

STRATEGIC PLAN 2006 – 2011



College of Micronesia –
Federated States of Micronesia

College of Micronesia – FSM

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College of Micronesia – FSM
Strategic Plan 2006 - 2011

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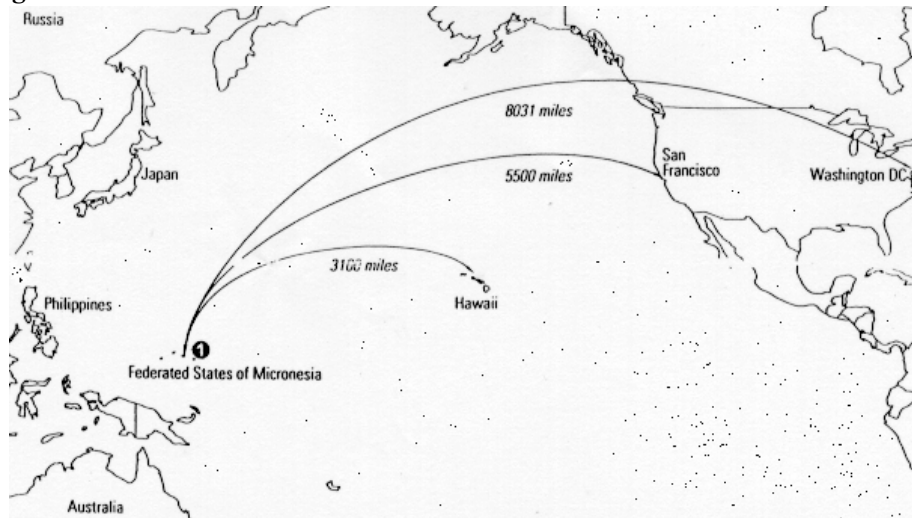
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Background

The College of Micronesia – FSM is a two year, English language speaking institution of higher education located in the Federated States of Micronesia (FSM), a small island developing nation located in the western Pacific Ocean. COM-FSM is composed of a national campus located in Palikir, Pohnpei, state campuses in each of the FSM states (Chuuk, Kosrae, Pohnpei and Yap) and a FSM Fisheries Maritime Institute located in Yap State. The central administrative offices for the college are located at the national campus. The college offers 37 degree and certificate programs.

The FSM is comprised of 607 islands extending 2,900 kilometers over approximately 2,500,000 square kilometers of ocean but with a land mass of only 702 square kilometers. The FSM 2000 census put the population at 107,008 and the estimated population for 2006 is 108,004. A growth rate of 2.6% in the 70s and early 80s has slowed to 0.3% since 1994 due to declining fertility and emigration. A median age of 18.9 in 2000 suggests that the FSM has one of the youngest populations of Pacific island countries. The unemployment rate in the FSM in 2000 was 22 % based on International Labor Organization classifications.

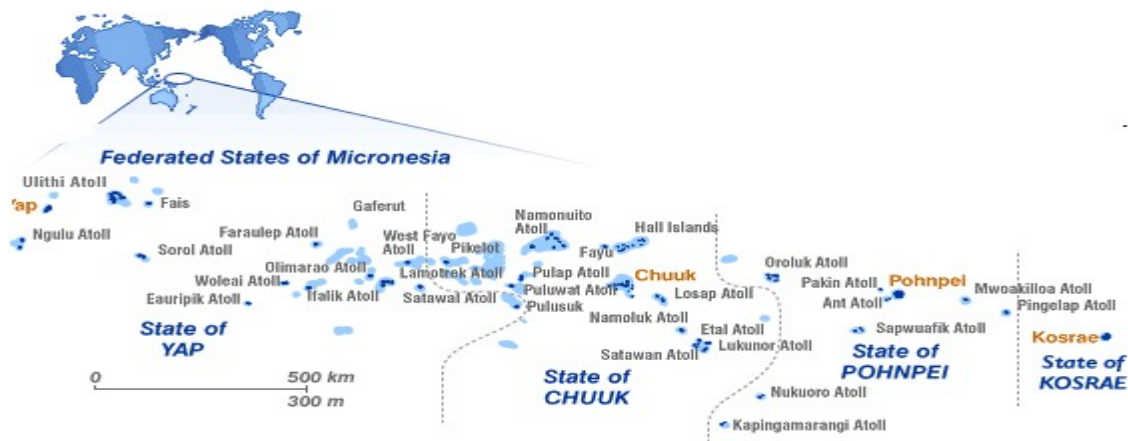
Figure 1: Location of the Federated States of Micronesia



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

While English is the language of instruction, English is considered a second or foreign language for virtually all students at the college. Micronesian students at the college come from different cultural backgrounds and speak sixteen different FSM languages and dialects. Each island group and often individual islands within an island group has its own distinct language and culture.

Figure 2: Details of the Federated States of Micronesia



COM-FSM faculty, staff and administrators from all six campuses developed this plan 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.

Vision Statement

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

Mission Statement

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

College's Values

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

Learner-centeredness

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

Professional behavior

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

Innovation

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

Honesty and Ethical Behavior

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

Commitment and Hard Work

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

Teamwork

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

Accountability

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

Strategic Goals

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

1. **Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;**
2. **Provide institutional support to foster student success and satisfaction;**
3. **Create an adequate, healthy and functional learning and working environment;**
4. **Foster effective communication;**
5. **Invest in sufficient, qualified, and effective human resources;**

6. Ensure sufficient and well-managed fiscal resources that maintain financial stability;
7. Build a partnering and service network for community, workforce and economic development;
8. Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity; and
9. Provide for continuous improvement of programs, services and college environment.

Implementing the plan – Planning model

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

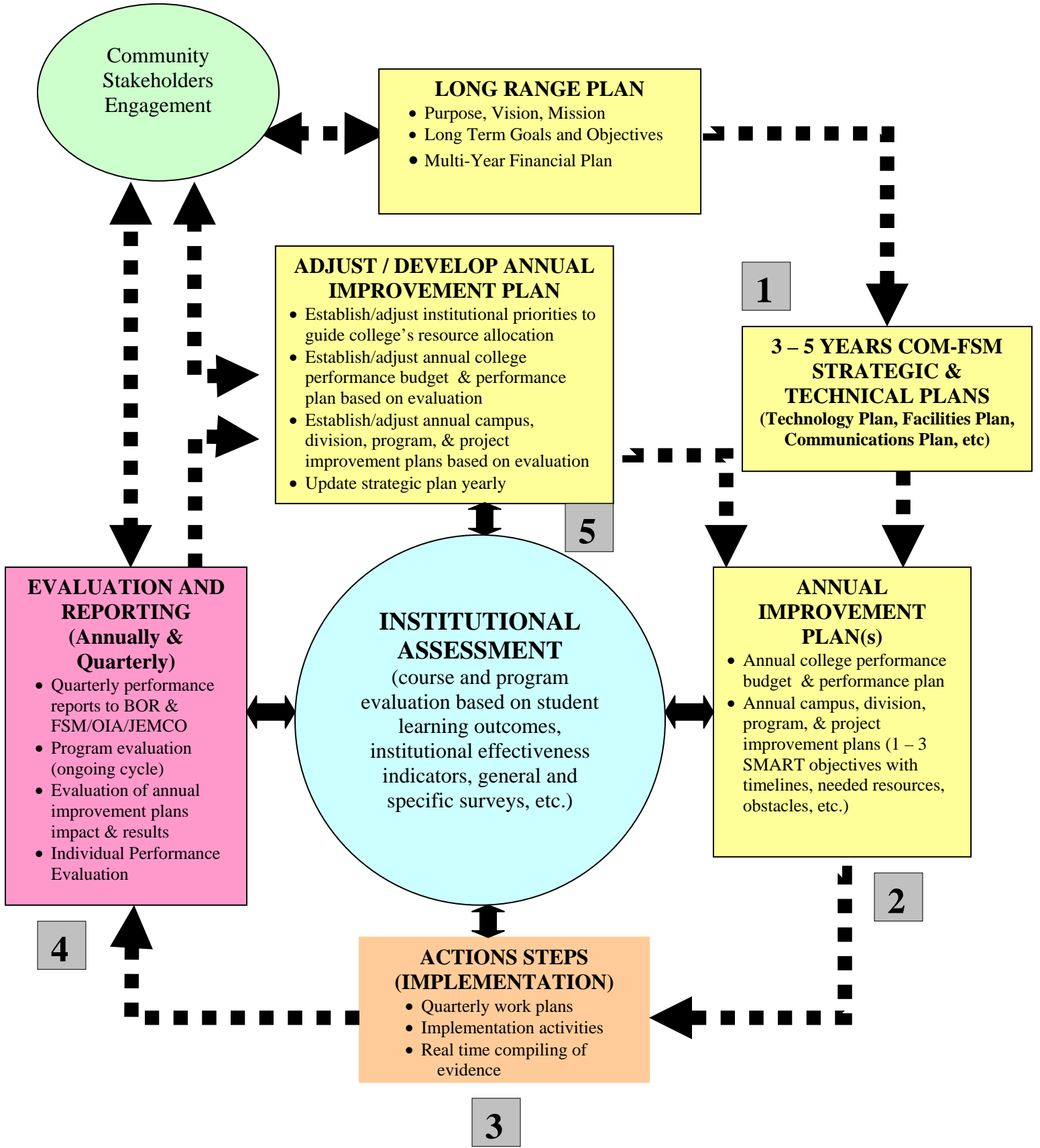
Assessment and evaluation are at the core of the college's implementation process. The college's institutional assessment plan will set forth the processes and procedures for assessment and evaluation of all the college's programs and services (academic, student support, administrative and sponsored/federal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

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

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

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

COLLEGE OF MICRONESIA – FSM
 Integrated Planning, Evaluation and Resources Allocation System



Linkage to FSM Strategic Development Plan (SDP)

The college receives significant contributions to its operations and facilities development from the FSM government. As a requirement of the receipt of the funds, the college must link its activities to the FSM Strategic Development Plan (SDP). The college's activities and compact related expenditures are linked to the SDP through the strategic goal "To allow FSM students to complete postsecondary education to assist in the economic development of the FSM."¹ In the context of the SDP, the colleges' strategic goals are treated as activities under the broader FSM SDP strategic goal for postsecondary education and reported as such in the quarterly performance reporting by the FSM. The Fiscal Procedures Agreement (FPA) between the U.S. and the FSM sets forth the terms for funds use under the Compact. As the college is a major recipient of Compact funds, it must comply with the terms of the FPA.

Factors affecting planning and implementation at the college

One college six campuses

The college has defined itself as one college with six campuses. Under this definition, the college is responsible for ensuring equity (not equality) of services and infrastructure across all six campuses. With the college's six campuses extending over 2,900 kilometers from Kosrae in the east to Yap in the west and situated in 2,500,000 square kilometers of ocean and with limited air and sea transportation and communications options, ensuring equity of services will always be a challenge.

Political and economic development of the nation

The Federated States of Micronesia is a small island developing nation. While a sovereign nation, it has established a unique relationship with the United States through the Compact of Free Association. The FSM receives economic assistance from the US in return for military access. FSM citizens are allowed access to the US for work, education and other purposes without the need for visas.

The unemployment rate in the FSM in 2000 was 22 % based on International Labor Organization classifications. Real per capital in Fiscal Year 2004 was \$1,960.

The lack of employment and economic development has resulted in a high emigration rate with FSM citizens entering the US for education, work or to be with family members.

¹ FSM Strategic Development Plan, Volume II.

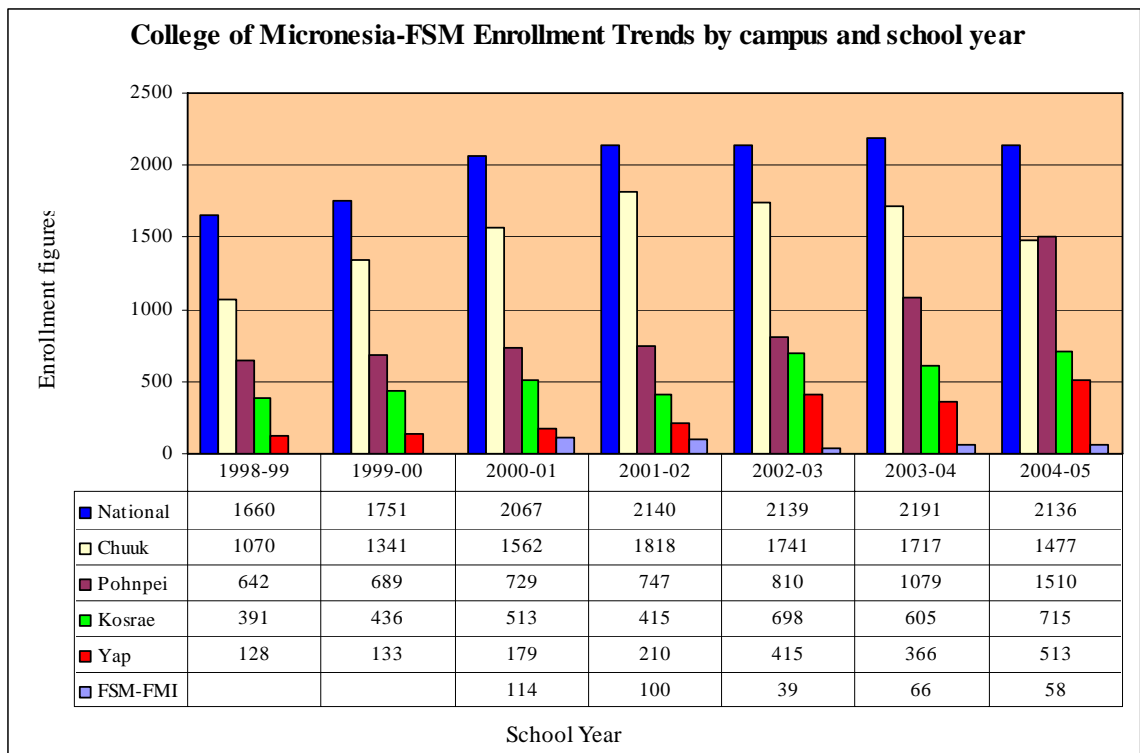
The FSM has identified agriculture, tourism, and marine/fisheries as sectors where potential economic growth can occur. The college is responding to these priorities with degree and certificate programs. However, limited job opportunities and student interest have affected program viability.

Due to the political and economic situation of the FSM, the college must prepare students for potential work in a small island developing economy and for work in the highly developed economy of the U.S.

Enrollment trends

The college has seen a remarkable increase in enrollment since 1998-1999, from 3,891 students to 6,311 students being serviced by the college in 2004-2005.

Graph 1: College enrollment by campus



Enrollment has been impacted by the need to ensure equity across all six campuses. Enrollment management techniques have been put in place to ensure that services and infrastructure are equitable across all six campuses. A scale back of services was put in place at Chuuk campus in 2005 in response to WASC concerns over facilities. New and improved facilities are in place and a scale up of services began in 2006.

Graph 2: College enrollment by campus and semester

Semester	Total	National	Yap	Chuuk	Pohnpei	Kosrae	FMI
Spring 04	2320	842	145	679	412	228	14
Summer 04	1073	402	82	215	235	139	12
Fall 04	2732	914	165	684	614	328	27
Spring 05	2414	801	147	639	514	282	31
Summer 05	1318	421	201	154	425	105	12
Fall 05	2311	900	182	361	597	243	28
Spring 06	2163	796	155	272	608	304	27

Technology

The use and improvement of technology for learning and communications is vital to improvement at the college. The college is actively improving its computer services to students, faculty and staff; administrative and financial databases; learning support services and other technologies. However, the college is hampered by the amount of bandwidth available at all campuses and the high cost of that limited bandwidth.

With six campuses spread across the western Pacific, the college must make use of technology for improving communications among and between campuses, faculty, staff and students. The college must address improvement of email, web sites, discussion sessions, bulletin boards and other mechanisms that can enhance exchange of information across the college.

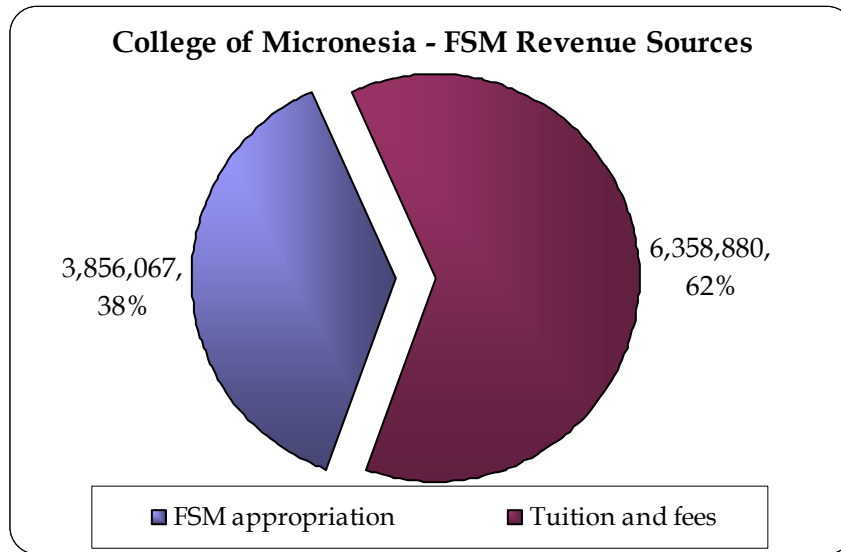
The emergence of online learning opportunities and changes in U.S. federal assistance for online courses and degrees provides both opportunities and challenges for the college. The college can expand its capacity and services through online (primarily web based) courses and programs, but also faces greater competition from institutions of higher education outside of the FSM.

As the college moves more functions online, it will face greater security concerns.

Accountability and resources

The core funding for the college has been provided by the national government of the Federated States of the Micronesia primarily through funding provided through the Compact of Free Association. As the level of funding in the Compact will decline in future years, it is unlikely that the college will receive a greater allocation in the coming years. The college is highly dependent on U.S. funding and must seek additional external funding to support improvement of programs and services.

Graph 3: FY 2006 COM-FSM Revenue Sources



While funding is not expected to increase from the FSM, there are increased performance reporting requirements from both the FSM and U.S. governments. The college will need to align its planning and evaluation with resource allocation to properly report improvement of performance.

Partnerships, external relations, responsibility

Students at the college are primarily coming from the public and private schools in the FSM. Educational relationships with the departments of education at the national and state levels can enhance student levels of learning and achievement as they enter college and maximize use of resources for the education sector.

Interaction between the college and the community and business can enhance the response of the college to community needs and increase the employability of program graduates.

In light of the increased expectations for performance accountability and limited governmental resources the college must educate community and government leaders on the role the college plays in the development of the nation and its impact on that development.

The concept of universal design requires the college to recognize that students with disabilities face difficulty in accessing some programs and course offerings and goes beyond simply making facilities accessible.

Transportation, communications and climate

Transportation and communications options are limited for the college. Air transportation is via Continental Airlines 737-800 flights with generally only three flights westward (toward Guam) and three flights eastward (toward Hawaii) weekly. Any travel tends to be costly and time consuming. Communications is through the FSM Telecommunications. Communications costs are high and bandwidth is limited. The college is working to establish voice over IP and other cost saving measures to improve communications. Micronesia is hot and humid. The humidity, ocean spray, high rainfall and other factors affect facilities, equipment and grounds with increased maintenance costs and reduction in life span of equipment and facilities.

Language and cultural Issues

While the college is an English-speaking institute, less than one percent of students speak English as a first language. There are sixteen native languages, dialects and cultures in the FSM. English is the language of government, business and for communications among the different island states of the FSM, but is not the language of the family or community.

Strategic goals, objectives, strategies, measures, and baselines

Following are the objectives, strategies, measures, and baselines for the strategic plan.

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	Indicators/Measures	Baselines
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	111: Completion rate 111a: Percent of students completing programs 111b: Course completion rate 112: Transfer Rate 112a: Percent of students being accepted into other IHEs	111: Completion rate 111a: Graduation rate Fall 2001 cohort – 16% Fall 2002 cohort – 18% 111b: Course completion rate at all campuses Fall 2004 – 81% Spring 2005 – 76% Fall 2005 – 77% 112: Transfer rate 121a: % transfer students accepted to other IHEs - Baseline to be established
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	112b: Percent of transfer students on good academic standing at selected IHEs after one year	121b: % transfer students in good academic standing after one year - Baseline to be established
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	Indicators/Measures	Baselines
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	2I1: Level of student satisfaction with student support services (SSS) 2I1a: To increase overall student satisfaction with student support services 2I1b: To increase student satisfaction with individual student support areas	2I1: Student satisfaction with SSS 2I1a: Overall student satisfaction level with SSS - Baseline to be established 2I1b: Student satisfaction with individual student support areas - Baseline to be established
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	2I1c: To increase the % of students participating in student support services and programs 2I1d: The college meets or exceeds indicators for enrollment management	2I1c: % of students participating in SSS and programs - Baseline to be established 2I1d: Enrollment management indicators - See Appendix B for enrollment management indicators
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		2I2: Student success level 2I2a: Persistence rate Fall 2000 cohort - 37% Fall 2001 cohort - 23% 2I2b: Retention rate Fall 2003 cohort - 46% Fall 2004 cohort - 51%
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	2I2: Level of student success 2I2a: To increase persistence rate of students 2I2b: To increase retention rate	

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

Objectives	Strategies	Indicators/Measures	Baselines
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 plan for each campus that promotes a learning environment	3I1: The college as a learning/working environment 3I1a: Increase satisfaction with college’s development of a learning environment	3I1: College environment levels 3I1a: Satisfaction level with the college as a learning environment - Baseline to be established
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	3I1b: Increase satisfaction with college’s working environment 3I2: Safety and security 3I2a: Increase satisfaction with safety and security issues at the college	3I1b: Satisfaction with working environment - Baseline to be established 3I2: Safety and security 3I2a: Satisfaction level with safety and security at the college - Baseline to be established
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	3I2b: Increase satisfaction with safety and security issues with dorms (only at sites where dorms are available)	3I2b: Satisfaction level with dorm safety and security - Baseline to be established

Strategic goal 4: Foster effective communication

Objectives	Strategies	Indicators/Measures	Baselines
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	4I1: Effective communications 4I1a: Increase satisfaction with level of information being received about the college	4I1: Effective communications 4I1a: Satisfaction level with information being received about the college - Baseline to be established
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	4I1b : Increase satisfaction with understanding of college issues	4I1b: Satisfaction level with understanding of college issue - (agree or strongly agree to item 3 on communications survey) Spring 2005 - 64% Spring 2006 - 64%.
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	4I1c: Increase committee based decision making 4I1d: Increase satisfaction with use of communications pathways at the college 4I2: Access to technology 4I2a: Increase satisfaction with technology services of the college 4I2b: Increase level of usage of technology at the college	4I1c: Committee based decision making - Baseline to be established 4I1d: Satisfaction level with use of communications pathways - Baseline to be established 4I2: Access to technology 4I2a: Satisfaction level with technology services at the college - Baseline to be established 4I2b: Level of technology use- Baseline to be established

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

Objectives	Strategies	Indicators/Measures	Baselines
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	5I1: Staff development 5I1a: Increase percent of office, divisions, and campuses completing staff development assessment 5I1b: Increase number of personnel on staff development in priority areas	5I1; Staff development 5I1a: Level of staff development assessment - Baseline to be established 5I1b: Number of personnel participating in staff development in priority areas - Baseline to be established
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	5I2: Faculty and staff 5I2a: Percent of filled positions 5I2b: Percent of contracts renewed per year 5I2c: Employee retention rate 5I2d: Increase percent of qualified faculty in their respective fields	5I2: Faculty and staff 5I2a: % of filled positions - Baseline to be established 5I2b: % contract renewal - Baseline to be established 5I2c: Employee retention rate - Baseline to be established 5I2d: % qualified faculty in respective fields - Baseline to be established

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

Objectives	Strategies	Indicators/Measures	Baselines
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	6I1: Maintain a positive fund balance for the college 6I2: Reduce level of power consumption per unit	6I1: Funds balance FY 2003 -\$5,186,605 FY 2004 - (\$41,418) FY 2005 - \$167,840 6I2: Average monthly power usage FY 2003 - 100,465 KW FY 2004 - 114,784 KW Note that this is only for National campus
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	6I3: College receives unqualified audit yearly 6I4: College meets annual endowments targets	6I3: "Unqualified Audit Opinion" FY 2004 Audit - Yes FY 2005 Audit - Yes 6I4: Annual endowment target (\$100,000) FY 2000 - \$132,684 - Yes FY 2001- \$46,248 - No FY 2002 - \$71,391 - No FY 2003- \$17,592 - No FY 2004 - \$89,005 - No
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	6I5: College seeks alternate sources of external funding	6I5: Seeking alternate funding - # of grant sought & awarded FY 2005 - 12 submitted (\$1,107,224) FY 2005 - 8 awarded (\$454,912)

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

Objectives	Strategies	Indicators/Measures	Baselines
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	7I1: COM-FSM is a partner with state, regional and local workforce and economic development agencies 7I1a: Students served by college workforce development programs	7I1: Economic and workforce partners 7I1a: Vocation Education Program enrollment Fall 2004 - 227 Fall 2005 - 213 Apprenticeship Program enrollment Fall 2004 - 23 Fall 2005 - 6 CRE program participants FY 2004 - TBD FY 2005 - TBD FSM – Fisheries Maritime Institute students Fall 2004 - 31 Fall 2005 - 12
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	7I2: COM-FSM pursues strategic alliances with businesses, public agencies and private agencies 7I3: Student obtain employment as a result of training they receive	7I2: Strategic alliances (to be reported in narrative form) 7I3: Level of students obtaining employment as a result of training - Baseline to be established
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	7I4: College is responsive to the interest of local business and workforce	7I4: Level of college response to economic and development needs
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		

	<p>redevelopment extensions and research; alternation energy education and outreach focused on bio fuels, solar and hydro power</p> <p>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</p> <p>7D4: Provide programs for improved understanding of food and nutrition to reduce diet related health problems; increase vegetable production and import replacement; food safety</p> <p>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</p> <p>7D6: Support community development through training in business development and management,; and training in marketing and cooperative development</p> <p>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</p>	<p>and economic development needs</p> <p>7I4a: Assessment of employer needs and satisfaction with program graduates</p> <p>7I4b: Programs that support community development and individual and family livelihoods</p>	<p>7I4a: Survey to be conducted every two years</p> <p>7I4b: Programs that support community development and individual and family livelihoods (to be reported in narrative form)</p>
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Strategic goal 8: Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity

Objectives	Strategies	Indicators/Measures	Baselines
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	8I1: The college provides opportunities to learn about other cultures 8I1a: Number of course/content areas with cultural diversity component 8I1b: College establish annual cultural day to promote cultural diversity 8I1c: Number of faculty, staff and students completing the culture diversity survey 8I1d: Increase number of disable students 8I1e: Increase number of international students	8I1: Opportunities to learn of other cultures 8I1a: # of courses/content areas with culture diversity components - 34 8I1b: Annual culture day - Founding day (cultural) 2005 8I1c: % of faculty and staff completing cultural survey - Baseline to be established 8I1d: # of disabled students - Baseline to be established 8I1e: # of international students Fall 2004- 14 Fall 2005 - 8
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	8I2: College enrollment is reflective of the demography of the nation 8I2a: Ratio of males and females 8I2b: Ratio of Chuukese, Kosraean, Pohnpeian, and Yapese enrolled	8I2: Demographics 8I2a: Male/Female ratio Fall 2004 - 0.99 (1343/1363) Fall 2005 - 1.03 (1158/1124) 8I2b: Ratio of Chuukese, Kosraean, Pohnpeian and Yapese students Fall 2004

			Chuukese - 32% Kosraean - 15% Pohnpeian - 43% Yapese - 9% Fall 2005 Chuukese - 22% Kosraean - 17%, Pohnpeian - 50% Yapese - 12%
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Strategic Goal 9: Provide for continuous improvement of programs, services and college environment

Objectives	Strategies	Indicators/Measures	Baselines
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	9I1: Satisfaction with college services 9I2: Systematic review of policies, plans and programs	9I1: Satisfaction level with college services - Baseline to be established 9I2: % of policies plans and programs reviewed yearly - Baseline to be established
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	9I3: Institutionalize processes that promote institutional improvement	9I3: Process that promote institutional improvement - (to be reported in narrative form)
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	9I4: Base changes in course/programs on assessment/evaluation	9I4: # of changes in course/programs based on assessment/evaluation - Baseline to be established
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 A - Teaching-Centered vs. Learning-Centered Instruction

Concept	Teaching-Centered	Learning-Centered
Teaching goals	<ul style="list-style-type: none"> • Cover the discipline 	Student learn: <ul style="list-style-type: none"> • How to use the discipline • How to integrate the disciplines to solve complex problems • An array of core learning objectives such as communication and information literacy skills
Curriculum	<ul style="list-style-type: none"> • Courses in a catalogue 	<ul style="list-style-type: none"> • Cohesive program with systematically-created opportunities to synthesize, practice and develop increasingly complex ideas, skills and values
Course structure	<ul style="list-style-type: none"> • Faculty “cover” topic 	<ul style="list-style-type: none"> • Student master learning objectives
How students learn	<ul style="list-style-type: none"> • Listening • Reading • Independent learning, often in competition for grades 	<ul style="list-style-type: none"> • Students construct knowledge by integrating new learning into what they already know • Learning as a cognitive and social act
Pedagogy	<ul style="list-style-type: none"> • Based on delivery of information 	<ul style="list-style-type: none"> • Based on engagement of students
Course delivery	<ul style="list-style-type: none"> • Lecture • Assignment and exams for summative purposes 	<ul style="list-style-type: none"> • Active learning • Assignments for formative purposes • Collaborative learning • Community service learning • Cooperative learning • Online, asynchronous, self-directed learning • Problem-based learning
Faculty role	<ul style="list-style-type: none"> • Sage on the stage 	<ul style="list-style-type: none"> • Designer of learning environments
Great teaching	<ul style="list-style-type: none"> • Teach (present information) well and those who can will learn 	<ul style="list-style-type: none"> • Engage students in their learning • Seek ways to help all students master learning objectives • Use classroom assessment – identify objectives, routinely examine student’s progress and make necessary adjustments • Contribute to the scholarships of teaching
Course grading	<ul style="list-style-type: none"> • Faculty as gate keepers • Normal distribution expected 	<ul style="list-style-type: none"> • Grades indicate mastery of learning objectives
Assessment	<ul style="list-style-type: none"> • Reliance on grades, registration and course completion data, etc. 	<ul style="list-style-type: none"> • Faculty use classroom assessment to improve learning in day-today courses • Faculty use program assessment to improve learning throughout the curriculum

Appendix B
College of Micronesia - FSM
Enrollment Management - Campus Standards Key Indicators

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 indicators 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	

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COLLEGE OF MICRONESIA - FSM, Enrollment Management Indicator Data Fall 2006

#	Indicator	Target ratios	National	Pohnpei	Chuuk	Kosrae	Yap	FMI
1	Student/Faculty Ratio	# of faculty (FTE)	47	34	31.5	9	11.5	6
2	Learning resources staff ratio	# LRC staff	12	1	2	2	1	0
3	LRC volume capacity	# of LRC volumes	54,202	4,430	9,533	9674	4,983	0
4	LRC seating capacity	# LRC seats	136	28	67	110	32	0
5	Counselors (FAO, OAR & Counseling)	1 counselor of each type for every 250 students						
5a	Counselor FAO	# of FAO Counselor (FTE)	3	1	1	0.5	0.5	0.33
5b	Counselor OAR	# of OAR counselor (FTE)	2	1	2	0.5	0.5	0.33
5c	Counselor General Counseling	# of general counselor (FTE)	3	1	2	0.5	0.5	0.33
6	Student life specialists	# of recreation staff	6	2	1	0	0	0
7	Nurse/Health	# of nurse	1	1	0	0	0	0
8	Administrative staff	# of administrative staff	12	11	8	5	3	1
9	Overall Environmental	% time electrical power & email access during all school hours; 1 female toilet for every 30 students & 1 male toilet facility for every 40 students, % of buildings with drinking water; a bookstore and campus store or available food source						
9a	Electrical power	Per cent of time power available	~100%	~100%	~50%	~100%	~100%	~100%
9b	Email access	Per cent of time email available	~100%	~100%	~50%	~100%	~100%	0%
9c	Toilets (female)	# of female toilet	31	15	11	3	5	4
9d	Toilets (male)	# of male toilet	31	12	11	3	4	7
9e	Drinking fountain	# of building with drinking water	13	6	8	2	0	4
9f	Building	# of buildings	15	15	12	4	3	4
9g	Bookstore	Is there a bookstore available?	Yes	Yes	Yes	Yes	Yes	No
9h	Refreshment source	Is there a food source/store available?	Yes	Yes	Yes	No	Yes	Yes
10	Daytime security	# of security guard	3	2	2	0	0	3
11	Classroom capacity	# of classroom	15	16	13	2	3	3
12	Maintenance	# of maintenance staff	8	4	5	1	1	4
13	Janitors	# of janitor	13	4	5	1	0	0
14	IT technicians	# of IT technician	2	2	2	1	1	0
15	Student computers	# of student computer	161	98	73	67	47	10
16	Faculty computers	1 computer full time faculty 1 for each part time FTE						
16a	Faculty computers (full time)	# of full time-faculty computer	30	21	11	8	5	6
16b	Faculty computers (partly time)	# of FTE part time-faculty computer	14	7	6	0	0	0

COLLEGE OF MICRONESIA - FSM, Enrollment Management Projection - Fall 2006

College of Micronesia – FSM Strategic Plan 2006 – 2011

#	Indicator	Target ratios	National	Pohnpei	Chuuk	Kosrae	Yap	FMI
1	Student/Faculty Ratio	1 faculty member for each 17-22 students						
1a	Student/Faculty Ratio at 17/1	1 faculty for each 17 students	799	578	536	153	196	102
1b	Student/Faculty Ratio at 22/1	1 faculty for each 22 students	1034	748	693	198	254	132
2	Learning resources staff ratio	1 LRC staff to 150 students	1800	150	300	300	150	0
3	LRC volume capacity	30 volumes per student	1807	148	318	322	166	0
4	LRC seating capacity	1 seat in LRC for every 10 students	1360	280	670	1100	320	0
5	Counselors (FAO, OAR & Counseling)	1 counselor of each type for every 250 students						
5a	<i>Counselor FAO</i>	<i>1 FAO counselor for every 250 students</i>	750	250	250	125	125	82.5
5b	<i>Counselor OAR</i>	<i>1 OAR counselor for every 250 students</i>	500	250	500	125	125	82.5
5c	<i>Counselor General Counseling</i>	<i>1 General Counseling counselor for every 250 students</i>	750	250	500	125	125	82.5
6	Student life specialists	1 staff for each 200 students	1200	400	200	0	0	0
7	Nurse/Health	1 nurse for every 1400 students	1400	1400	0	0	0	0
8	Administrative staff	1 staff for every 190 students	2280	2090	1520	950	570	190
9	Overall Environmental	% time electrical power & email access during all school hours; 1 female toilet for every 30 students & 1 male toilet facility for every 40 students, % of buildings with drinking water; a bookstore and campus store or available food source						
9a	Electrical power	Per cent of time power available	~100%	~100%	~50%	~100%	~100%	~100%
9b	Email access	Per cent of time email available	~100%	~100%	~50%	~100%	~100%	0%
9c	Toilets (female)	1 toilet per 30 female students	930	450	330	90	150	120
9d	Toilets (male)	1 toilet per 40 male students	1240	480	440	120	160	280
9e	Drinking fountain	# of buildings with drinking water	87%	40%	67%	50%	0%	100%
9f	Bookstore	1 bookstore per campus	Yes	Yes	Yes	Yes	Yes	No
9g	Refreshment source	1 refreshment source per campus	Yes	Yes	Yes	No	Yes	Yes
10	Daytime security	1 guard for every 300 students	900	600	600	0	0	900
11	Classroom capacity	1 classroom for every 60 students	900	960	780	120	180	180
12	Maintenance	1 maintenance for each 68 students	544	272	340	68	68	272
13	Janitors	1 janitor per 140 students	1820	560	700	140	0	0
14	IT technicians	1 technician for every 300 students	600	600	600	300	300	0
15	Student computers	1 computer for every 10 students	1610	980	730	670	470	100
16	Faculty computers	1 computer full time faculty 1 for each part time FTE						
16a	Faculty computers (full time)	1 computer for each faculty	30	21	11	8	5	6
16b	Faculty computers (partly time)	1 computer per 1.0 FTE part time	28	7	12	0	0	0