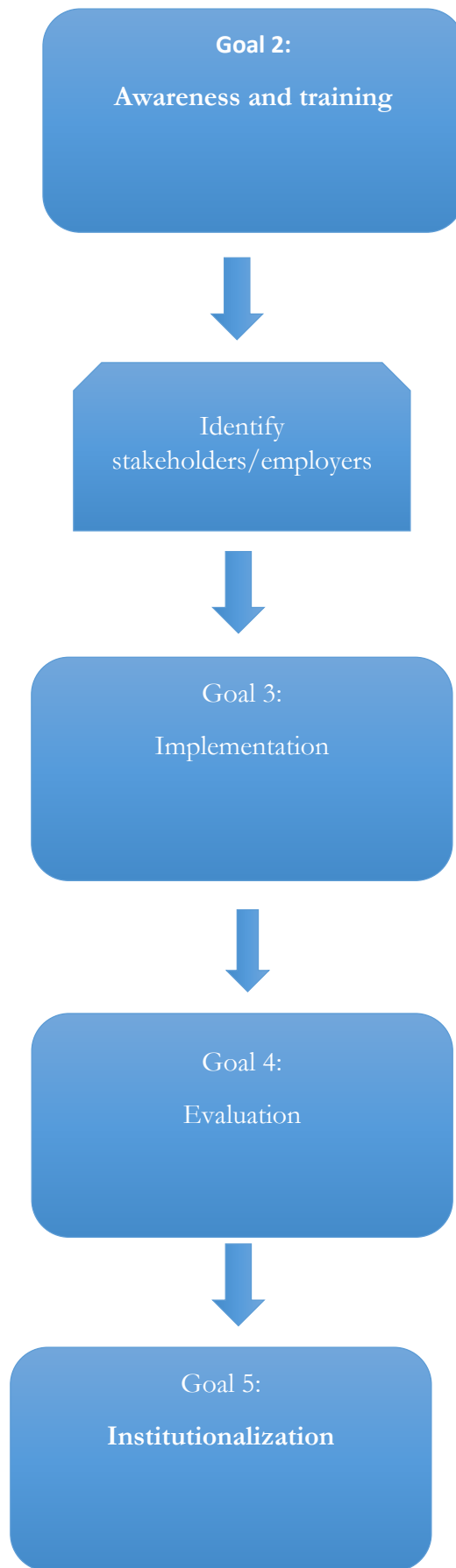
Purple

Action Plan

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
Goal 1 • Aspire students to graduate with the knowledge and skills for employment, and /or transfer to a 4-year institution.	Task 1 A. Re-affirm and strengthen school culture. B. Provide the necessary social and academic support for timely graduation. C. Establish articulation and program alignment with 4-year institutions. D. Ensure students graduate with minimum requirements for employment.	Strategy 1 A1. Provide more support for student organization A2. Periodic reflection of the areas for improvement. B1. Identify areas that need social and academic support. • Advising • Counseling • Tutoring • Financial support • Transportation • Meal plan • Student residence • B2. Utilize alternative approaches for learning. • Team teaching • Dual enrolment • Concurrent enrolment • Cooperative leanring B3. Revisit program graduation requirement. C1. Align SLOs to that of 4-year institutions. C2. Establish MOUs for transfer. C3. Establish pathways and alignment with 4-year intuitions. D1. Align programs to address the needs of the potential employers and occupations. D2. Avail industry certification. D3. Establish partnership with employers for internship and cooperative learning.
Goal 2	Task 2	Strategy 2

Salmon

Action Plan

Goal	Task	Plan
Improve graduation and transfer rates	Accelerate entry in to programs	Need more developmental courses, work with DoE to bridge the gap
	Student awareness of the connection between academic performance and financial aid eligibility	Increase student engagement and empowerment. Have incentive programs in place (i.e. perfect attendance)
	Increase retention rate	Student engagement, counseling, empowerment
	Understand/know our students. We make assumptions on available and limited data.	Dialogue with students, include them in decision making.

Teal

Promoting Student Success

Goal	Tasks	Strategies
Goal 1. Improve Graduation Rates	• Provide academic advisement • Enhance enrichment activities • Gaining employment • Determine areas students having difficulty with.	• Training for academic advisors twice a semester • Tutoring, support, and resources targeting problem areas • Establish day care for students • Identify possible internship partners and place students accordingly.
Goal 2. Increase Retention Rates	• Determine the contributing factors of declining retention	• Administer survey • Develop IAP accordingly
Goal 3. Improve Enrollment Rates	• Collaborate with high schools on creating programs for college ready students.	• Revive school-to-work program. • Implement preparatory programs to complement the Trio programs and GEARUP at the high schools

Yellow

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
List Goal 1	List Tasks for Each Goal	List Strategies for Each Task
Establish whether not having an internship/co-op program for accounting majors at the University of XXX negatively affects the employability of graduates or the reputation of the major.	Determine current information on employer preferences for accounting majors.	Evaluate published research on employee preferences for accounting majors.
	Determine differences in employment rates and reputation rankings for accounting majors at peer institutions with internship/co-op programs and those of the University of XXX.	Review employment rates of accounting majors at five peer institutions that have internship/co-op programs.

Compare those employment rates with those of accounting majors at the University of XXX.

Compare reputation rankings of accounting programs at five peer institutions that have internship/coop programs with those of the University of XXX.

Analyze these data and present conclusions. |

This sample of a Goal→ Task→ Strategy sequence is an adaptation of one done by a group of college seniors as part of creating a proposal for a semester project.

If you read the sample carefully, you will see that there is a kind of logical arithmetic at work. The strategies should add up to what's necessary to achieve each task. The tasks should add up to what is necessary to achieve each goal.

As the work progresses, the plan may change. But at least this approach gives the team a good blueprint for developing the Project Design in its proposal.

and answer the following questions.

Fun learning

Use of technology

Communication

External rewards

Increase security officers

Training for security

Scholarships

Alumni involvement

Competency based learning

| 1 | INPUT |
| | See Factors |

↓

| 2 | THRUPUT |
| | Quality student experience |

‖

| 3 | OUTPUT |
| | STUDENT SUCCESS |
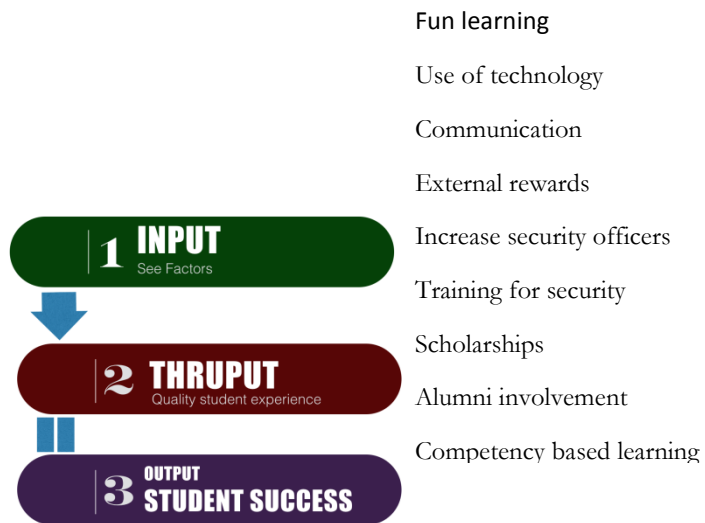
		Core Values & Best Practices Summary Sheet	B_Blue	Blue	Cobalt	Green	Orange	Pink	Purple	Salmon	Teal	Yellow	Average	Agreement
Values	1	Excellence, leaner-centeredness, commitment, professionalism, teamwork, and community are core values that represent the "heart and soul" of COM-FSM. **NUMBER of Team Participants**	19	15	15	14	17	19	14	10	12	16	**15.1**	
Excellence	2	o Complete all duties and assignments.	14	15	4	10	17	18	14	10	12	13	**12.7**	84.1%
	3	o Hold yourself accountable to high performance standards.	19	15	15	13	17	19	13	10	12	16	**14.9**	98.7%
	4	o Aim to meet or exceed standards of best practices.	19	15	15	13	17	19	12	10	12	16	**14.8**	98.0%
	5	o Set goals and endeavor to exceed them.	18	15	15	12	17	19	14	10	12	16	**14.8**	98.0%
	6	o Be positive and encouraging.	17	15	1	13	17	17	13	10	12	16	**13.1**	86.8%
Professionalism	7	o Be honest and transparent.	16	15	15	14	17	19	14	10	12	16	**14.8**	98.0%
	8	o Accept responsibility for your actions.	19	15	15	14	17	19	14	10	12	16	**15.1**	100.0%
	9	o Maintain confidentiality.	19	15	15	13	17	18	14	10	12	16	**14.9**	98.7%
	10	o Do no harm, be ethical.	16	7	15	13	17	17	14	10	12	16	**13.7**	90.7%
	11	o Develop logical plans and foresee consequences.	17	15	15	12	16	19	14	10	12	16	**14.6**	96.7%
	12	o Act in the best interest of the college and the communities you serve.	17	15	15	10	17	19	14	10	12	16	**14.5**	96.0%
Teamwork	13	o Respect yourself and others.	18	15	15	13	16	19	14	10	12	16	**14.8**	98.0%
	14	o Engage and contribute wholly to all team activities.	18	15	15	12	17	19	13	10	12	16	**14.7**	97.4%
	15	o Offer your assistance and guidance when necessary.	19	15	15	13	17	19	14	10	12	16	**15.0**	99.3%
	16	o Actively listen.	19	15	15	13	17	19	14	10	12	16	**15.0**	99.3%
	17	o Pursue an understanding of diverse points of view and ideas.	19	15	15	13	16	19	14	10	12	16	**14.9**	98.7%
	18	o Respond respectfully when others disagree with your views.	19	15	15	12	17	19	14	10	12	16	**14.9**	98.7%
	19	o Recognize the needs of	19	15	15	13	17	19	14	10	12	16	**15.0**	99.3%

		others.												
	20	o Actively build working and learning relationships.	19	15	15	14	17	19	13	10	12	16	**15.0**	**99.3%**
	21	o Appreciate your colleagues.	19	15	15	13	17	18	14	10	12	16	**14.9**	**98.7%**
	22	o Share and use resources responsibly.	19	15	15	14	17	19	14	10	12	16	**15.1**	**100.0%**
Centeredness	23	o Dedicate time for learning.	16	15	15	13	17	19	14	10	12	16	**14.7**	**97.4%**
	24	o Use every assignment as a learning opportunity.	13	15	15	12	17	19	14	10	12	16	**14.3**	**94.7%**
	25	o Explore your curiosity.	13	15	15	10	17	19	14	10	12	16	**14.1**	**93.4%**
	26	o Continuously assess your knowledge, skills, and abilities.	15	15	15	13	17	19	13	10	12	16	**14.5**	**96.0%**
	27	o Collaboratively share information and skills.	14	15	15	11	17	19	14	10	12	16	**14.3**	**94.7%**
	28	o Be transformative, think outside the box.	12	15	15	10	17	16	14	10	12	16	**13.7**	**90.7%**
	29	o Learn from failures to continuously improve.	15	15	15	13	17	19	14	10	12	16	**14.6**	**96.7%**
Commitment	30	o Be dependable by being present and on time.	17	15	15	14	17	19	14	10	12	16	**14.9**	**98.7%**
	31	o Dedicate your time, energy, and enthusiasm.	19	15	15	14	17	19	13	10	12	16	**15.0**	**99.3%**
	32	o Contribute your best and inspire others to do the same.	18	15	15	13	17	19	13	10	12	16	**14.8**	**98.0%**
	33	o Give back when you can.	17	4	15	12	17	19	14	10	12	16	**13.6**	**90.1%**
	34	o Connect, participate, and be involved.	16	15	15	13	17	19	14	10	12	16	**14.7**	**97.4%**
	35	o Work to make a difference.	19	15	15	12	17	19	14	10	12	16	**14.9**	**98.7%**
	36	o Anticipate what is needed and do that work without being asked.	17	15	15	13	17	19	14	10	12	16	**14.8**	**98.0%**
Community	37	**This statement, captures our core value of Community:**	19	15	15	12	16	19	14	10	12	8	**14.0**	**92.7%**
	38	The principles of best practices, as listed for each core value, are representative of beliefs that would influence employee and student behavior.	18	15	15	11	17	19	14	10	12	16	**14.7**	**97.4%**
	39	The principles of best practices, as listed for each core value, serve to guide behavior over time.	18	15	15	14	17	19	14	10	12	16	**15.0**	**99.3%**

Mission Statement Review Summary - Part A

Guiding Questions	B_Blue	Blue	Cobalt	Green	Orange
9. Does the mission statement clearly define the **broad educational purposes** of the college? (what we do) Are there suggestions for modifying the mission statement to better meet this criterion?	Suggested changes in wording: Contribute to the educational, economic, and social success of the Federated States of Micronesia by offering associate degrees and certificates, and advanced certificates.	Keep abreast of world-wide standards with regards to the required level of skills for academic, career, and technical educational programs; and not just with ARTICULATION AGREEMENT.	Yes, No changes needed.	Team finds that it is OK. It clearly defines it.	The statement defines a broad educational purpose, but may not be clearly understood by someone who does not have the background knowledge of the College of Micronesia nor the Federated States of Micronesia. Should the statement include stakeholders outside of the College of Micronesia and the FSM? Can we honestly say COM is committed to the "success of the FSM"? Should the wording not be that "committed to contributing to the success of FSM".
10. Does the mission statement clearly	Yes. The mission statement it	The Mission Statement does not	Yes, No need		Yes.

Guiding Questions	B_Blue	Blue	Cobalt	Green	Orange
define the **intended student population**? (who we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	mentions Federated States of Micronesia, because if it just says Micronesians it will include Palau, Guam and Marshall Islands. No suggested modification.	put the student intended population. Putting the success of the FSM does not mean that this is also the success of the student. Should be specified- FSM as a whole and not the success of the intended student. Improvement: Specify the intended student population.		Yes	
11. Does the mission statement articulate the **types of degrees and other credentials COM-FSM offers**? (how we serve) Are there suggestions for modifying the mission	No it doesn't. Yes, it should.	Specific type of degrees are not in the Mission Statement.	Yes, No need to change. The mission statement adequately articulates the types of degrees and credentials	No. Should read "academic, and career and technical education programs"	Yes, it is articulated in the statement, in "academic, career, and technical education programs".

Guiding Questions	B_Blue	Blue	Cobalt	Green	Orange
statement to better meet this criterion?			COM-FSM offers.		
12. Does the mission statement articulate COM-FSM's **commitment to student learning and student achievement**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	IF: Success of FSM is caused by student learning + student achievement, THEN: "Yes" – Because mission statement "articulates" success of the FSM only. "... the success of the students of the Federated States of Micronesia ..."	Yes	Yes, No need to change.	Yes.	Yes, the mission statement does articulate COM-FSM's commitment to students' learning and students' achievement. No, there are no suggestions.

Guiding Questions	B_Blue	Blue	Cobalt	Green		Orange
13. Briefly examine the 2013-2017 Strategic Plan. Does that plan align with and support the mission? How?	Yes. Strategic goal 2.1 – Supports language about degrees, certificate levels.	Yes, there should be adequate fund allocations for the strategies mad. Cost saving is not always the answer to meet the Mission Statement. There are always ways and means to meet strategy #3 without compromising the Mission Statement, especially Strategies #1, #2 & #4	Yes, except section 2.2 on the college strategic plan does not make sense.	Yes.		The plan is aligned with, and supports the mission by addressing the provision of academic, career, and technical education programs characterized by continuous improvement and best practices.
				Strategic plan	Mission	
				Focus on Student Success	Provides academic, and career and technical programs in the FSM.	
				Emphasize academic services to national needs	Committed to the success of the FSM by providing programs	
				Fiscally sound, responsible, build resources for future needs	Committed to the success of the FSM by providing programs	
				Invest in and build strong capacity in human capital	Committed to the success of the FSM by providing programs	
				Become a learning organization through development of learning culture, guided by learning leaders	Learner centeredness institution of higher education	
				Learner	Learner	

Guiding Questions	B_Blue	Blue	Cobalt	Green	Orange
				centeredness institution of higher education / centeredness institution of higher education, characterized by continuous improvement and best practices.	
14. How are we **distinctive**? And, is that captured by the COM-FSM mission statement?	Distinctive as a community college offering 4-year degree partnership program with UOG in Elementary Education. Distinctive in being one college with five campuses and one institute, separated by miles of deep blue waters. No, neither of these are not captured by the COM-FSM	COM-FSM is the only accreditation institution of higher education in the FSM	We are distinct because we have satellite campuses located in each state with different cultures, values, and languages. The campuses are separated by vast oceans.	Committed to the success of the FSM	We are distinctive because of being learner-centeredness, where we cater to the demands of the FSM and by our best practices. These best practices are based on our unique experiences in the FSM. We are also distinctive in that we are one institution serving an entire nation consisting of multiple islands.

Guiding Questions	B_Blue	Blue	Cobalt	Green	Orange
	mission statement.				
15. For any changes the team has suggested for the mission statement, please go back to those responses and discuss how COM-FSM would specifically measure those statements to evidence mission fulfillment to our stakeholders and accrediting agency.	Currently collecting.		There was not any change suggested.	No change	• Course completion rates • Graduation rates • Students' evaluation of courses
16. As a team, discuss: What is the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets?	ROOT (run out of time)	Right now, we are just focusing our trainings broadly on the needs of the FSM. Since there is a limited job market locally, we should also consider the international markets.	It is relevant because it gives a clear identification of the market serve. The intended results and how the services can be continually improved.	Our mission statement says we are committed to the success of the FSM, but our programs and services are not adequate to that success. We are focused on getting students to graduate, but not necessarily prepared to move on to other degrees.	• To remain relevant, COM-FSM needs to evaluate programs consistently to determine relevance. • Is COM actively pursuing "Green Technology"

Guiding Questions	B_Blue	Blue	Cobalt	Green	Orange
					for its own benefit and the benefit of the communities.

Mission Statement Review Summary - Part B

Guiding Questions	Pink	Purple	Salmon	Teal	Yellow
1. Does the mission statement clearly define the **broad educational purposes** of the college? (what we do) Are there suggestions for modifying the mission statement to better meet this criterion?	Yes. Did not include the institution as a land grant institute which teaches research That COM-FSM also focuses on institutional research	Yes! The college provide academic, career and tech and maritime	No. We have open enrollment but statement addresses FSM students.	Yes. "…learner-centered institution of higher education…." Modification not necessary.	Yes
2. Does the mission statement clearly define the **intended student population**? (who we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	NO	Yes, 1. Intended student population is FSM citiezens (pell eligible) 2. COM-FSM programs address the employment needs of FSM.	Yes	Yes. "Federated States of Micronesia…	Yes

Guiding Questions	Pink	Purple	Salmon	Teal	Yellow
3. Does the mission statement articulate the **types of degrees and other credentials COM-FSM offers**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?		Yes, the college provide academic, career and tech programs.	Yes	The mission statement articulates academic, career and technical educational programs. Programs have a common set of general education requirements and relevant major requirements. If there is a need for modification to better meet the above criterion, the strategic direction and vision should be considered.	Yes
4. Does the mission statement articulate COM-FSM's **commitment to student learning and student**		Yes…		Yes. "…a learner-centered institution…."	Yes

Guiding Questions	Pink	Purple	Salmon	Teal	Yellow
achievement? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?			Yes		
5. Briefly examine the 2013-2017 Strategic Plan. Does that plan align with and support the mission? How?	Yes,	Yes, strategic plan goals reflected on strategic plan 13-17 goals all support the mission statement.	Yes. -Focus on student success by providing academic programs in the FSM -having fiscal resources to provide academic programs -capacity building -learner centeredness -image of quality	*Focus on Student Success* – "….learner-centered institution of higher education" *Emphasize academic offerings in service to national needs* – "….by providing academic, career, and technical educational programs…." These two strategic directions are clearly described in the mission statement. Without the support from the other four strategic directions the college cannot accomplish its mission.	Yes
6. How are we **distinctive**? And, is that captured by the		We are established and committed to serving the FSM.		Unique in that it serves the FSM citizens unlike	Yes,

Guiding Questions	Pink	Purple	Salmon	Teal	Yellow
COM-FSM mission statement?	Yes	Also we have state campuses to address the specific needs of each respective state.	Committed to the FSM.	other IHE.	
7. For any changes the team has suggested for the mission statement, please go back to those responses and discuss how COM-FSM would specifically measure those statements to evidence mission fulfillment to our stakeholders and accrediting agency.					Not applicable
8. As a team, discuss: What is the relevancy of our mission against our intended markets and the range of essential services necessary to adequately		As far as student success is concern we surpass the targeted population because we have graduated students of other			Strategize Expand Go global

Guiding Questions	Pink	Purple	Salmon	Teal	Yellow
serve those markets?		nationalities. We have the career and technical education center We have the maritime institute	We are focused on preparing students to graduate, but not so much to be employable or ready to move on.		

College of Micronesia - FSM Mission Fulfillment Indicator Review (4 high 0 low)

College of Micronesia-FSM Mission Statement		Team B_Blue	Team Blue	Team Buff	Team Cobalt	Team Green	Team Orange	Team Pink	Team Purple	Team Salmon	Team Teal	Team Yellow	Team Teams Average
The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.													
Mission Statement Aspect	**Measures of Success**	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	Team Rating	
The College of Micronesia-FSM is a **learner-centered** institution of higher education	Indicators measuring SLO attainment at the course level and program level;	4	3	3	3	4	3	4	4		4	3	**3.9**
	100% of faculty will complete an assessment of student learning for each course taught for every semester they teach	0	4	3	4	4	4	4	4		3	4	**3.8**
	Student faculty interaction benchmark (CCSSE);	2	4	2	4	4	4	3	4		2	4	**3.7**
	Support for learners benchmark (CCSSE)	2	4	3	4	4	4	3	4		2	4	**3.8**
	Percent credit hours taught by full time faculty (NCCBP[2]);	1	4	3	4	4	4	3	4		4	4	**3.9**
	Average credit section size (NCCBP);	2	4	3	4	4	4	2	4		4	4	**3.9**
	Percent full time students (NCCBP)	2	4	3	3	4	4	4	4		0	4	**3.6**
that is committed to the **success** of the Federated States of Micronesia	College provides higher education (HE) access to all four states of the FSM	3	3	3	4	4	3	4	4	4	4	2	**3.5**
	Number of students annually graduating (completing programs) from career programs prepared for workforce	3	4	3	4	4	4	4	4	4	4	4	**3.8**
	Percent of students that completed a career program and are employed in related field	3	4	3	4	4	4	2	4	4	1	4	**3.4**
	Programs linked to FSM developmental priorities as specified in the FSM Infrastructure Development Plan (IDP).	2	4	3	4	4	4	2	4	4	4	4	**3.5**
by providing **academic,**	Active and collaborative learning benchmark (CCSSE)	3	4	3	4	4	4	2	4	4	1	4	**3.4**

career and **technical educational** programs characterized by **continuous improvement** and **best practices**.	Academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring feedback, and ongoing support at each step along the pathway with the outcome to increase graduation and transfer rates--thus measures of success are: guided pathways, graduation rates and transfer rates	4	4	3	4	4	4	2	4	4	3	4	**3.6**
	Fall to fall persistence rate	2	4	2	4	4	4	3	4	4	2	4	**3.4**
	Percent full-time, first-time students that completed in 3 years (150%)	2	4	3	4	4	4	3	1	4	4	4	**3.4**
	Institution-wide credit grades success rates- completion rates (NCCBP);	2	4	3	4	4	4	3	4	4	4	4	**3.6**
	Institution-wide credit grades success rates (NCCBP	2	4	3	4	4	4	3	4	4	4	4	**3.6**
	Meeting or exceeding Accreditation Standards	0	4	4	4	4	4	3	4	4	4	4	**3.5**
	Averages	**2.2**	**3.9**	**2.9**	**3.9**	**4.0**	**3.9**	**3.0**	**3.8**	**4.0**	**3.0**	**3.8**	**3.6**

Institutional Set Standards Review (ISS)

Team Reports

Bright Blue

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	NO, would like to increase it by 1 % and we recognize the following limitations: No. of faculty, turn over rate, financial aid, COMET, marketing/, completion, facilities,	60	65 and want to raise it to 67%	1. Faculty – High turn over rate, retention is very low, admin. Is slow in processing and opportunities. 2. Competition – Marketing needs to be improved
Percent of students earning 12 or more credits fall semesters				
Average student credits enrolled (Fall)	YES its appropriate			More instructors = more classes = more credits per student

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Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Average student credits attempted (Fall)				
Average student credits earned (Fall)				
Percent of students in good academic standing (%) (students with 2.0 GPA or above)				
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)				
Course completion (Fall) % ABC or P				
Percent withdrawals (not to exceed)[2]				
Course Student Learning Outcome (CSLO) Completion Rates (General Education)				
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	Appropriate for the institution	70	75	Improve retention, reflection on salary structure for faculty
Persistence rate fall to spring				
Graduation rate (full time cohort) 100%				
Graduation rate (full time cohort) 150%				

Blue

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	

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[2] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
Measures of success	**Appropriate for its student population**	**Reflect Improvement**		**Support the mission**
		Standard	**Goals**	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	Yes, encourage higher to 75%- already achieved standard. 1. External Stakeholders expect higher 2. Limited classrooms and teachers. 3. Limited course choices.	60%	75%	Yes
Percent of students earning 12 or more credits fall semesters	Not all students enrolled will be able to earned credit	36%	45%	Yes
Average student credits enrolled (Fall)		10.3	11.5	Yes
Average student credits attempted (Fall)	With an exception of developmental courses	9.0	12	Yes
Average student credits earned (Fall)		8.0	10	Yes
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	External Stakeholder challenging the system, and also as parents satisfaction	72%	90%	Yes
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)		50%	70%	Yes
Course completion (Fall) % ABC or P		62%	75%	Yes
Percent withdrawals (not to exceed)[3]	No more than 5%	<10%	5%	Yes
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Need current data to access	65%	No Data	No Data yet
Program Student Learning Outcome (PSLO) Completion Rates (General Education)		65%	80%	Yes
Persistence rate fall to spring		71%	90%	Yes
Graduation rate (full time		4%	7%	Yes

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[3] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
		Standard	**Goals**	
cohort) 100%				
Graduation rate (full time cohort) 150%	Students preferred two-year program than the three-year program	12%	20%	Yes

Suggested Standard for Inclusion	Rationale
Transfer Rate	Graduated and transferred to other colleges/universities to complete higher degree program.
Employment rate in related field	To know that the college is doing a good job in preparing students for life-long career. Encourage for continuation of degree abroad. Evaluate the need and demand of program.

Cobalt

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
		Standard	**Goals**	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	No	60%	64%	Yes
Percent of students earning 12 or more credits fall semesters	No	36%	40%	Yes
Average student credits enrolled (Fall)	No	10.3	11.5	Yes
Average student credits attempted (Fall)	No	9.0	10.5	Yes
Average student credits earned (Fall)	No.	8.0	9.1	Yes
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	No	72.0%	82.0%	Yes

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
Measures of success	**Appropriate for its student population**	**Reflect Improvement**		**Support the mission**
		Standard	**Goals**	
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	No	50.0%	66.0%	Yes
Course completion (Fall) % ABC or P	No	62.0%	72.0%	Yes
Percent withdrawals (not to exceed)[4]	Yes	<10.0%	6.3%	Yes
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Don't know	65.0%	Can't decide	Don't know
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	No	65.0%	70.0%	Yes
Persistence rate fall to spring	No	71.0%	75.0%	Yes
Graduation rate (full time cohort) 100%	Yes	4.0%	5.0%	Yes
Graduation rate (full time cohort) 150%	No	12.0%	15.0%	Yes

Suggested Standard for Inclusion	**Rationale**
Percentage of graduates employed.	This is a component of student success.

Green

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
Measures of success	**Appropriate for its student population**	**Reflect Improvement**		**Support the mission**
		Standard	**Goals**	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	Yes but need to be a higher %	60% 64.7%	66.6%	

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[4] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	**Goals**	
Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				

Measures of success	Appropriate for its student population	Standard	Goals	Support the mission
Percent of students earning 12 or more credits fall semesters	Yes but higher % • 12 credits so students complete program requirements on time	36% 40.1%		
Average student credits enrolled (Fall)	• Increase % • Not enough classes to attain full credits • Limited facilities and # of faculty			
Average student credits attempted (Fall)	• Seems to duplicate enrollment • redundant			
Average student credits earned (Fall)	Yes but increase %			
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	Yes but increase % • More appropriate measure than the previous ones			
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	Yes but increase % • Mentoring -peer tutoring, advising, counseling within division, tools (software, etc) • Review why students withdrawing from classes			
Course completion (Fall) % ABC or P	Yes but increase %			

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
Measures of success	**Appropriate for its student population**	**Reflect Improvement**		**Support the mission**
		Standard	**Goals**	
Percent withdrawals (not to exceed)[5]	• Redundant against the other measures			
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	• Insufficient data • Explore Learner management systems to address reporting and tracking data			
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	Yes but increase % • Explore Learner management systems to address reporting and tracking data			
Persistence rate fall to spring	Yes but higher % • keep related measures clustered together (fall-fall, fall-spring, etc.)			
Graduation rate (full time cohort) 100%	Yes but increase % • Members feel that % really low • National – students in development classes takes more time to graduate			

Suggested Standard for Inclusion	Rationale
# of students that complete 24+ credits	• Progress towards degree completion
# students passing developmental to degree programs	• Progress towards degree completion

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[5] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Orange

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	Yes. The 12 credits or more is a industry standard for full time.	64	66 (3yr) ; 70 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Percent of students earning 12 or more credits fall semesters	Yes. It shows the rate of progress towards degree completion.	40	42 (3yr); 45 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Average student credits enrolled (Fall)	Yes. Shows us if we offer enough classes for students; and whether we need to hire more faculty	11.3	11.5 (3yr); 11.7 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Average student credits attempted (Fall)	Yes. Gives us an indication of students who dropped/withdrawn courses. (?)	10.4	10.6 (3yr); 11.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Average student credits earned (Fall)	Yes. It represents student success with respect to course completion.	9.1	9.5 (3yr); 10.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	Yes. It represents student success as well as student's financial standing with respect to Pell Grant.	82.0	84.0 (3yr); 86.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	Yes. It tells us whether we are motivating students to complete their studies.	66.0	68.0 (3yr); 70.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Course completion (Fall) % ABC or P	Yes. Tells us if students are acquiring the necessary skills to successfully complete	72.0	74.0 (3yr); 78.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	**Goals**	
	their courses.			
Percent withdrawals (not to exceed)[6]	No. Could this be expressed as a, 'percent non-withdrawals" instead. This will give us a positive figure to try to achieve.	94.0	95.0 (3yr); 96.5 (5yr).	Yes; because it shows we are learner-centered and committed to student success.
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Yes. This will determine assessment success.	TBD No baseline data is available.	TBD	Yes; because it shows we are learner-centered and committed to student success.
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	Yes. It measures the health of the programs and determines what needs to be done with respect to program reviews.	65.0	75.0 (3yr); 80.0 (5yr)	Yes; it represents that COM-FSM is providing academic, career, as well as technical education.
Persistence rate fall to spring	Yes. It represents student retention from fall to spring; and thus represents the college's ability to motivate students to complete their studies.	88.0	90.0 (3yr); 92.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Graduation rate (full time cohort) 100%	Yes. It represents excellence in terms of degree completion.	6.0	6.5 (3yr); 6.8 (5yr)	Yes; because it shows we are learner-centered and committed to student success.
Graduation rate (full time cohort) 150%	Yes. It represents meeting the standard, and shows that students have the financial resources to continue their studies should they choose to do so.	16.0	18.0 (3yr); 20.0 (5yr)	Yes; because it shows we are learner-centered and committed to student success.

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Pink

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

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[6] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	5 Year Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	YES	60.0%	65.0%	
Percent of students earning 12 or more credits fall semesters	YES	38.1%	40.0%	
Average student credits enrolled (Fall)	YES	10.3	11	
Average student credits attempted (Fall)	YES	9.0	10	
Average student credits earned (Fall)	YES	8.0	9	
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	YES	72.2%	80.0%	
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	YES	50.0%	60.0%	
Course completion (Fall) % ABC or P	YES	62.0%	68.0%	
Percent withdrawals (not to exceed)[7]	YES	$\leq$10.0%	$\leq$10.0%	
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	YES	65.0%		
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	YES	65.0%	65.0%	
Persistence rate fall to spring	YES	76.0%	80.0%	
Graduation rate (full time cohort) 100%	YES	4.0%	5.0%	
Graduation rate (full time cohort) 150%	YES	12.0%	13.0%	

Purple

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

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[7] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	Yes			
Percent of students earning 12 or more credits fall semesters	Yes…demonstrates student success.			
Average student credits enrolled (Fall)	No.. fall to fall			
Average student credits attempted (Fall)	No.. fall to fall			
Average student credits earned (Fall)	No.. fall to fall			
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	Yes…but establish a uniform grading system.			
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	Yes..			
Course completion (Fall) % ABC or P	No.. fall to fall			
Percent withdrawals (not to exceed)[8]	Yes..			
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Yes…			
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	Yes..			
Persistence rate fall to spring	Yes…			
Graduation rate (full time cohort) 100%	Yes..			
Graduation rate (full time cohort) 150%	Yes..			

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[8] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Salmon

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				
Measures of success	**Appropriate for its student population**	**Reflect Improvement**		**Support the mission**
		Standard	**Goals**	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	Yes/no with intention to increase			
Percent of students earning 12 or more credits fall semesters	No. increase			
Average student credits enrolled (Fall)	Yes			
Average student credits attempted (Fall)	yes			
Average student credits earned (Fall)	Yes			
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	Yes			
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	Yes			
Course completion (Fall) % ABC or P	Yes			
Percent withdrawals (not to exceed)[9]	Yes			
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Yes			
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	Yes			
Persistence rate fall to spring	Yes			
Graduation rate (full time cohort) 100%	Yes			
Graduation rate (full time cohort) 150%	yes			

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[9] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Teal

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	**Goals**	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	Yes	65%	70% - 3 yrs. 75% - 5 yrs.	Yes
Percent of students earning 12 or more credits fall semesters	Yes - To narrow the gap between enrolled and earned.	40%	50%-3 yrs. 55% - 5 yrs.	Yes
Average student credits enrolled (Fall)	Yes - % of student not the same as average credit.	11.3 cr.	12 cr. – 3 yrs. 13 cr. – 5 yrs.	Yes
Average student credits attempted (Fall)	Yes - Triangulation of data	10.4 cr.	11 cr. – 3 yrs. 12 cr. – 5 yrs.	Yes
Average student credits earned (Fall)	Yes	9.1 cr.	10 cr. – 3 yrs. 11 cr. – 5 yrs.	Yes
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	Yes	81.9%	83% - 3 yrs. 85% - 5 yrs.	
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	Yes	66%	68% - 3 yrs. 70% - 5 yrs.	Yes
Course completion (Fall) % ABC or P	Yes – Determine course consistency across campuses.	71.8%	73% - 3 yrs. 75% - 5 yrs.	Yes
Percent withdrawals (not to exceed)[10]	Yes	6.3%		
Course Student Learning Outcome (CSLO) Completion Rates (General Education)				
Program Student Learning Outcome (PSLO) Completion Rates (General Education)				
Persistence rate fall to spring				
Graduation rate (full time cohort) 100%				
Graduation rate (full time cohort) 150%				

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

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[10] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

Suggested Standard for Inclusion	Rationale
Job Placement Rate	
Licensure Exam Passage Rate (need to clarify which programs are CTE. i.e. Teacher Education, Nursing,	
Institution-identified data element – Transfer rates	

Yellow

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	yes	60%	Ok	yes
Percent of students earning 12 or more credits fall semesters	yes	36%	Ok	yes
Average student credits enrolled (Fall)	yes	10.3%	OK	yes
Average student credits attempted (Fall)	Same as 6	9%	NA	NA
Average student credits earned (Fall)	yes	8%	Increase by 1%, i.e., now 9%	yes
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	yes

Based on semester or cumulative GPA or both? | 72% | Increase to 80% | yes |

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.				

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	yes	50%	Increase to 65%	yes
Course completion (Fall) % ABC or P	yes	62 %	Incre ase to 75%	yes
Percent withdrawals (not to exceed)	No	NA	NA	NA
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	yes Use "achievement" in lieu of "completion". Completion = whether (only) the student pass or did not pass. Why only GE courses?	65%	Increas e to 70%	yes
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	yes	65%	Increas e to 70%	yes
Persistence rate fall to spring	yes	71%	Increas e to 88%	yes
Graduation rate (full time cohort) 100%	yes	4%	Increase to 10%	yes
Graduation rate (full time cohort) 150%	yes	12%	Increase to 20%	yes

Suggested Standard for Inclusion	Rationale

Transferring to other higher education institutions, employer's satisfaction and / or job placement	
Learning support services, facilities, e.g., CCSSE support for learner, active and collaborative learning, student effort, academic challenge, student-faculty interaction.	
GE: measuring civic responsibility (mindedness)	

Strategic Planning Review and Recommended Priorities

Contents

Planning Recommended Priorities Summary - Part A

Rank	Bright Blue	Buff	Cobalt	Green	Orange
1	Student Success	Invest in and build a strong capacity in human capital		Student Success (12)	Promote student success by + providing more study/learning spaces + establishing mentoring programs + use student surveys to establish student needs + improve campus life
2	Quality of Programs & Services	Be financially sound, fiscally responsible, and build resources in anticipation of future needs		Program Offerings (9)	Improve physical resources by + upgrading state campuses + improve communication technology/facilities + improve/introduce green technology + improve transportation services

Rank					
3	Resources (human, facilities & finance)	Emphasize academic offerings in service to national needs		Human Resources, Communications (3), Image (5)	Expanding student systems + outreach to international students + community liaison + child/day care for students and staff
4	National need			Financial (3)	Attract much-needed faculty through + competitive salaries +professional development +improved job security +promote research
5	Civic responsibilities			Learning Org, Facilities (2)	Improve interpersonal communications between administrators, faculty, staff, and students that will facilitate improved teamwork and cooperation.

Planning Recommended Priorities Summary - Part B

Rank	Orange	Purple	Salmon	Teal	Yellow
1	Parent Involvement for Student Success	Student success	EMPHASIZE ACADEMIC, CAREER & TECHNICAL OFFERINGS IN SERVICE TO BOTH NATIONAL AND INTERNATIONAL OR global (community outreach programs)	Focus on Student Success	Student success
2	Aligning our programs to the industrial needs not only country needs	Emphasis academic offering	STUDENT SUCCESS	Emphasize academic offerings in service to national needs	Human capital and resources
3	Create a culture in supporting of teaching in every department	Financial stability	BUILD A STRONG CAPACITY IN HUMAN	Be financially sound, fiscally responsible, and build resources in	Curricular programs and offerings

			CAPITAL; Develop capacity to meet national needs for short term technical assistance and consultant services	anticipation of future needs	
4		Invest in human capital	**BE FINANCIALLY SOUND, FISCALLY RESPONSIBLE…..**	**Be** a learning organization through development of a learning culture.	Partnership. articulation, and collaboration: Pre-, during, and post college
5		Environmental stewardship	EVOKE AN IMAGE OF QUALITY	**Project** an image of quality.	Fiscal resources and management

Teams' Details

Bright Blue

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	YES	Mission compliance; without student, no College of Micronesia-FSM
Emphasize academic offerings in service to national needs	YES	In compliance with the mission statement
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	YES	In compliance of the ACCJC and survival of the College of Micronesia-FSM, otherwise institutional demise
Invest in and build a strong capacity in human capital	YES	Change "human capital" to "human resources." People accomplish and move things not the organization or structure
Become a learning organization through development of a learning culture guided by learning leaders	No, replace with: commit to continuous improvement and best practices	(Mission compliance)
Evoke an image of quality	No	already embedded in number 5

Team	Suggested Strategic	Rationale for inclusion in	What are potential

Ranking TOP Five (5)	Direction	new Strategic Plan	indicators and measures of success that can track your recommended strategic direction?
1	Student Success	No student, no College of Micronesia-FSM; we are investing for the FSM future	All student success indicators, ex. Graduation rate, etc.
2	Quality of Programs & Services	Our commitment to excellence and continuous improvement; To ensure relevance & rigor; marketable skills of graduates/transferability; articulation with other institutions	Annual Assessment, Program Reviews; All student success indicators, ex. Graduation rate, etc.
3	Resources (human, facilities & finance)	Qualified and sufficient personnel; continuous improvement of learning and working environment; sustainability	Evaluations (personnel; financial audit, and building inspections) as required by the IEMP
4	National need	It is stated in the mission statement; to provide future workforce need of the FSM	Employment surveys, advisory council, focus groups, and other strategic directions by the state and national leaders
5	Civic responsibilities	Promote active relationship to the communities we serve; ACCJC requirement	Student engagement through clubs and faculty& staff through service learning and volunteerism.

Buff

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	No	Should be in the mission statement- (modified the mission statement). Some felt it should remain (describes institution effectiveness)
Emphasize academic offerings in service to national needs	Yes	Required by enabling law-and Consistent existing college mission.

Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes		Critical to achieve all other strategies
Invest in and build a strong capacity in human capital	Yes		Can not achieve student success without attracting and retaining qualified faculty and staff
Become a learning organization through development of a learning culture guided by learning leaders	No		Because if above is achieved, rest will fall in place.
Evoke an image of quality	No		Because if above is achieved, rest will fall in place.

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	Invest in and build a strong capacity in human capital	- Incentive for qualified human resource for better environment and performance and to meet the demand. - Encourage hiring of qualified faculty - Improve student success - Accreditation recommendations #1, 6 & 7	- Faculty and staff credentials - Retention - Work Load - Student success - Completion and retention rate - Student's evaluation & feedback survey - Performance evaluation of employee
2	Be financially sound, fiscally responsible, and build resources in anticipation of future needs	- Critical to achieve all other strategies - Unqualified audit - Ability to attract investors/donors - Accreditation recommendation #3	- Budget vs. Actual - Audited financial statement - Endowment fund

3	Emphasize academic offerings in service to national needs	• Required by enabling law-and Consistent existing college mission. • Address shortage of skills and be consistent with FSM Strategic Plan. • Articulation • Accreditation recommendation #2, 4 & 5	• Employer survey • Government priorities • Recruitment in respective fields • Program review/prioritization/academic assessment
4			
5			

Cobalt

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	As the only Public Institution of higher education in FSM, our mission states that we are committed to the success of the FSM. Therefore, we need to produce competent graduates for the success of the FSM.
Emphasize academic offerings in service to national needs	Yes Note: Transition services needed to help students progress from certificate programs into degree program.	COM-FSM is set up to address and respond to the needs of the FSM.
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	It will be impossible to run a college without financial stability. It is also an accreditation requirement.
Invest in and build a strong	Yes	The college needs qualified and

capacity in human capital		competent faculty and staff members to produce quality graduates.
Become a learning organization through development of a learning culture guided by learning leaders	Yes Note: Needs to be simplified.	With an environment that promotes learning, you will attain student success, which is our priority.
Evoke an image of quality	Yes	Promoting an image of quality education is necessary for accreditation, and to ensure student success.

Green

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	• Part of mission; • Primary reason for our existence
Emphasize academic offerings in service to national needs	Yes • Include CTE • Consider needs of students	• Part of mission
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	• Critical for institutional stability to keep the college going given an unknown status for the future
Invest in and build a strong capacity in human capital	Yes	• Human capital is as important as money. Good human capital will yield more revenues in the long run.
(Remain) Become a learning organization (that is committed to continuous quality improvement) through development of a learning culture guided by learning	Yes	• An effective institution demands continuous improvement • To stop learning is to stop living and improving

leaders		
(Set) Evoke an image (a reputation) of quality	Yes	• Accomplishments lead image and not vice versa

Orange

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	The current graduation rate is low, and focusing on student success will improve this benchmark.
Emphasize academic offerings in service to national needs	No; the verbiage should change to include international needs.	Our academic offerings should include the international job market since the local market has many limitations. Students should be prepared by COM-FSM to enter global markets as career options. The strategic direction should note that we should include career and technical offerings in addition to "academic offerings". The college should offer limited internships to graduating students (limited contracts for a set number of students per program). This will be an incentive for students and will show that the college is serious about preparing students for the workforce.
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	Enrollment at COM-FSM is declining, so financial and investment diversity is important. Also, the Pell Grant

			system is not guaranteed, so financial diversity would ensure that the college would be able to continue to function and provide services.
Invest in and build a strong capacity in human capital	Yes		Credentialing is important to attract and retain qualified faculty. This is important in providing enough faculty at the college, to offer the necessary courses for students. Should the college invest in an annual survey of administration, staff and faculty to measure the level of satisfaction among staff.
Become a learning organization through development of a learning culture guided by learning leaders	Yes		The college should encourage and foster educational research by faculty. There should be provisions for and focus on professional development for staff and faculty. The college should not depend on trickle-down learning (where certain people attend training and then have to pass that on to the rest of the staff).
Evoke an image of quality	Yes		Resources are limited at state campuses. This does not reflect quality and equity in resources and services.

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	Promote student success by	Student success is an	Positive results from student

	+ providing more study/learning spaces + establishing mentoring programs + use student surveys to establish student needs + improve campus life	important aspect of the college's mission statement as well as accreditation requirements. The aforementioned points will improve student success.	surveys (CCSSE) Improved retention rates Improved graduation rates Attract more students which will improve student enrollment Improve student/faculty/ administration interaction
2	Improve physical resources by + upgrading state campuses + improve communication technology/facilities + improve/introduce green technology + improve transportation services	Improved physical resources will make the campuses more attractive to students and conducive to student learning. This will also improve staff morale. More smiles less scowls.	Tracking building/facility/infrastructure improvements. Allocation of funds (budget) for maintenance and improvements. ☺ Improved class attendance (transportation). Improved student participation/involvement /engagement (rubrics).
3	Expanding student systems + outreach to international students + community liaison + child/day care for students and staff	Improve student success (graduation; course completion). Improve student, staff, and faculty morale. Improve community relations.	Improved graduation rates. Improved course completion rates. Improved morale of students and staff (surveys).
4	Attract much-needed faculty through + competitive salaries +professional development +improved job security +promote research	Fully credentialed staff is important to the success of the college. The college has to both attract and retain qualified staff.	Having a full complement of staff in each program/division. Staff retention rates.
5	Improve interpersonal communications between administrators, faculty, staff, and students that will facilitate improved teamwork and cooperation.	Professionalism and teamwork will be enhanced through having improved interpersonal relationships.	Staff retention rates. Satisfaction surveys.

Pink

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion

Focus on student success	Yes	It needs to be maintained in the strategic plan because it meets our mission statement
Emphasize academic offerings in service to national needs	Yes	Needs to be maintained in the strategic plan because this is also in our mission statement, although there is a need to check the "national needs" first to prioritize our academic offerings
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	Making sure we are financially sound will sustain our operation with less dependence on external funding
Invest in and build a strong capacity in human capital	Yes	A strong and capable human resource translates to efficient and effective accomplishments of institutional goals
Become a learning organization through development of a learning culture guided by learning leaders	Yes	Provides structure and guidelines
Evoke an image of quality	Yes	A quality institution is important to be regionally and globally competitive

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	Parent Involvement for Student Success	Family support would reduce barriers to education by providing assistance to the academic needs of the student	
2	Aligning our programs to the industrial needs not only country needs	Expand students engagement beyond the classroom	
3	Create a culture in supporting of teaching in	Improve assessments of teaching and learning and	

	every department across campus	enhance the importance of teaching excellence through the allocation of resources to departments, programs, and faculty	
4			
5			

Purple

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	It's the ultimate goal, reason for existence.
Emphasize academic offerings in service to national needs	Yes	Its part of the mission statement, they subsidies us, potential employers (domestic and international)
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	For survival and sustainability, accreditation requirement, demonstrate core values
Invest in and build a strong capacity in human capital	Yes	Direct linkage to mission. Succession and continuity.
Become a learning organization through development of a learning culture guided by learning leaders	Yes	Demonstrate core value. Continuous improvement. Accreditation requirement.
Evoke an image of quality	No	By demonstrating success in the above criterion we will be a quality institution. Core values.

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?

1	Student success	It's the ultimate goal, reason for existence. Demonstrate the quality of the institution.	Meeting and exceeding the institutional set standards.
2	Emphasis academic offering	Because its address the mission, ISS and quality.	Increase in enrolment Increase transfer Increase employment Domestic and international requirements
3	Financial stability	Improvements to create and maintain student success will require funding.	Number successful students per investment. Unqualified financial audits. Financial security
4	Invest in human capital	To uphold our values around continuous improvement that leads to student success. Accreditation requirement to have qualified personnel	Improve student completion rate Compliance with ACCJC.
5	Environmental stewardship	Provide a unique learning experience that provides a competitive edge for the global market. Foster future cost savings. To comply with national and international protocols.	# Students completing authentic learning experience. Financial sustainability # Agreements with external stakeholders.

Salmon

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	YES	• Room for improvement • Student success is at core of the mission statement
Emphasize academic offerings in service to national needs	Yes but need to include Career and Technical education.....	• To be in line with the mission statement

Be financially sound, fiscally responsible, and build resources in anticipation of future needs	YES		To continue with its mission
Invest in and build a strong capacity in human capital	Yes		Provide continuous improvements
Become a learning organization through development of a learning culture guided by learning leaders	Yes		• Good leadership • Continuous improvements • Better communications / participatory governance
Evoke an image of quality	Yes		A MUST

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	EMPHASIZE ACADEMIC, CAREER & TECHNICAL OFFERINGS IN SERVICE TO BOTH NATIONAL AND INTERNATIONAL OR global (community outreach programs)	Core to the mission statement; be able to meet needs at the global level	# of articulation agreements; Needs assessment; # programs to address the identified needs at the national and international levels;
2	STUDENT SUCCESS	Room for improvement At the core of mission statement	Graduation rates, completion rates, ISS
3	BUILD A STRONG CAPACITY IN HUMAN CAPITAL; Develop capacity to meet national needs for short term technical assistance and consultant services	FSM government is spending a lot of money brining in consultants to meet its needs. college must provide service to meet this need.	# of contracts awarded to college # of consultants provided Amount of income college earns List of programs and services designed to address the needs Etc.
4	BE FINANCIALLY SOUND, FISCALLY RESPONSIBLE…..	To be able to continue to provide services to meet its mission	# grants Audit reports Financial reports

	5	EVOKE AN IMAGE OF QUALITY	To meet accreditation standards To maintain stakeholders' confidence in our programs and services	Quality of graduates Ability to compete at the international level

Teal

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	That's our primary role/mission.
Emphasize academic offerings in service to national needs	Yes	We're the only national IHE in the FSM.
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	Stated in one of the accreditation standards we need to diversify financial resources.
Invest in and build a strong capacity in human capital	No	Measure of success for the strategic direction that follows.
Become a learning organization through development of a learning culture guided by learning leaders	Yes, but change the word "Become" to "Be" and omit "guided by learning leaders"	
Evoke an image of quality	Yes, but change the word "evoke" to "project".	For continuous improvement and meeting accreditation standards.

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	Focus on Student Success	Our primary role/mission	
2	Emphasize academic offerings in service to national needs	We're the only national IHE in the FSM.	• Establish partnerships and articulation agreements with other institutions to

			provide pathways for students to achieve higher learning goals. • Distance Education
3	Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Accreditation standard - we need to diversify financial resources.	
4	**Be** a learning organization through development of a learning culture.		
5	**Project** an image of quality.	Accreditation recommendation for improvement	Analyze and use data from a wide range of sources to improve programs and services.

Yellow

Current Strategic Direction	**Recommended for use in new strategic plan (YES or NO)**	**If YES, Provide your rationale for inclusion or exclusion**
Focus on student success	Yes	This is our main focus as an institution (*i.e., it links to the college's Mission Statement*). By "Focus on student success" we are looking at the "heart of the college." In our discussions on measures of success => student success.
Emphasize academic offerings in service to national needs	Yes	Keep it but modify to include "and career and technical." We are a community college.
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	
Invest in and build a strong capacity in human capital	Yes	The college is a higher education institution; as such, we value strong capacity in human capital. We need to have human resources parallel with changing of technology, new concepts, research in the

			fields related to our offerings.
Become a learning organization through development of a learning culture guided by learning leaders	No		Insert "Continuous improvement" – see mission statement,
Evoke an image of quality	No, what is "quality"?		Part of "continuous improvement."

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	Student success	This is our main focus as an institution (*i.e., it links to the college's Mission Statement*). By "Focus on student success" we are looking at the "heart of the college." In our discussions on measures of success => student success.	- Graduation rate - Transfer rate - Retention and persistence rates - Job placement - Course/program completion - CCSSE on student engagement and support
2	Human capital and resources	For survival, sustainability, and continuous improvement. The college is a higher education institution; as such, we value strong capacity in human capital. We need to have human resources parallel with changing of technology, new concepts, research in the fields related to our offerings.	- Staff development - Teacher certification - Learning and student support services - Better and adequate facilities - Appropriate instructional supplies, training equipment, etc. - Accessibility on resources, e.g., buildings, services, facilities, etc. - Improved hiring - Revisit the salary scale for both faculty and staff.
3	Curricular programs and offerings	Emphasize academic offerings in service to	Guided pathways to graduation and

		national needs but modify to include *"and career and technical."* We are a community college. We need to offer programs to contribute in sustaining the nation's economy. To address the "competitions." Ensure that our programs meet the "Standards."	• beyond. • Satisfaction survey: student's satisfaction about the programs • Program assessment/review. • Distance education/online programs
4	Partnership. articulation, and collaboration: Pre-, during, and post college	Build/establish relationships with high schools and other stakeholders to provide recommendations in improving the college's programs. Easier transition for students – high school to college, college to other HEIs (or higher program). This also helps us to be informed what is out there in the labor market.	• Readiness program • Cooperative internships • Exhibits and presentations to the community (program awareness) • Advisory councils
5	Fiscal resources and management	Secured funding and financial stability/sustainability. External audit compliance. College's own scholarship program.	• Audit compliance • Scholarship programs • Secured funding • Financial stability/sustainability

COM-FSM Chuuk Campus

Mini-Summit Minutes

2016 VISIONING MINI-SUMMIT (DAY 1)

Date: Friday, 08/19/16 (Weno)	**Time**: 9:05 am – 4:30 pm	**Location**: L5 Conference Room

Participants Present (as recorded in sign-up sheets): Administration (12), Student Services (5), Instruc-   tion (16), CRE (6), and Students (4)
External Stakeholders (by name): Marcellus Akapito, Nick Andon, Domingko Asor, Johannes Berdon, Raisa Chiwi, Graceful Enlet, Danny Ham, Steioshy Manuel, Steve Marcus, and Jason Reiong

Agenda available	**Major Topics of Discussion**	Refreshment and Lunch:
I. Call to Order	• Core Values	
II. Welcoming Remarks	• Mission Statement	
III. Topics of Discussion	• Institution-Set Standards	
IV. Assessment of Day 1	• Strategic Planning	
V. Adjournment		

Discussion: Please see attached report.

Hand-Outs / Documents Referenced / Attachments: (1) Agenda, (2) Team Membership List, (3) "Stan-   dard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity", (4) Team Chair COM-FSM   Mission Fulfillment Indicator Review, (5) Mission Statement Review Worksheet, (6) "COM-FSM Core Values and Principles of Best Practices", (7) "Institution-Set Standards (ISS) Worksheet", and (8) "Strategic Planning Worksheet"

Prepared by: Alton Higashi	**Date distributed**: August 31, 2016

2016 VISIONING MINI-SUMMIT (DAY 2)

Date: Saturday, 08/20/16 Conference Room	**Time**: 8:45 – 11:45 am	**Location**: Multi-Purpose

Participants Present (as recorded in sign-up sheets): Administration (10), Student Services (4), Instruc-   tion (15), CRE (4), and Students (3)
External Stakeholder (by name): Steve Marcus

Agenda available	**Major Topics of Discussion**	Refreshment and Lunch:
I. Call to Order II. Topics of Discussion III. Assessment of Day 2 IV. Adjournment	• Best Practices and Student Perceptions • KICC Case Study	

Discussion: Please see attached report.

Hand-Outs / Documents Referenced / Attachments: (1) "COM-FSM Mission Statement (Accreditation   Standards, Five Categories of COM-FSM Student Perceptions, Core Values and Best Practices Worksheet, and Strategic Planning: 6 Strategic Directions and 9 Strategic Goals)", and (2) "Kawan Islands Community College (KICC) Case Study and Workshop: Using Data to Develop Action Plans and Strategies for an AANAPISI Grant to Improve Student Success"

Prepared by: Alton Higashi	**Date distributed**: August 31, 2016

REPORT ON COM-FSM CHUUK CAMPUS 2016 VISIONING MINI-SUMMIT

August 19-20, 2016

Mission Statement

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

Value Statement

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

OVERVIEW

Chuuk Campus sponsored the two-day mini-summit on behalf of our community of external and internal stakeholders. On the first day (Friday, August 19, 9:00 am - 4:30 pm) at the L5 Conference Room, 54 participants reviewed and discussed four COM-FSM concerns and issues – namely, core values, mission statement, institution-set standards (ISS), and strategic planning. Documents, which provided background information on the four concerns and issues were distributed. On the second day (Saturday, August 20, 8:45 - 11:45 am) on our campus, 36 participants reviewed the core values and developed action plans and strategies for an AANAPISI grant to improve student success. More documents were distributed.

Campus Dean Kind Kanto opened the mini-summit by welcoming stakeholders. He further stated the purposes of the meeting – to review our concerns and issues and to suggest and recommend what we can do to improve our commitment to self-improvement. It was acknowledged that our commitment to the task-at-hand is a dedication to overarching communications in participatory governance and purposeful dialog. In the words (italicized) of an external stakeholder at the end of the first day, the *professional input* of a *diversity of participants* was *overwhelming and healthy*, engaged in the *process of "we agree to disagree", concerned about the success of our community*. It appears that hidden purposes – to bring diverse communities together, to reach consensus, and to achieve one community – the Chuuk Campus Community – were realized.

Stakeholders – external (representing public and private sectors) and internal (representing administrators, staff, faculty, and students) – were divided into five teams, each with 9-11 participants, to   allow for greater interplay of diverse ideas. The Dean labeled the five teams, as follows:

- Team A (Uwaw, or Truk Monarch), with team leaders Rick Chiwi and Memorina Yesiki;
- Team B (Siripw, or Caroline Islands Ground Pigeon), with team leaders Atkin Buliche and Genevy Samuel;
- Team C (Anga, or Micronesian Starling), with team leaders Mike Abbe and Lolita Ragus;
- Team D (Nikeitepar, or Cardinal Honeyeater), with team leaders Ben Bambo Sr. and Roger Arnold; and
- Team E (Nimesepwuun, or Chuuk Greater White-eye), with team leaders Danie Mamangon and Miuty Nokar.

In addition, the Dean served as Facilitator (Nitchok, or Nightingale Reed-Warbler) and designated Alton Higashi as Secretary (Nusupat, or Mudskipper).

CORE
VALUES

At the system-wide Governance Summit in Palikir in January 2016, about 170 participants representing all campuses considered 15-17 potential values that should govern the way in which we work and serve the COM-FSM community and the larger FSM nation. This number of values was then narrowed down to seven, and a Core Values Working Group was tasked to restructure the seven into the five Core Values, as follows:

Excellence	Learner-Centeredness	Commitment	Professionalism	Teamwork

Each Core Value has a set of best practices, with average number of seven best practices per Core Value. Our Mini-Summit participants, in each of the five teams, reviewed all 35 best practices, one at a time, and determined their agreement or disagreement with each best practice. In addition, all 54 parti-cipants agreed/disagreed with four general statements, as aggregated below:

General	Statement	Agree	Disagree	Neutral
#1	Excellence, learner-centeredness, commitment, professionalism, and teamwork [and community] are core values that represent the "heart and soul" of COM-FSM.	50 (93%)	4	0
#2	This statement captures our core value of Community: We value the higher education community in which we work and those diverse island communities we serve. As members of these communities, we strive to embody these Core Values and to demonstrate them through the best practices.	51 (94%)	0	3
#3	The principles of best practices, as listed for each Core Value, are representative of beliefs that would influence employee and stu-dent behavior.	38 (70%)	0	16
#4	The principles of best practices, as listed for each Core Value, serve to guide behavior over time.	54 (100%)	0	0

Mini-Summit participants added comments, including suggestions and recommendations, regarding the general statements above:

- **General Statements #1 and #2**: A few participants disagreed or remained neutral for three reasons. First, they expressed uncertainty that these five Core Values were the most important in characterizing COM-FSM's "heart and soul". Second, they questioned how and why "community" became a core value without justification. If 45 Governance Summit participants (January 2016) had identified "community" as a top value and yet it was not identified among the 5 Core Values, then why should General Statements #1 and #2 restore "community" as a core value? Third, we support the idea of celebrating "Community" as the sixth Core Value. ***It is possible that Community can stand on its own merit as Core Value #6, with its own set of best practices***.

- **General Statement #3**: Although a large majority (70%) of Mini-Summit participants agreed, 30% remained uncommitted to the idea that the ones stated are the best "representative of beliefs". For one thing, they questioned whether other best practices (i.e., those that are not listed) may better represent beliefs that influence employee and student behavior. This non-committal included a question of how the stated (and listed) best practices were identified and selected to represent beliefs. It seemed that the 35 best practices were listed because they sounded valid. At the same time, no participant doubted the fitness of stated best practices, and so no alternative best practices were offered. ***It is therefore recommended that, for this present cycle of review, the existing 35 best practices be retained and assessed; and that COM-FSM employees be advised to consider replacement of the existing ones in the next few years, as necessary***.

Among the 35 best practices, 19 received full (100%) agreement. The 16, which did not, were as follows:

Core Value	Best Practice, as Numbered in the Lists	Agree	Disagree	Neutral
Excellence	#2 = Complete all duties and assignments.	47	6	1
	#3 = Hold yourself accountable to high performance standards.	41	1	12
	#4 = Aim to meet or exceed standards of best practices.	49	2	3
	#5 = Set goals and endeavor to exceed them.	45	5	4
	#6 = Be positive and encouraging.	53	0	1
Professionalism	#8 = Accept responsibility for your actions.	51	0	3
	#9 = Maintain confidentiality.	53	0	1
	#10 = Do no harm, be ethical.	46	8	0
	#11 = Develop logical plans and foresee consequences.	44	10	0
	#12 = Act in the best interest of the college and the	52	1	1

	communities you serve.				
Teamwork	#14 = Engage and contribute wholly to all team activities.	53	0		1
	#17 = Pursue an understanding of diverse points of view and ideas.	53	0		1
	#18 = Respond respectfully when others disagree with your views.	53	1		0
	#19 = Recognize the needs of others.	52	2		0
Commitment	#30 = Be dependable by being present and on time.	53	0		1
	#33 = Give back when you can.	44	0		10

Specific comments, suggestions, and recommendations were received from the five teams. All best practices that failed to receive at least 90% agreement are discussed below:

- **BP #2** (87% agree): The term "all" may be a barrier to completion of duties and responsibilities by individual employees when the definition of Excellence requires Teamwork. In effect, the absence of Teamwork (as well as Professionalism) may hinder individual employee's completion of his/her duties and responsibilities.

- **BP #3** (76% agree): No participant doubted the need for "high" performance standards; however, when performance standards are evaluated as "satisfactory" – as a minimum – does "satisfactory" define "high"? For instance, instructional faculty evaluation (Appendix G) requires that an instructor achieve "satisfactory". Is "satisfactory" truly "high"? We acknowledge that Appendix E (for classified and professional staff) and Appendix F (for employee progress) attempt to define "high" performance standards. ***We question how instructors can hold themselves to "high" standards and see a need to restructure Appendix G***.

- **BP #5** (83% agree): The practice of goal-setting is necessary; however, some participants feel that they are not trained in setting goals and that ***such training be initiated immediately at Chuuk Campus***. In addition, the notion of exceeding goals goes beyond achieving goals. This assumes that goals are supposed to be stepping-stone benchmarks or baseline data – that goals are "stretchable", hopefully upward. ***The way this best practice is stated or written lacks clarity and needs to be re-written***.

- **BP #10** (85% agree): The term "harm" raised questions about its definition – psychological, social, interpersonal, physical. It lacks appropriate fitness in professional attitudes and behaviors. ***The term must be rewritten***.

- **BP #11** (81% agree): We can hope that any and all plans are logical. All the same, there was some disagreement. It is being recommended that *the term "logical plans" be replaced with a more current term "actionable improvement plans"*. It is easier therefore to assess and foresee consequences of actionable improvement plans if and when they do not reach goals.

- **BP #33** (81% agree): Almost 20% of the Mini-Summit participants asked, "Give back what?" If we expect employees to be committed – to contribute – then we need to be more specific about what is to be given back – service, salary, time, whatever. It is being suggested that *this is not a best practice and that it be eliminated*.

    Our Mini-Summit wishes to submit additional comments, as follows:

- **Learner-Centeredness**: All seven best practices herein stated received 100% agreement. All the same, one team questioned BPs #25 and #27, particularly the terms "curiosity" and "collaboratively share". Are there limits to curiosity – without prying? How much of our exploration of curiosity is to be shared with others? Should we look at the relationship – or balance – between curiosity and confidentiality?

- **Teamwork**:   The overwhelming majority of Mini-Summit participants agreed with the best practices. All the same, we recognize that teamwork is not always easy for an individual to achieve. At times an individual may not learn from his/her own failures as quickly as others. In other words, we believe that teamwork is an essential value and that we will achieve it in increments over time.

    Also, Teamwork overlaps with Professionalism. For the sake of discussion, Professionalism appears to be an individual's personal mind-set, while Teamwork appears to be an individual's social mind-set. We seek clarification on this matter.

- **Excellence**: One team pointed out that external stakeholders and internal stakeholders may not share the same perception of Excellence. Differential perceptions are inevitable; however, all internal stakeholders have a responsibility for sharing what we do on campus with those unaware of what we do.

    Any differential between internal/external stakeholders and also among different internal stakeholders raises the question about the WASC/ACCJC standards – awareness, development, proficiency, and sustainability – not only of program review, planning, and student learning outcomes (SLOs), but also in the practice of communication – cooperation, collaboration, collegiality, and community – among all stakeholders, both internal and external alike.

MISSION STATEMENT EVALUATION

Discussion and evaluation of the mission statement was set – to separate the statement itself into three general "aspects" with their own assessment indicators, as follows:

Separate Aspects	No. of Indicators
COM-FSM is a **learner-centered** institution of higher education…	7
…committed to the **success** of the FSM…	4
…by providing **academic, career and technical education** programs characterized by **continuous improvement** and **best practices**.	7

- The 7 indicators (i.e., measures of success) of **learner-centeredness** include (1) SLO attainment shown in program-level assessment (PLA) and course-level assessment (CLA), (2) 100% faculty completion of all CLAs every semester, (3) student-faculty interaction, (4) support for learners, (5) % credit hours taught by full-time faculty, (6) average credit section size, and (7) % full-time students.

- The 4 indicators of **success** include (1) accessibility of all four FSM states, (2) number of students graduating each year (completing career-based programs) prepared for workforce, (3) % students completing career programs and being employed in related fields, and (4) programs linked to FSM development priorities.

- The 7 indicators of **A/C/T, continuous improvement, and best practices** include (1) active and col-laborative learning; (2) academic programs and support services with guided pathways, graduation, and transfer; (3) persistence; (4) % full-time, first-time students in a cohort to complete in 3 years; (5) credit grades success-rate/completion-rate; (6) credit grades success-rate; and (7) meeting/exceeding WASC/ACCJC Accreditation Standards.

So, what was the purpose of this topic of discussion? It was to determine whether or not our participants, by team, agreed or disagreed with the indicators as "measures of success". The five teams   responded on the three separate aspects and several indicators (or measures of success), based on the following Likert scale: 0 = strongly disagree, 1 = disagree, 2 = uncertain, 3 = agree, and 4 = strongly agree. The Likert-scale numbers below represent aggregated five-team consensus:

Three Separate Aspects	Indicators (or Measures of Success)						
from the Mission Statement	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Learner-centeredness	2.6	2.8	2.1	3.5	3.5	3.5	3.3
Success of the FSM	3.0	2.0	2.3	2.5			
ACT, Continuous Improvement, Best Practices	2.3	2.0	3.3	2.8	2.5	2.3	2.5

- Learner-centeredness: In general, our Mini-Summit participants agree with the 7 indicators as appropriate measures of success. However, the **lowest** agreement was 2.1 (student-faculty interaction), and **highest** was 3.5 (support for learners, % credit hours taught by FT faculty, and average credit section size). This aggregated finding points to our participants' general agreement regarding the 7 indicators.

- Success: In general, our Mini-Summit participants range from "uncertain" to "agree" – neither strong agreement nor strong disagreement. The **lowest** was 2.0, reflecting our uncertainty about the use of the second indicator (graduates prepared for the workforce) as an appropriate measure of success of the success of the FSM.

- ACT, Continuous Improvement, and Best Practices: In general, our Mini-Summit participants res-ponded favorably; however, agreement was weak. The **lowest** was 2.0 (guided pathways, graduation, and transfer). The **highest** was 3.3 (persistence), reflecting an acceptable agreement with persistence as an indicator or measure of success in ACT, continuous improvement, and best practices.

     To assist participants in determining whether the indicators (or measures of success) are appropriate, or not, our five teams answered eight "guiding questions". The questions and team responses (with suggestions for modifying the mission statement to better meet each of eight criteria below) are cited:

- Q#1: *Does the mission statement clearly define the **broad educational purposes** of the college?*

  → Yes; however, the term "broad" is somewhat misleading inasmuch as "committed to the success of the FSM" seems to be much more specifically aligned with "workplace readiness" and "economic development" (i.e., Dimension of Learning 1) and less with "soft skills" (i.e., Dimension of Learning 3) and with "student engagement with their own learning" (i.e., Dimension of Learning 4). We suggest that **since COM-FSM has endorsed the Four Dimensions of Learning, the mission statement should reflect all four dimensions**.

  → We applaud our stated commitment, but this is a lot of "talk the talk" and not much "walk the walk". A cursory overview of the seven best practices of the Core Value "Commitment" reveals a problem of   assessment. If we ask our administrators, staff, and faculty, through a survey, if they are in fact performing these best practices, we will "demonstrate" an

overwhelming commitment. How can we find appropriate "measures of success" that can truly measure success in our commitment (both talk and walk)? This is a difficult task for us. We suggest that **COM-FSM assign a very high priority in finding appropriate assessment indicators of the best practices of "commitment"**.

- Q#2: *Does the mission statement clearly define the* **intended student population***?*

  → No one doubts that our primary perception should focus on our own FSM students; however, as the world becomes globalized, we need to realize how our nation can benefit by recruiting non-FSM students and become more globalized. Maybe we have discarded the former mission statement (i.e., "globally connected") and therefore made little effort to diversify our COM-FSM student population. We suggest that **the intended student population be expanded to include non-Micronesian students as well**.

- Q#3: *Does the mission statement articulate the* **types of degrees and other credentials** *COM-FSM offers?*

  → Yes; however, what we consider ACT nowadays seems to discount the original practice of CTE with its support of non-traditional educational programs, such as traditional Micronesian knowledge and skills and non-formal skills. If we consider current certificate/degree programs, it would seem that we are working toward an "appropriate" decline in what has made us Micronesian. Therefore, we suggest that **COM-FSM find ways to support credentialing of traditional knowledge and skills and non-formal skills**.

- Q#4: *Does the mission statement articulate COM-FSM's* **commitment to student learning and student achievement***?*

  → Yes, of course; however, **student learning and student achievement must incorporate the value and best practices in support of all Four Dimensions of Learning and also of traditional knowledge and non-formal skills**.

  → No one doubts the importance of commitment to the FSM as a nation, but we may be forgetting to raise a commitment to the nation's four states. Each state has its unique needs, and **career and technical educational programs should incorporate what each state deems as important**.

  → We acknowledge the importance of "commitment" (as a Core Value) as well as its general "best practices". All the same, we question whether, or not, we can transform thinking and feeling of commitment into real-life implementing and measuring of "best practices". We therefore suggest that **COM-FSM, through par-ticipatory governance and purposeful dialog, rethink how commitment may be truly transformed into contribution**.

- Q#5: *Does the* **2013-2017 Strategic Plan align with and support the mission***?*

→ We can offer no response nor suggestion, inasmuch as awareness of the strategic plan at Chuuk Campus and in external communities is lacking.

- Q#6: *How are we **distinctive**, and is that captured by the mission statement?*

  → We can offer no response nor suggestion, inasmuch as the term "distinct" is elusive.

- Q#7: *For any team **suggestion** to change the mission statement, what are specific measures of success to **evidence mission fulfillment** to stakeholders and WASC/ACCJC?*

  → We need to do ***post-graduation and follow-through tracking and data collection*** regarding "success" indicators 2 (preparation for workforce) and 3 (employment in related fields). We believe that tracking is a necessary "best practice" for our administrators to consider. There are models of success at many other colleges and universities. Let us ***incorporate tracking as a best practice***.

- Q#8: *What is the **relevancy** of our mission against our intended markets and the range of essential services necessary to adequately serve those markets?*

  → We choose not to respond to this question. All the same, some teams provided responses beyond the "guiding questions". Three, in particular, were (1) lack of "fairness and consistency" of program offerings at Chuuk Campus, (2) lack of career counseling and placement of graduates, and (3) lack of coherent plans to prepare high school students for entry into COM-FSM. The three responses are presented below:

(1) Fairness and consistency: We may be talking a good story about being fair and consistent toward all campuses – at least we did a number of years ago. At the same time, statements of key administrators have continued to justify why the National Campus wins the gold in program offerings. The worst such talk was how the Oglala model (South Dakota) would have served the best needs of the nation – to keep one national campus and to re-label the state campuses as "sites". In effect, states' educational needs (such as those at Chuuk Campus) could not be fairly and consistently offered, in comparison with the nation's educational needs (such as those at the National Campus).

The issue of "fairness and consistency" includes the issue of "equity". Chuuk Campus employees may not know all the facts about how the budget is used, but some Mini-Summit participants question whether, or not, the lack of budgetary equity is, in part, a practice of unwitting, or possibly deliberate, discrimination.

Some Mini-Summit participants considered an "if-then" notion: **If Chuuk State cannot fulfill its educational needs at COM-FSM Chuuk Campus, then an alternate plan to become more independent of a cen-tralized structure may be more desirable.**

(2) <u>Career counseling and placement of graduates</u>: If ACT educational programs are to be provided, we should be more cognizant of a complementary program of career counseling and placement on behalf of   graduates. In effect, as good as the mission statement may sound, real implementation lags behind the talk.

Success of the FSM (and its states) requires both commitment (the talk) and contribution (the walk). Again, this is a concern that we are good at talking, and not good at walking.

(3) <u>High school preparation</u>: COM-FSM is just one educational system in the nation. For the mission statement to commit us to the success of the nation, then a proper context for educational development requires discussion with departments of education, particularly the high schools, in how we must prepare secondary   students for entry into COM-FSM. For instance, if COMET is a valid indicator, the nation and its states are not going to be beneficiaries of any success at COM-FSM. We need to consider the use of COMET not for admission but for placement.

We need to design, develop, and implement routine actionable improvement plans, in consonance with departments of education, in order to prepare high school students to pass COMET and to enter COM-FSM without heavy reliance on remedial coursework.

| INSTITUTION-SET |
| STANDARDS (ISS) |

In an action letter (dated July 8, 2016), ACCJC recommended that COM-FSM do something about its Institution-Set Standards:

"In order to improve, the College should re-evaluate its ISS and provide evidence showing that standards and measures of success are appropriate for its student population, reflect improvement, and support its stated mission."

We are therefore tasked to discuss the need for more vigorous standards and stretch goals (targets) to address ACCJC expectations. We were given a chart of 14 criteria (i.e., "measures of success") with their baseline ISS, as follows:

14 Criteria **Measures of Success**	**ISS** **(baseline)**	**2013** **target**	**2015** **(actual)**	**2017** **target**
(1) Percent of students enrolled full-time (enrolled for 12 or more credits) fall semesters	60.0%	64.6%	64.7%	66.6%

(2) Percent of students earning 12 or more credits fall semester	36.0%	38.1%	40.1%	39.3%
(3) Average student credits enrolled fall semester	10.3	11.1	11.3	11.4
(4) Average student credits attempted fall semester	9.0	9.9	10.4	10.2
(5) Average student credits earned fall semester	8.0	8.5	9.1	8.8
(6) Percent of students in good academic standing (with 2.0 GPA or above)	72.0%	76.9%	81.9%	79.3%
(7) Retention rate (percent of new full-time students who return to school the next fall semester)	50.0%	53.4%	66.0%	55.1%
(8) Course completion percent A/B/C or P	62.0%	66.3%	71.8%	68.3%
(9) Percent withdrawals (not to exceed)	≤ 10.0%	6.6%	6.3%	6.8%
(10) CSLO completion rates (General Education courses)	65.0%	n/a	n/a	n/a
(11) PSLO completion rates (General Education programs)	65.0%	75.0%	67.5%	80.0%
(12) Persistence rate (fall to spring)	71.0%	76.0%	87.9%	78.4%
(13) Graduation rate (full-time cohort) 100%	4.0%	3.9%	6.1%	4.0%
(14) Graduation rate (full-time cohort) 150%	12.0%	12.8%	16.1%	13.2%

In plenary discussion, participants asked a number of pertinent questions. First, by whom were these 14 criteria set and determined as the baseline ISS? Are the criteria necessary and sufficient? On what bases were the baseline figures sets? How much system-wide participatory governance was involved in establishing the criteria and determining the baseline? Second, inasmuch as we were shown these ISS on Friday, August 19, how are we supposed to react and respond professionally in short notice to the task required of us? How are we expected to determine the appropriateness of each criterion, to reflect on improvement from baseline (2013) to 2017, and to defend the importance of each criterion in support of our mission statement? Third, given the fact that COM-FSM may be informed of non-compliance with any standards, are we certain that our effort in this task will successfully ward off non-compliance and avoid termination of accreditation?

Mini-Summit participants, by team, expressed much difficulty in re-evaluating the ISS and in providing evidence of the appropriateness of the 14 criteria and of their baseline ISS figures. We did notice, however, that the figures from baseline to 2015 were indicative of "improvement". In effect, it would be easy for COM-FSM to conclude that we are highly successful in achieving success in meeting the ISS and to congratulate itself. If so, why then would ACCJC tell us in July 2016 that we need to re-evaluate the ISS and provide evidence of appropriateness? We reached a tentative conclusion that something remains wrong in the way we established the criteria and determined their

baseline figures. Also, we believe that the baseline figures may be too easy to achieve and do not encourage much challenge for us to work harder to improve. We therefore began our task by setting higher standards as a way to challenge us in the next few years to self-improve. The following chart (under an assumption that the criteria are appropriate) reveals a range of baseline figures, which we seek in order to increase challenge, and to self-improve:

14 Criteria (Measures of Success) preferred	ISS stated	Range
(1) Percent of students enrolled full-time (enrolled for 12 or more credits) fall semesters	60.0%	60% to 77%
(2) Percent of students earning 12 or more credits fall semester	36.0%	40% to 70%
(3) Average student credits enrolled fall semester	10.3	11.3 to 12
(4) Average student credits attempted fall semester	9.0	11 to 12
(5) Average student credits earned fall semester	8.0	9 to 12
(6) Percent of students in good academic standing	72.0%	80% to 92%
(7) Retention rate (percent of new full-time students who return to school the next fall semester)	50.0%	60% to 75%
(8) Course completion percent A/B/C or P	62.0%	62% to 85%
(9) Percent withdrawals (not to exceed)	≤ 10.0%	≤ 7%
(10) CSLO completion rates (General Education courses)	65.0%	65% to 75%
(11) PSLO completion rates (General Education programs)	65.0%	65% to 80%
(12) Persistence rate (fall to spring)	71.0%	71% to 90%
(13) Graduation rate (full-time cohort) 100%	4.0%	5% to 15%
(14) Graduation rate (full-time cohort) 150%	12.0%	13% to 25%

The five teams of Mini-Summit participants, in general, agreed that the existing ISS figures are low, and that ISS should be higher, as shown in the range preferred by the teams. For instance, let us look at the "graduation rate (full-time cohort) 100%", or a mere 4%. We have chosen to raise the bar to a figure between 5% and 15%. We admittedly cannot justify that the range is fully appropriate, but we do have a logical reason for raising the standards. When standards are low and when we achieve them, we may be guilty of believing in our own self-fulfilling prophecy, and, more so, we become guilty of not trying harder in our commitment to succeed. Those who aim low may be guilty of not trying hard, afraid of failing to reach higher. We are not afraid of failing, because, as

we know from life, failure is a great teacher for self-improvement. We are just afraid of failing to try harder.

We recommend that all of us at COM-FSM rethink both the 14 criteria and their ISS. More speci-fically, here are our aggregated thoughts:

- We assume, first and foremost, that, when we measure student achievement on the 14 criteria, these students are not only degree students but also certificate students. It should also be **desirable for us to know if there are differential student achievements on the 14 criteria by their programs**. For instance, do students in a particular field or program (i.e., business administration) have higher achievement than students in another field or program (i.e., marine science)?

- Are transfer students – those who did not start in a cohort at COM-FSM but who joined a cohort by transferring into it – included in these data? We need to figure out **some kind of accommodation to include them, maybe calling them "transfer cohort"**.

- Among certificate and ACE students, do we measure them as **a separate cohort, or are they included into a degree-entry cohort**? We need an answer to this question as well.

- Most importantly, we need to **set our standards higher**. Failure to achieve them within a time span (such as five years) is not a bad thing. Assuming that, within the five-year period, there is some improvement, then we know that we may be on the right track toward self-improvement and that we should make some adjustments here and there to accelerate our efforts toward helping students learn and achieve. If that is the definition of "stretch goals", then let us admit to ourselves that we all need to work harder, to try more, to stretch our commitment. We can do this.

STRATEGIC PLANNING

Our Mini-Summit participants admitted as much that they were generally unaware of COM-FSM's strategic directions and goals. They also admitted that, given this initial awareness, they are now much better prepared to begin a development effort. These admissions are what we call the ACCJC criteria – awareness, development, proficiency, and sustainability – which need to be measured, among as many stakeholders as possible, so that we can work as a community in fulfilling our shared mission.

We attempted to evaluate the 6 strategic directions and 9 strategic goals. We have assumed that our effort is appropriate and will fulfill the intent and purpose of the Visioning Summit 2016. Here are our aggregated thoughts:

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

- We are concerned that the term "**access and success**" is more a focus on administrative tasks, less a focus on student learning and achievement. "Access" conforms to the so-called definition of "student success" – recruitment, retention, and graduation. In particular, recruitment and retention are what administrators must do, not what students learn or achieve.

- 1.1.1 In our review of the ISS, we concluded that our COM-FSM community may be much more concerned and interested in **obtaining data to validate administrative success in the 14 criteria**, rather than to determine student success in learning and achieving – what we normally would call "student learning outcomes". We really do not need to pat ourselves on our backs by setting low standards that are easy for us to achieve. Let us get back to our commitment to help our students succeed, not to praise ourselves for doing so little to achieve student-learning outcomes.

- 1.1.2 We found the **CCSSE data** to be quite compelling insofar as they demonstrate our need to improve. We look at the 50% baseline as too low. Students have perceptions, but their perceptions may not be as empirical as we may want. All the same, the 50% baseline should be raised, so that we may have a greater awareness of and commitment to self-improvement. For instance, it was obvious that Chuuk Campus has a dire dilemma in Academic Challenge and Student-Faculty Interaction (without mention of the other three benchmarks). Mini-Summit participants spent much time in discussing ways and means for overcoming this dilemma. **We have agreed to resolve this matter among   ourselves, as part of efforts in self-improvement, during the school year 2016-2017.**

- 1.1.3 We find the March 2016 ACCJC commendation on "**guided pathways**" to be less than useful. By definition, four-semester suggested schedules are extremely difficult to follow at Chuuk Campus. To be sure, we try to set up these schedules; however, we also realize that students' family and cultural needs often interfere in keeping students on track. In effect, as clear as the pathways are, students are often unable to balance what they must experience off-campus with what we – in good conscience – use "in scheduling course offerings to meet students' needs". If stretching targets is an acceptable means to an end, then we must figure out how to stretch the pathways as well. How? At this point in time, we have no definitive answer, but we need to explore pathway-stretching strategies during the school year 2016-2017. We look forward to working with the entire COM-FSM community in figuring out answers to our "how" question.

- 2.1   Our Mini-Summit participants seek to add the term "and **state**" between "national" and "needs". We believe that Chuuk State has its own unique needs that require priority at Chuuk Campus. To be sure, Chuuk State is part of the FSM nation and we want to play a role in service to national needs; however, we at Chuuk Campus need to have academic offerings in service to Chuuk needs as well.

- It is quite apparent that this strategic direction intends to help the National Campus, almost exclusively, to offer **4-year program opportunities**. It also helps Chuukese students to go to CCPI, rather than the National Campus, to enter bachelor's degree programs. So, we must ask a difficult question: Is it part of Strategic Direction Two to undermine state campuses and to operationalize the Oglala plan by looking at state campuses as mere extension sites for the National Campus? We think so.

- 2.1.1 and 2.1.2   We have nothing to say about articulation agreements and partnership programs.

- 2.1.3 We were disappointed that **AR 101** was discontinued as a distance-learning course for Chuuk Campus. We were equally surprised to learn at our Mini-Summit that ACCJC had recommended "either develop a distance education approval process or discontinue offering the AR 101 course in an online modality". Obviously, COM-FSM chose to do the latter. We can only hope that COM-FSM will make an effort to go the former – to develop a DE approval process. Let us not forget that AR 101 is a requirement of the A.A. degree for Teacher Preparation. If we cannot be guaranteed to have a qualified instructor at Chuuk Campus and if we cannot be fully assured of having one such instructor in Chuuk at least once a school year (i.e., during the summer session), then the discontinuation of AR 101 in an online modality serves to undermine the A.A. degree program in Chuuk. We do not and cannot appreciate this fact.

- 2.2.1   Regarding CTE, we need to know who Chuuk's representatives are on the **advisory councils for CTE programs**, such as the Third-Year Certificate for Teacher Preparation, and Certificates of Achievement for Secretarial Science and for Basic Public Health? We seek your disclosure on this   information requested.

- 2.2.2, 2.2.3, and 2.2.4   We have nothing to say about these measures of success.

Strategic Direction Three: Be financially sound, fiscally responsible, and build resources in anti-cipation of future needs

Our Mini-Summit participants failed to discuss in great length the goals and their measures of success regarding Strategic Direction Three. All the same, our limited discussion may provoke COM-FSM to consider our aggregated thoughts:

- 3.1.1 We are happy to know that the FSM National Government offset the 2011 **JEMCO decrements**, even though the decision to do so is made on an annual basis.

  However, we want to understand, regarding **AANAPISI**, why COM-FSM "failed to submit the additionally required, annual grant eligibility application". What happened?

- 3.1.2 In 2013 the **Friends of COM-FSM Foundation** (an allied foundation) received $625,000. We wish to see an **audit report** on how the Friends expended such funds since 2013 and how much   money it has raised for our endowment fund.

- 3.1.3 We are happy to endorse the March 2016 ACCJC visiting team's underline commendation.

- 3.14 If COM-FSM cannot touch its endowment fund until we have **accumulated endowment assets** of at least $20,000,000, we seek to understand how the balance dropped from 2014 ($4,375,829) to 2015 ($4,122,830). Also, we seek to know why the 2015 BOR target of $100,000 a year was not met in 2015.

> **Strategic Direction Four: Invest in and build a strong capacity in human capital**

- 4.1 and 4.2 We are pleased with the March 2016 ACCJC visiting team's commendations.

- 4.1 and 4.2 Nonetheless, one team scrutinized Table 12 of the Evaluation Report for 2014-2016 (May 2016) and noticed how it defines "target". For instance, the targets were 68/75 for 4.1.1 and 24/24 for 4.1.2, while they were 0/1 for 4.1.3 and 1/1 for 4.2.1. We see clearly that the 4.1.1 and 4.1.2 targets were specific individuals, and that the 4.1.3 and 4.2.1 targets were lump-sum groups.

  → Bullet #4: There were 306 persons in online webinar training and other training opportunities. We wonder what percent of all persons was not in such training.

  → Bullet #6: To be sure, faculty workshops were conducted. Do we keep a record of attendance at each workshop to verify a percentage of faculty in attendance? What were the topics at these on-campus training workshops? Holding workshops is one thing, attending them is another, and, of course, learning and applying what they learn is still unknown.

> **Strategic Direction Five: Become a learning organization through development of a learning culture guided by learning leaders**

- 5.1.1 We notice that COM-FSM admits that it "cannot readily tally the number of employees who demonstrate lifelong learning skills, but the college can foster lifelong learning by designing a work environment that offers this support". So, yes, we appreciate the act of fostering, but we really do

need to see quantitative evidence that the fostering has indeed produced curiosity, initiative, independence, transfer, and reflection.

- 5.1.2 Likewise, COM-FSM can foster critical reflection and experimentation; however, given the "evidence" presented in the Evaluation Report for 2014-2016 (page 25) as well as the December 2015 ISER report, how can we prove quantitatively that COM-FSM personnel have truly achieved success in critical reflection and experimentation?

- 5.13 and 5.14 We note that the targets were not achieved; however, our primary concern lies in the phrase "evaluate its success". As far as we are concerned, without quantitative evidence or "explicit measure of success", COM-FSM should eliminate these sub-goals.

- 5.2.1 One team took a straw poll on whether we had read "Strengthening Purposeful Dialogue". The result was dismal – one participant heard about the handbook, but no one had read it at all. We shall encourage our Campus Dean to provide us staff/faculty training on the handbook's contents.

- 5.2.2 We are basically unaware of Standard I.C. Institutional Integrity and its continuous improvement model. We shall encourage our Campus Dean to provide us staff/faculty training on this standard and its continuous improvement model.

- 5.2.3 and 5.2.4 We have no comment at this time on these two sub-goals.

> **Strategic Direction Six: Evoke an image of quality**

Given this strategic direction, we have only one remaining question to ask: Why then is student enrollment declining in recent years?

- 6.1 The nature of this direction compels us to look at administrative practices, and we have no doubt that COM-FSM must make the **image** real and to maintain accreditation standards. All the same, we seek to understand, then, why student enrollment has declined in recent years.

> **BEST PRACTICES AND STUDENT PERCEPTIONS**

Our Mini-Summit planners took the initiative to discuss in greater detail the CCSSE results of student perceptions (2013-2016) in the five categories of institutional practices: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. In particular, we looked at the 2013 data for Chuuk Campus. Given the data, we wanted to know which best practices (BP), as presented in the Core Values, would help us to

improve the way Chuuk Campus students perceived the five categories. In five teams, we selected the top three best practices within each Core Value. Here are the aggregated selections:

Core Value	Excellence	Learner-Cent.	Commitment	Professional.	Teamwork
#1 Top BP	(4)	(6)	(15)	(20)	(26)
#2 Top BP	(2)	(9)	(14)	(21)	(33)
#3 Top BP	(1)	(10)	(17)	(25)	(30)

For each Core Value, we restate the top three best practices:

Excellence

(4)   Set goals and endeavor to exceed them

(2)   Hold yourself accountable to high performance standards

(1)   Complete all duties and assignments

Learner-Centeredness

(6)   Dedicate time for learning

(9)   Continuously assess your knowledge, skills, and abilities

(10)   Collaboratively share information and skills

Commitment

(15)   Contribute your best and inspire others to do the same

(14)   Dedicate your time, energy, and enthusiasm

(17)   Connect, participate, and be involved

Professionalism

(20)   Be honest and transparent

(21)   Accept responsibility for your actions

(25)   Act in the best interest of the college and the communities you
         serve

Teamwork

(26)   Respect yourself and others

(33)   Recognize the needs of others

(30) Pursue an understanding of diverse points of view and ideas

According to our Campus Dean, these 15 best practices will be submitted to one of our Chuuk Campus committees, the Chuuk Assessment Working Group (ChAWG), to design and develop a self-assessment instrument, using a Likert scale, which administrators, staff, and faculty will take in order to determine their practice of each best practice. These personnel will assess themselves each semester, at the end of that semester. Sometime, late in the Fall Semester 2016, we will begin field-testing the   instrument and attempt to establish baseline data on how well we apply the 15 best practices on campus. We realize that each employee should be applying as many of the 35 best practices each semester; however, we intend to check on the top 15 best practices every 2-3 years.

The first draft of the self-assessment instrument is attached, as a post-summit activity.

KAWAN   CASE STUDY

The final Mini-Summit activity was to prepare a portfolio of Action Plans and Strategies to improve student success – for a so-called make-believe Kawan Islands Community College (KICC), not unlike our own COM-FSM. By definition, student success would focus on student recruitment, retention, and graduation. In effect, our Mini-Summit teams worked as best as possible on three action plans, one for each of the three foci (recruitment, retention, and graduation). Once compiled, these action plans would then assist COM-FSM in submitting a five-year grant application for funding from the U.S. Department of Education's program entitled Asian American Native American Pacific Islander Serving Institutions (AANAPISI).

To assist our five teams in completing their Action Plans and Strategies, our Mini-Summit facilitator distributed KICC institutional profiles, including the following data:

• Basic KICC demographics;

• KICC mission statement, core values, and published definition of "student success";

• 2009-2011 cohort graduation rates (150% of normal time) to compare KICC with the College of the Marshall Islands, Palau Community College, and Windward Community College (Hawaii); and

• AANAPISI guidelines regarding recruitment, retention, and graduation.

A number of Mini-Summit participants, particularly internal-stakeholding administrators, staff, and faculty, commented that the KICC-oriented information looked like COM-FSM data. Although

the teams were expected to prepare 50-word stories to describe how their work contributes to student success at KICC, they went directly into designing the portfolios of their Action Plans (goals, tasks, and strategies), as submitted on the next three pages:

Team A (Uwaw)

Action Plan Goal 1	Action Plan Tasks	Action Plan Strategies
For learners to be physically, mentally, and socially healthy access- sports	1.1 To have healthy food awareness 1.2 To be aware of health hazards 1.3 To engage in extra- curricular activities	1.1.a To conduct workshops 1.1.b To build a cafeteria 1.2.a To conduct workshops 1.2.b To have a health office fully ible to medical supplies 1.3.a To encourage participation in activities 1.3.b To provide sports activities free
Action Plan Goal 2	**Action Plan Tasks**	**Action Plan Strategies**
To have adequate applica- **resources (financial and academic)** inventory of	2.1 To be eligible for PELL grants 2.2 To provide instruction based on SLOs 2.3 To make available all necessary learning resources (such as textbooks)	2.1.a To complete required PELL tions 2.2a To provide course syllabi 2.3a To conduct and maintain available materials
Action Plan Goal 3	**Action Plan Tasks**	**Action Plan Strategies**
To have safe and Plan **sufficient facilities for learning**	3.1 To repair and maintain all facilities conducive to student learning 3.2 To maintain campus safety and security	3.1.a To comply with Maintenance and Accreditation Standard 3B.2 3.2.a To provide 24-hour security and safety services

Action Plan Goal 4	Action Plan Tasks	Action Plan Strategies
up		3.2.b To participate in campus clean- and beautification
To increase student enrollment awareness in transporta-	4.1 To sponsor outreach and bridge programs in order to recruit actively	4.1.a To conduct school visitations
		4.1.b To provide community programs
		4.1.c To revisit standards of COMET
	4.2 To provide for additional programs	4.2.a To provide for CTE programs vocational education
		4.2.b To provide students with tion services to campus

Team B (Siripw)

Action Plan Goal 1	Action Plan Tasks	Action Plan Strategies
To provide adequate for **resources and services** recruit- **to promote success-** **ful learning**	1.1 To increase the budget for additional funding	1.1.a To write and submit proposals grant applications that encourage ment of students
Action Plan Goal 2	**Action Plan Tasks**	**Action Plan Strategies**
To provide for con- order **tinuous training in** **capacity-building**	2.1 To allocate additional funding of professional development workshops	2.1.a To improve capacity of staff in to maintain high retention rate
Action Plan Goal 3	**Action Plan Tasks**	**Action Plan Strategies**
To review and for **update student IDPs**	3.1 For counselors to assume responsibility for reviewing and updating student IDPs 3.2 To create programs that relate to student interests	3.1.a To provide academic counseling all advisees

Team C (Anga)

Action Plan Goal 1	Action Plan Tasks	Action Plan Strategies
To have more brochures **effective recruitment** **and enrollment** **programs** scholarships	1.1 To implement a social marketing approach	1.1.a To prepare and distribute 1.1.b To hire well-trained recruitment staff 1.1.c To sponsor college fairs 1.1.d To offer students more

		and grants
municipal		1.1.e To invite participation of governments and local communities recruitment and enrollment activities
in		
relevant		1.1.f To offer appropriate and courses that match community and
private-		
		sector needs

Action Plan Goal 2	Action Plan Tasks	Action Plan Strategies
To accelerate entry **certificate and** and **degree programs** person- COMET	2.1 To work with various high schools in curriculum offering for smooth transition to college	2.1.a To collaborate with various high schools with college-based training workshops for high school personnel 2.1.b To sponsor with high school nel course review sessions for preparation

Action Plan Goal 3	Action Plan Tasks	Action Plan Strategies
To improve incentives to **graduation and** **transfer rates** curriculum skills	3.1 To design MOUs with other IHEs to ensure minimum accreditation requirements 3.2 To sponsor on-the-job training, job placement, and employability skills	3.1.a To provide appropriate retain qualified faculty 3.2.a To develop appropriate and course offerings for non-formal development

Team D (Nikeitepar)

Action Plan Goal 1	Action Plan Tasks	Action Plan Strategies
To set up a Rainbow demonstrate	1.1 To create SBA-based out-	1.1.a For KICC students to
Bridge Program for	reach to high schools	classroom teaching at high schools
recruitment	1.2 To allow advanced high registerschool students to audit KICC in proposed	1.2.a To let high school students for and audit KICC courses
	classes	fields of study
	1.3 To use Bridge Program	1.3.a To offer college exposure to
those		
	"Learning Skills Space"	deemed "not yet" ready for college
entry,		
	facilities and programs	at-risk students, and transfer students

Action Plan Goal 2	Action Plan Tasks	Action Plan Strategies
To retain students Space"	2.1 To hire a "retention	2.1.a To supervise "Learning Skills
enrolled in degree	coordinator" (RC)	activities
and developmental for	2.2 To train "skills coaches"	2.2.a To identify and select criteria
programs averages	from among KICC students	subject matter and grade-point
		among the "skills coaches"
		2.2.b To begin a faculty referral of
poten-		
		tial "skills coaches" and a self-referral
		system
	2.3 To set up "Learning	2.3.a To fund program, including
purchase		
	Skills Space"	of equipment
		2.3.b To track progress or
improvement		
		among "skills players"

Team E (Nimesepwuun)

Action Plan Goal 1	Action Plan Tasks	Action Plan Strategies
To establish school	1.1 To approve appropriate	1.1.a To evaluate and revise high
partnership with	MOUs between KICC and	curriculum
public and private in	high schools	1.1.b To train high school personnel
schools to prepare		partnership implementation
for COMET entry pro-	1.2 To assist high schools	1.2.a To set up after-school tutorial
and retention at	in improving and expanding	grams at the high schools
KICC to	instructional pedagogy	1.2.b To provide academic challenge
		high school students
		1.2.c To increase instructional
repertoire		among high school teachers in:
		→ differentiated instruction,
recursive		teaching, multi-grade instruction,
and		multi-sensory materials
development		→ classroom management, time
manage-		ment, scheduling, formative
assessment		strategies, and
life/survival/health		skills
		→ capacity-building for improved
student		

	perception and for campus
community	
	development

FINAL ASSESSMENT OF THE MINI-SUMMIT

A total of 37 participants (69% among the 54 total) filled out the "Assessment of Visioning Summit 2016: Outcomes Achieved". The cumulative ratings are herewith presented, on the following scale: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, and NR = no   response.

TOPICS OF DISCUSSION and Outcomes Achieved	SA NR	A	N	D	SD	
KICC CASE STUDY						
(1) Team members created a 50-word story.	13	13	3	0	0	8
(2) Team members shared and discussed their 50-word stories.	16	10	3	0	0	8
(3) The team compiled and transcribed those stories into a folder.	13	11	3	1	1	8
(4) The team analyzed and interpreted comparative institutional data.	13	12	4	0	0	8
(5) The team developed action plans and strategies.	15	11	3	0	0	8
(6) The team communicated results with at least one other team.	7	10	4	4	2	10
(7) The team compiled a portfolio of the action plans and strategies.	9	16	3	1	1	7
CORE VALUES						
(8) Assessed COM-FSM core values and discussed if they are representative of beliefs that would influence behavior.	9	11	2	0	0	15
(9) Assessed COM-FSM core values and discussed if they are representative of the essence or "heart" of the college.	6	14	2	0	0	15
(10) Assessed whether COM-FSM core values are principles that best guide behavior over time.	7	11	3	0	0	16
(11) Assessed COM-FSM core values to identify any gaps in the beliefs and principles that require consideration for revision.	7	12	2	0	0	16
MISSION EVALUATION						

(12) Reviewed required components of the mission statement and discussed how well the mission aligns with and meets those criteria.	9	11	2	0	0	15
(13) Reviewed the mission fulfillment indicators and evaluated whether or not COM-FSM delivers on its promise.	7	11	4	0	0	15
(14) Discussed the mission fulfillment measures of success.	7	13	2	0	0	15
(15) Discussed the relevancy of our mission against our intended markets and the range of essential services.	8	9	4	0	0	16
INSTITUTION-SET STANDARDS						
(1) Review ACCJC recommendation 1 (ACCJC action letter).	3	4	0	0	0	30
(2) Be able to define the term Institution-Set Standards (ISS).	3	4	0	0	0	30
(3) Be able to describe how ISS are used.	3	3	1	0	0	30
(4) Discuss more vigorous ISS and stretch targets.	2	5	0	0	0	30
(5) Understand trying to improve and failing is okay, but failing to try is not okay.	2	4	0	1	0	30
STRATEGIC PLANNING						
(6) Review the current strategic plan and strategic directions.	3	5	0	0	0	29
(7) Briefly review the Quality Focus Essay (QFE).	3	4	0	1	0	29
(8) Be able to describe the use of the Strategic Plan.	3	5	0	0	0	29
(9) Identify components of the Strategic Plan.	4	4	0	0	0	29
(10) Identify and prioritize five potential strategic directions 2018-2023.	4	4	0	0	0	29

Here are general findings of the over-all assessment of the Mini-Summit, by topic of discussion:

KICC Case Study

- Approximately 85% among the respondents were "strongly agree" or "agree". However, it should be noted that, even though the 50-word stories were not written, team members did oral stories (without counting the number of words per oral story) and shared them with each other, within teams.

- Only two teams actually communicated their results with another team (i.e., between the two teams).

- Four teams had enough time to compile their own portfolios of action plans and strategies. The Secretary compiled the portfolio of the fifth team and later integrated all five portfolios.

- In general, the primary enjoyment about the Mini-Summit was the opportunity for stakeholders, both internal and external, to get together and to see how participatory governance works. However, there was one sour note – that there was not enough preparation time. Some participants explained that they did not have enough time (only a few minutes) to receive the KICC case study and to review its institutional data.

Core Values

- Approximately 90% among the respondents were "strongly agree" or "agree". Although a few were "neutral", no one was "disagree" or "strongly disagree". However, it should be noted that a relatively large number of participants did not respond at all.

- In general, some respondents claimed that, prior to the Mini-Summit, they had no idea that COM-FSM even had core values. Because of that, they also expressed enjoyment in learning about core values and saw how they could influence stakeholders' behavior toward COM-FSM.

Mission Evaluation

- Approximately 86% among the respondents were "strongly agree" or "agree". Again, there were a few "neutral" and no "disagree" nor "strongly disagree".

- It should be noted that, even though more respondents were "agree" than "strongly agree", a few commented that they did not realize that the mission statement could be fulfilled through the use of measures of success and that were pleased to know that such measurement could be made.

Institution-Set Standards

- We should be reluctant to draw any conclusions, inasmuch as the number of non-respondents was far greater than respondents. More than half of all participants did not respond.

Strategic Planning

- Again, we should be reluctant to draw any conclusions, inasmuch as the number of non-respondents was far greater than respondents. More than half of all participants did not respond.