Assessment of the 2006-2011 College of Micronesia-FSM Strategic Plan

Submitted to President Joseph M. Daisy
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Introduction

This report assesses the College of Micronesia-FSM's (COM-FSM) 2006-2011 strategic plan, its components, processes, and outcomes. It is intended to present the COM-FSM community with closure to the existing plan, as well as a basis for ongoing dialogue among college governance bodies and stakeholder groups about institutional effectiveness. Such dialogue and ongoing, robust, and purposeful planning must be based on such evidence and on widely-disseminated, data-informed analyses.

The college has undergone two cycles of review by the Accrediting Commission for Community and Junior Colleges (ACCJC) during the life of this strategic plan. Those reviews indicate that the plan has fallen short in four areas:

- integration of resource planning and long-term budgeting;
- systematic evaluation to refine institutional key processes and improve student learning;
- a culture of reflective dialogue about institutional effectiveness; and
- continuous review and adaptation of evaluation, planning, and budgeting processes.

This analysis of the 2006-2011 Strategic Plan occurs in the context of those findings. The report's analysis presents *findings* regarding the plan and a set of *recommendations* for future action based upon a two-pronged methodology:

1) evaluating the existing Strategic Plan as part of an effort to close the planning/assessment loop; and
2) assessing the college's progress in resolving the ACCJC Recommendations .

Carrying out the assessment involved interviewing college administrators to gather information regarding each of the nine strategic goals; working with the college's Institutional Research and Planning Office (IRPO) to obtain copies of quantitative and qualitative data regarding the nine strategic goals; and meeting with the Planning and Resource Committee (PRC) to better understand their role in the planning process. The time available for field-based data collection and interviews was somewhat constrained due to a change in the ACCJC's visiting team's schedule. Still, time spent on-site yielded a wealth of data. Its examination has formed the basis of the observations and recommendations presented to the college in this report.

It is worth repeating that this report is intended to serve as a guide to the college community in its on-going dialogue on planning and institutional effectiveness. As discussed in the college president's April 2012 "White Paper," the COM-FSM community will begin a new visioning process in August 2012. The recommendations in this document should form a basis for a shared reflection and dialogue in advance of the commencement of that visioning process.

The 2006-2011 College of Micronesia-FSM Strategic Plan

Overview of Findings

The 2006-2011 College of Micronesia-FSM Strategic Plan was developed in 2005-2006 by faculty, staff, and administrators from all six campuses, with additional input from the community and major stakeholders. The college's vision, mission, values and initial statement of goals were developed at a Presidential retreat held at the national campus in August 2005. The original adoption of the mission, vision, values and goals by the Board of Regents occurred during its September 2005 meeting. Development of objectives, strategies, measures, baselines and benchmarks occurred from January through August 2006 through planning sessions at all six campuses.

Linkages to Federated States of Micronesia's Strategic Development Plan
As a requirement of the receipt of both Federated States of Micronesia (FSM) and United States performance-based Compact funding, the college must link its activities to the FSM Strategic Development Plan (SDP). The college's activities and compact-related expenditures are linked to the SDP through the following, FSM strategic goal:

> "To allow FSM students to complete postsecondary education to assist in the economic development of the FSM."

In the context of the SDP, the colleges' strategic goals are treated as activities under the broader FSM SDP strategic goal for postsecondary education and reported as such in the quarterly performance reporting by the FSM.

Since 2006, the college has tied its required, quarterly FSM performance reports to the nine goals of the strategic plan. This linkage has allowed COM-FSM to capture goal attainment data (both qualitative and quantitative) four times each year. These efforts, while perhaps not widely understood or known by the college community, were intentional – so that annual linkages were created among planning, evaluation, and resource allocations.

The 2006-2011 strategic planning document states that the college,

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

Finding #1

No formal method for regularly assessing the plan is in evidence. In addition, the college has not regularly been using the ACCJC Institutional Effectiveness Rubric as a surrogate assessment method.

Finding #2

During interviews with college faculty and administrators it was discovered that while resource allocations have been tied to the strategic goals, tracking of actual annual expenses by the goals and annual discussions about the effectiveness of the institution in relation to the nine goals has not regularly occurred.

The 2006-2011 Strategic Plan indicates that COM-FSM will have a cycle of assessment and review to continuously improve in order to meet or exceed the ACCJC accreditation standards and to meet the nine strategic goals of the college. The plan was developed in such a way as to provide, "mechanisms that assist the college in focusing on continuous improvement and recognizes the need for true performance reporting of results."

Finding #3

Regarding the strategic goals, members of the college suggested that these nine goals were created so that different areas of the college would each be responsible for one particular goal. If these statements are correct, then the strategic plan was created in a fashion which resulted in "siloing" areas of the college and thus unintentionally hampering the integration of each siloed area's operational plans.

A complete list of the objectives and strategies for each of the nine strategic goals is located in Appendix A. In addition, copies of the college's quarterly performance reports that list accomplishments for each of the nine strategic goals are located online for others to view.

Recommendations

In response to the three findings, it is recommended that the college:

Regarding Finding #1: While indicators/measures and baseline data for aspects of each of the nine strategic goals were included in the plan, the college did not set targets (sometimes known as key performance indicators, milestones, or benchmarks) for each strategic goal so that progress toward meeting/achieving each goal can be measured and assessed.

In addition, assessment of each goal/objective/strategy is crucial as the assessment is the proof and evidence that the goal/objective/strategy has been met and the college has changed for the better as a result of the resources allocated and spent on each. All goals/objectives/strategies must have stated, good assessment/evaluation plans before any resources are dedicated to them.

- Recommendation #1a: Even though the stated timeframe for the strategic plan has lapsed, continue using the nine strategic goals until a new visioning and strategic planning cycle has been completed.

- Recommendation #1b: Compile, publish, and disseminate annual updates on progress made for each strategic goal.

- Recommendation #1c: Set and track targets to assess goal attainment.

  NOTE: Some of the college's "Enrollment Management - Campus Standards Key Indicators" that were included as an appendix to the Strategic Plan could possibly be used as targets if the indicators were linked back to specific strategic goals. Appendix B lists these "Enrollment Management - Campus Standards Key Indicators."

  The college also has a set of "Strategic Plan Indicator Trends" that it updated in May 2012. Although these indicator trends are different than the "Enrollment Management – Campus Standards Key Indicators" that were included in the 2006-2011 Strategic Plan, these indicator trends may also prove helpful when the college sets targets for each goal.

- Recommendation #1d: Regularly (at least annually) track progression toward sustainable, continuous quality improvement in Planning by using the ACCJC Institutional Effectiveness Rubric. The ACCJC rubric can be completed by various college employees and/or participatory governance committees, and rubric scores can be tracked over time.

Regarding Finding #2: Currently, only allocated resources are easily tracked. See Appendix C for a summary of allocated resources for each of the nine strategic goals from 2007-2011 (the only years for which data were available)
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- Recommendation #2a: Annually track allocated resources and actual expenses for each strategic goal so that assessment of the resource allocations can be better tied to planning.

- Recommendation #2b: Track the percentage of resources allocated and spent by each of the strategic goal areas in order to determine if and, subsequently, why any previously noted funding patterns have changed.

Regarding Finding #3: Each area of the college has developed its own planning documents. These Microsoft Word formatted documents were found for Instruction; Facilities and Campus Environment; Finance/Budget; and CRE/Land Grant. The ACCJC, however, requires that the college have integrated plans that build upon and complement one another, particularly for the four resources areas specified in the ACCJC's Standard III: Human Resources, Physical Resources, Technology Resources, and Financial Resources.

- Recommendation #3a: Integrate all existing plans into a planning clearinghouse so that all goals, objectives, and strategies for the college are located in one, shared location. This location could be in a cloud-based environment (such as a GoogleApp) so that all members of the college can review the plans and their various pieces. Having all of the plans in one place will also provide an opportunity for linkages among the plans to be created and for redundancies and competing interests to be identified and resolved.

- Recommendation #3b: Align plans with all four resource types stated in the ACCJC's Standard III. In addition, more widely disseminate reports regarding these planning and resource allocation linkages so that the performance of the college is accurately documented and the work of the college is more widely understood. This step is especially critical since funding from the FSM is expected to decrease over the next four years.

- Recommendation #3c: Continue to tie operational plans back to the stated strategic goals of the college. This can be done in the educational master plan template and/or via another instrument that the college finds useful. These linkages will more easily allow the college to annual report progress for each of its strategic goals.

- Recommendation#3d: Charge the Planning and Resource Committee (PRC) or another cross-representative group with annually assessing the strategic plan and the various plans of the college. One method to complete these assessments is to establish criteria and/or a rubric for evaluating progress toward each goal, objective, and/or strategy. This rubric could contain questions such as the following:

    o Do the goals/objectives enhance student learning? Why or why not?
    o Do the goals/objectives advance the effectiveness of the institution? Why or why not?
    o Are the goals really priorities for the college? Why or why not?
    o Do the objectives and strategies advance the strategic goals of the college? Why or why not?
    o Is the goal/objective/strategy data informed? Have pertinent data been used to develop and support the need for the goal/objective/strategy?
    o Does the estimated cost of accomplishing the goal/objective/strategy justify pursuing the goal/objective/strategy? (This could be a discussion regarding return on investment – i.e. Could the money be spent better elsewhere?)

- o Does the goal/objective/strategy have a solid assessment plan? If not, then the goal/objective/strategy either needs to develop one; be rewritten/reconsidered; or not funded.
- o Can any goals/objectives/strategies of the various college plans be combined so that work is not done in silos? *NOTE: As previously stated, having all of the goals and objectives in one, master template will assist with making linkages (and identifying competing ideas) among the various goals and plans.*

Appendix A: The Nine (9) Strategic Goals with their Respective Objectives and Strategies

Strategic goal 1: Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively.

Objectives	Strategies
1A: Promote quality teaching and learning-centered behaviors and environments for the six campuses	1A1: Develop and implement strategies for learning-centered teaching
	1A2: Achieve greater faculty collaboration and participation in assessment/evaluation and research
	1A3: Advocate and enhance collegiality and collaboration among faculty
	1A4: Support faculty innovation in curriculum development and instructional delivery
	1A5: Align and advance in consonance with learning-centered instruction, faculty activities in curriculum development, instructional programming and authentic assessment/evaluation
	1A6: Develop and provide effective faculty trainings
	1A6a: Assessment and evaluation
	1A6b: Academic advisement
	1A6c: Learning centered organization
	1A6d: Training requested by faculty
1B: Make developmental courses an institutional priority	1B1: Encourage best practices including interdisciplinary instruction and problem-based learning in developmental education
	1B2: Establish a comprehensive approach to developmental preparation of students through learning communities.
	1B3: Provide training to faculty and staff in assisting students in developmental courses
	1B4: Track, evaluate and report on progress of developmental students
1C: Enhance faculty involvement in the college	1C1: Promote increased faculty involvement in college committees
	1C2: Promote strategies that allow real time (or near real time) involvement of faculty across all six campuses in curriculum and instructional decision and improvement activities

Strategic goal 2: Provide institutional support to foster student success and satisfaction

Objectives	Strategies
2A: Promote strategic enrollment management for the college	2A1: Develop and implement a strategic enrollment management plan based on ability of student applicants, availability of services, facilities and faculty with emphasis on student recruitment and retention 2A2: Provide training in academic advisement and guidance for support staff 2A3: Enhance capacity of staff for continuing improvement based on assessment and evaluation
2B: Become more student-centered in the development of specific college system policies and procedures	2B1: Increase student participation in development of college policies and procedures 2B2: Increase student leaders (SBA) membership and participation on ad hoc and standing committees across the college system
2C: Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value	2C1: Expand and strengthen student advisement and tutorial services. 2C2: Engage students in self-directed learning, including self-teaching and community service learning 2C3: Facilitate students' preparation as self-actualizing individuals in the community-at-large
2D: Develop a student-friendly campus environment that encourages and enables students to be health conscious	2D1: Enhance safe and healthy environment 2D2: Promote health awareness outreach programs

Strategic goal 3: Create an adequate, healthy and functional learning and working environment

Objectives	Strategies
3A: Provide for adequate facilities to support a learning community	3A1: Complete and implement the college's physical master plan in consultation with the FSM's Project Management Unit 3A1a: Include accessibility issues in all design considerations 3A1b: Include efficient use of power in all design considerations 3A1c: Recognizes the history and culture of Micronesia in design and construction of facilities 3A2: Develop and implement a landscape place for each campus that promotes a learning environment
3B: Provide for maintenance and upkeep of grounds, facilities, and equipment	3B1: Develop and implement a facilities and equipment maintenance program for the college 3B2: Assess and improve existing facilities accessibility 3B3: Ensure college facilities and grounds are clean and conducive to learning
3C: Provide for a safe, secure and effective college environment	3C1: Development and implement internal security systems for each campus 3C2: Evaluate and improve facilities and grounds from a safety and security standpoint 3C3: Develop and enforce policy on facilities use and management 3C4: Develop and implement infrastructure, security and transportation standard operating procedures for all campuses

Strategic goal 4: Foster effective communication

Objectives	Strategies
4A: Enhance communications pathways	4A1: Implement the Board of Regents approved Communications Policy 4A1a: Develop and implement protocols and procedures in line with communications pathways identified in the policy 4A1b: Develop and implement a communications improvement plan
4B: Provide communications infrastructure to support communication pathways	4B1 Evaluate, update and implement the college's technology plan annually 4B1a: Ensure relevancy and appropriateness of communications technologies through research 4B1b: Prioritize projects based on available resources 4B1c: Develop processes and procedures for replacement of communications equipment 4B2: Coordinate improvement of college's communications with FSM Telecommunications and FSM Department of Transportation, Infrastructure and Communications and with foreign donor nations
4C: Enhance the college community's ability to communicate effectively	4C1 Provide structures and training to communicate and use applications and tools effectively 4C2: Enhance capacity to identify, install, repair and maintain communications equipment

Strategic goal 5: Invest in sufficient, qualified, and effective human resources

Objectives	Strategies
5A: Provide on-going professional development of faculty and staff	5A1: Design a comprehensive college-wide staff development plan to identify staff development needs and priorities 5A2: Implement staff development program consistently across all sites
5B: Recruit and retain qualified personnel to allow delivery of quality services	5B1: Assess current recruitment and retention policies and practices and develop and implement innovative strategies for recruitment and retention of employees 5B2: Enhance programs to promote the development of Micronesians to meet the employment needs of the college
5C: Update personnel policies and procedures to meet on-going human resources needs	5C1: Conduct personnel needs assessment college-wide 5C2: Align personnel needs with institutional planning 5C3: Ensure uniform understanding and implementation of incentives and grievances procedures and other human resource programs at all campuses

Strategic goal 6: Ensure sufficient and well-managed fiscal resources that maintain financial stability

Objectives	Strategies
6A: Enhance new and existing revenue resources to promote growth and increase cost effectiveness	6A1: Redefine college budgeting strategies for the efficient use of resources and delivery of quality programs & services 6A2: Communicate the needs of the college effectively in support of capital campaigns 6A3: Enhance college alumni programs and scholarship development 6A4: Promote strategies that ensure the effective and efficient use of resources through reconciliation of accounts and tracking of performance against expenditures
6B: Diversify resources of the College	6B1: Establish and secure other funding relationships with other government agencies, foundations, grant sources 6B2: Formalize and strengthen the alumni association and funding activities
6C: Budgeting and resource allocation	6C1: implement a budgeting process that links resource allocation with the college's strategic and short term planning 6C2: Establish long and short term institutional priorities to provide broad guidelines for budget allocations 6C3: Ensure that budget allocation are adequate to meet program and project needs
6D: Develop and implement college sustainability plans that will lead to the careful stewardship of natural and man-made resources, saving of revenue, and enhancement of the college experience; serves as a model for the nation	6D1: Develop and utilize alternative source of energy 6D2: Implement best practices for energy conservation 6D3: Develop college housing for off-island faculty 6D4: Develop incentives to bring back FSM citizens working and living abroad to work for the college 6D5: Ensure effective use of external funding through institutionalization of proven programs and services

Strategic goal 7: Build a partnering and service network for community, workforce and economic development

Objectives	Strategies
7A: Increase involvement of the community in college affairs	7A1: Increase activities involving the college and local communities to foster understanding of the college's role in the community at local, state and national levels
	7A2: Improve community awareness of college activities, events and opportunities through increased communications and outreach programs
	7A3: Include community in advisory boards for programs, services and committees
	7A4: Promote community involvement in college training activities
	7A5: Increase community involvement in assessment and evaluation of college programs and services through 360 degree evaluations
	7A6: Establish relationships with national, state and community organization to assist in recruitment of students into college programs
7B: Enhance and promote employment opportunities	7B1: Provide appropriate training to support the workforce by providing academic, career and technical education opportunities
	7B2: Promote placement and employment opportunities with government and private sector both domestic and international
	7B3: Establish relationships with national, state and community organizations to promote employment of college graduate
7C: Develop new and enhance existing programs to meet the changing educational and workforce needs of our communities	7C1: Establish partnership with Departments of Education to enhance coordination of services and programs to facilitate easy transition from secondary to postsecondary education
	7C2: Enhance the college's ability to provide technical assistance for development
	7C3: Coordinate planning and development/revision of new and existing programs with state and national strategic development plans
	7C4: Evaluate the FSM-FMI program and develop and implement a FSM-FMI specific plan to enhance its ability to meet the changing needs of the FSM fisheries/maritime sector

7D: Provide Cooperative Extension Services to the community	7D1: Provide assistance to increase entrepreneurial activity in the nation by developing commercial crop extensions modules for pepper, specialist crops, etc.; train staff to assist in development of farm/business plans; and research for vegetables and crop varieties and production methods
	7D2: Assist farmers with energy replacement through coconuts redevelopment extensions and research; alternation energy education and outreach focused on bio fuels, solar and hydro power
	7D3: Support understanding of environmental activities affecting farms and businesses through training for invasive species monitoring and control, pesticide management, soil amendments, water quality and swine facilities improvement
	7D4: Provide programs for improved understanding of food and nutrition to reduce diet related health problems; increase vegetable production and import replacement; food safety
	7D5: Assist with youth development through youth at risk programs, education support programs for drop out and student in problem and community activities to support programs to enhance youth knowledge and appreciation of culture and community involvement
	7D6: Support community development through training in business development and management,; and training in marketing and cooperative development
	7D7: Promote research in multiplication of preferred/elite corps, selection, improvement and multiplication of niche marker crops, improved animal production through swine facilities, feeds and management practices

Strategic goal 8: Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity

Objectives	Strategies
8A: Increase community involvement in college affairs	8A1:Expand the role of community advisory groups in college affairs 8A2: Collaborate with communities to provide accessibility to education opportunities
8B: Cultivate respect for individual differences, and champion diversity	8B1: Promote access from the diverse communities we serve 8B2: Promote mutual respect among people from different backgrounds and heritages 8B3: Have appreciation for diversity of the college community 8B4: Accommodate individuals with special need 8B5: Recognize our responsibility to honor and strengthen FSM languages and culture 8B6: Provide equity of program and services across the college system 8B7: Development programs that promote understanding and appreciation of different cultures and viewpoints

Strategic Goal 9: Provide for continuous improvement of programs, services and college environment

Objectives	Strategies
9A: Improve institutional assessment and evaluation	9A1: Create an institutional assessment and evaluation system for all programs and services for the college to support continuous learning centered improvement of courses, programs and services 9A2: Provide yearly institutional effectiveness, assessment/evaluation and other long and short term reports to promote data driven decision making
9B: Integrate planning, evaluation and resource allocation for continuous improvement	9B1: Development, implement and update yearly the college's 5 year strategic plan 9B2: Develop, implement and evaluative yearly performance improvement plans based on the 5 year strategic plan 9B3: Implement the planning model for the college to link planning, evaluation and resource allocation
9C: Increase research and data driven decision making	9C1:Design and implement a research plan for the college 9C2: Promote faculty and staff based on research through an incentive program 9C3: Design and implement a system wide integrated database for OAR, business office, financial aid, IRPO and other offices and departments 9C4: Increase institutional capacity for data driven decision making
9D: Develop an integrated data system	9D1: Develop and implement integrated data system for the college 9D1a: Web based database using LAMP (Linux, Apache, MySQL, PhP) approach 9D1b: Provide training and support on the data system 9D1b(1): Provide adequate technical personnel to support the maintenance and expansion of the data system 9D1b(2): Design and implement and ongoing training programs for all faculty and staff in use of the data system 9D1c: Ensure a flexibility data system to support research and tracking of students in multiple ways

Appendix B: Enrollment Management - Campus Standards Key Indicators

NOTE: This information was taken from Appendix B of the 2006-2011 Strategic Plan.

To ensure equity and quality of services across the six campuses of the college, the following broad guidelines that will be used to determine how many students a campus may enroll. Wherever possible, the indictors have been expressed as per student ratios. In order to maintain consistent standards across the college, each campus will be expected to meet these criteria as soon as possible. All enrollment changes required the approval of the President.

The following spreadsheets provide the actual status of each campus and the various indicators and enrollments projections for each campus. The indicator data and projects are to be updated each fall and spring semester.

Indicator	Target ratio per student ratio	Comments
Student/Faculty ratio	1 faculty member for each 17-22 students	This range allows for unexpected vacancies # of full time faculty + part time (credits/12)
Learning resources staff ratio	1 LRC staff member for each 150 students	
LRC volumes capacity	30 volumes per student	
Learning Resources seating capacity	1 seat in the LRC for every 10 students	
Counselors (FAO, OAR & Counseling)	1 counselor of each type for every 250 students	
Student Life Specialists (excluding dorm staff)	1 student life staff member for each 200 students	
Nurse/Health	1 nurse for every 1,400 students	
Administrative staff	1 administrative staff for each 190 students	Depending on the size of the campus
Overall Environment – Power & email access; toilet facilities, ratio of drinking water & building, availability of textbooks and refreshments	Per cent of time electrical power and email access available during all school hours; 1 female toilet for every 30 students & 1 male toilet facility for every 40 students; per cent of buildings with accessible drinking water; a bookstore and campus store or available food source	
Daytime security	1 security guard for every 300 students	This varies by the size and location of the campus and therefore must have some case by case considerations
Classroom capacity	1 classroom per 60 students	Individual class enrollment must not exceed recommended course enrollment guidelines
Maintenance	1 maintenance staff member for each 68 students	Ratio exclude janitorial and ground maintenance
Janitors	1 janitor per 140 students	Not including dorm janitors
IT Technician	1 technician per 300 students with at least 1 IT technician per campus	This currently represents a target for all campuses
Student computers	1 computer available for every 10 students	Includes computer labs, LRC and others
Faculty computers	1 computer for each full time faculty and 1 computer for each part time FTE	

Appendix C: Summary of Allocated Resources for Each of the Nine Strategic Goals: 2007-2011

Strategic Goal	FY 2007		FY 2008		FY 2009		FY 2010		FY 2011	
	$	%	$	%	$	%	$	%	$	%
SG1: Promote learning and teaching	3,890,057	39.3%	3,289,198	30.4%	3,232,472	29.7%	3,931,562	30.6%	3,089,842	24.9%
SG2: Provide support for student success	1,345,886	13.6%	1,615,283	14.9%	1,464,470	13.5%	1,923,405	15.0%	2,178,720	17.6%
SG3: Create adequate learning and working environment	1,830,265	18.5%	1,865,874	17.2%	1,931,719	17.7%	2,756,091	21.5%	2,609,029	21.1%
SG4: Foster effective communication	365,702	3.7%	430,486	4.0%	458,640	4.2%	539,029	4.2%	664,358	5.4%
SG5: Invest in effective human resources	1,599,601	16.1%	2,191,945	20.2%	2,203,210	20.2%	1,783,326	13.9%	324,890	2.6%
SG6: Ensure sufficient and well-managed fiscal resources	427,055	4.3%	320,628	3.0%	403,912	3.7%	731,453	5.7%	1,084,750	8.8%
SG7: Build a partnering network for economic development	93,335	0.9%	110,745	1.0%	147,741	1.4%	215,515	1.7%	492,252	4.0%
SG8: Promote the uniqueness of our community	114,015	1.2%	113,744	1.1%	165,545	1.5%	110,313	0.9%	35,714	0.3%
SG9: Provide continuous improvements of programs and services	241,884	2.4%	891,811	8.2%	878,834	8.1%	848,445	6.6%	1,809,145	14.6%
Totals	9,907,800	100.0%	10,829,714	100.0%	10,886,541	100.0%	12,839,140	100.0%	12,392,811	100.0%