

College of Micronesia-FSM

Turning Points: Evaluation of Strategic Plan, Mission & Values



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VPIEQA, OIE

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Abbreviations

ACCJC	Accrediting Commission for Community and Junior Colleges
AY	Academic Year
CCSSE	Community College Survey of Student Engagement
COM-FSM	College of Micronesia-FSM
CTE	Certificate of Teacher Education
CTEC	Career and Technical Education Center (previously, <i>Pohnpei campus</i>)
eNPS	Employee Promoter Score Survey
FSM	Federated States of Micronesia
FSM-FMI	Federated States of Micronesia-Fisheries and Maritime Institute
FY	Financial Year (October 1 st to September 30 th)
HRO	Human Resources Office
ICs	Instructional Coordinators
IEQA	Institutional Effectiveness and Quality Assurance
IPEDS	Integrated Postsecondary Education Data System
ISS	Institution Set Standards

NCCBP	National Community College Benchmark Project
OIAEA	Office of Institutional Advancement & External Affairs
OIE	Office of Institutional Effectiveness
SENSE	Survey of Entering Student Engagement
SIS	Student Information System (MyShark)
SSC	Student Success Committee
PPEC	Pacific Postsecondary Education Council
PPMO	Procurement and Property Management Office
PPR	Personnel Position Requisition
VP	Vice President
USDE	United States Department of Education

Executive Summary

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 and career & technical educational programs characterized by continuous improvement and best practices.

As part of its planning processes, COM-FSM has a Strategic Plan 2018-2023 that aims to establish the future of the college and help the college fulfill its mission.

This report serves as a mid-term review of the Strategic Plan and consists of two main parts.

- Part I of this report analyzes data on the two strategic directions and 20 measures of success, covering the period from Fall 2016 to Fall 2020 where possible, to provide the perspective of longitudinal data and trends.
- Part II focuses on a broad-based participatory review of the college mission and values. This includes 24 mission fulfillment indicators (qualitative and quantitative data), disaggregated by campus when possible.

Part I

COM-FSM's Strategic Plan 2018-2023 consists of two strategic measures. Within Strategic Measure I 'Innovate academic quality to ensure student success', 2 of 9 measures of success have been attained. In large part, this is because the Strategic Plan 2018-2023 raised the bar, taking what was previously known as 'stretch' targets, or ambitious long-term goals, and setting them as the new standard. 4 of the 9 measures of success have met the Institution Set Standards, and 3 measures have met neither the Institution Set Standards, nor the Strategic Measures of success. Within Strategic Measure II 'Strengthen resources to meet current and future needs', 5 of 11 measures of have been attained, largely in the area of fiscal responsibility. 4 measures have not been met. 2 measures of success are lacking baseline data or did not have a specific target defined.

Consequently, the college has achieved 35% of its Strategic Plan's Measures of Success, with half of the time period remaining to make further progress.

Those areas which have met neither the Institution Set Standards nor the Strategic Measures of success become priority areas for the college to focus on.

Some changes to the wording of the measures are recommended, to make them easier to understand and use by all. Where S.M.A.R.T. targets or baseline data were not included, these are now added or will be completed before end 2021.

Strategic Measures of Success / Stretch Target Institution Set Standard (ISS)		■ = met ■ = met ■ = neither ISS nor Strategic Measure met
Measures	Any change or action?	
1.1 All five CCSSE benchmarks are exceeded	SSC analysis and feedback from SENSE survey	
1.2 Institution-Set Standards Are Met (8 of 13 [62%] met)	Prioritize strategic measures of success which correspond to un-met ISS. OIAEA will collaborate to create a FERPA-compliant and cyber-secure plan to better track COM-FSM alumni and employment data. Launch before end 2021.	
1.3 80% of students are enrolled full time	Conduct research (student survey) to understand why non-full-time students enroll in fewer credits.	
1.4 Average student semester credits earned is 12	Identify reasons why students are not passing their courses/classes.	
Strategic Direction 1: Innovate academic quality to ensure student success'	1.5 Persistence rate (fall to spring) is 95%	Identify reasons why students did not continue on the next semester (survey - migration, military recruitment, failing grades, etc.). Include first-time full-time students who started in summer session together with the Fall cohort. <u>This action point also covers Strategic Measure 1.6 below.</u>
	1.6 Persistence rate (fall to fall) is 80%	Identify reasons why students did not continue on the next semester (survey - migration, military recruitment, failing grades, etc..). Include first-time full-time students who started in summer session together with the Fall cohort.
	1.7 Graduation rate (100%) is 12%	Change wording to "12% of full-time first-time students graduate in 2 years" Update the wording of the Institution Set Standards in the same way.
1.8 Graduation rate (150%) is 29%	Change wording to "29% of full-time first-time students graduate in 3 years"	

	1.9 Graduation rate (200%) is 35%	Change wording to “35% of full-time first-time students graduate in 4 years”
	TOTAL: 2 of 9 Strategic Measures (stretch targets) met - 22% 4 of 9 ISS met - 44% 3 of 9 Neither ISS nor Strategic Measure met – 33%	
Strategic Measure II: Strengthen resources to meet current and future needs	2.1 Operating costs reduced by 5% by innovating ad streamlining services and processes	Reduce operating costs annually by 1% from 2017 baseline for a total 5% reduction by 2023.
	2.2 Balanced budget maintained	None
	2.3 Enrollment increased by 5%	Identify reasons why enrollment is going down (high school population rate, outmigration, military recruitment etc.)
	2.4 Reserve maintained at 40%	Change wording to “Maintain reserve at 40% or more, of which cash reserve is 5% or more.”
	2.5 Current levels of government financial support are annually maintained or exceeded	None
	2.6 Aggressive energy conservation measures in place reducing total annual cost by 20%	Change wording to “Conserve energy to lower kWhr consumption by 20% from baseline of 2017.” Start collecting baseline data of other energy consumption, for example, diesel fuel.
	2.7 Infrastructure upgraded in accordance with Phase I of the Facilities Master Plan	Revise the IEMP to inform and update the Facilities Master Plan.
	2.8 Invest in employee development and capacity building to improve practices	Change the calculation method towards a S.M.A.R.T. target: “Sustain or increase the number of employees furthering their formal education while on the job, from 2018 baseline, ensuring equity across all campuses”
	2.9 Average college employee attrition rate is less than 5% annually.	Change wording to “Average college employee retention rate is 95%”
	2.10 Employee job satisfaction survey yields overall 85% satisfaction rate.	Change wording from ‘satisfaction’ to ‘engagement’: Employee engagement survey shows that at least 85% of college employees are highly engaged. Conduct paper-based employee satisfaction / engagement survey in fall 2021 and present

		results no later than December board meeting.
	2.11 Employee recruitment process is revamped to significantly reduce time from recruitment to hiring.	Work towards the milestone “Reduce to zero the number of applications which take 2 months or more between final interview and ad hoc committee making a hiring recommendation to HRO.
	TOTAL 5 of 11 strategic measures met - 45% 4 of 11 strategic measures not met - 36% 2 of 11 measures lacking data or target - 18%	

Table 1: Summary of Strategic Measures of Success - Status & Proposed Changes 2021

Part II

COM-FSM has achieved 18 (or 75%) of its 24 mission indicators, and minimally achieved 2 (8.3%) of its 24 mission indicators. 83.3% of indicators are met, exceeding the required 17 indicators (71%) necessary for mission fulfillment.

COM-FSM is considered to be fulfilling its mission provided no more than seven (29%) of the 24 total indicators are at the ‘not achieved’ level so that the college attains at least 17 (71%) of its indicators within the achieved or minimally achieved range.

The following two indicators are minimally achieved:

- Fall-to-spring persistence rate
- Fall-to-fall persistence rate

Four indicators are **not** achieved:

- Academic challenge benchmark
- Student faculty interaction benchmark
- Number of degrees awarded
- Transfer rate

IEQA conducted workshops for members of the community in each State and included participants from State Congressional representatives, Department of Education, and local business leaders, among others. Together, they considered the mission fulfillment indicators and tried to answer the question “Are we living up to our mission?”. Recommendations were made from each campus, largely focusing on the area of workforce readiness.

Part I: Strategic Plan 2018 – 2023

Strategic Direction I. Innovate academic quality to ensure student success

Ensure student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.

Ensure student success by...	Strategic Measures
Decreasing time to completion	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
Increasing student satisfaction	1,1
Increasing persistence	1.5, 1.6
Increasing retention	1.5, 1.6

Table 2: Mapping Strategic Direction I to Strategic Measures of Success

Measure of success number 1.2 is “Institution Set Standards are met”. The ambitious longer-term goals previously named as “Stretch Goals” within the Institution Set Standards have in most cases become the target for the strategic measures in the 2018-2023 plan.

To measure performance of Strategic Direction I, and in compliance with US Department of Education (USDE) regulations and accreditation standards, the college established Institution-Set Standards (ISS) of performance and developed stretch targets for improvement over the five years of the Strategic Plan. ISS were derived from longitudinal institutional performance data and represent an institutional commitment to perform above these set standards at all times.

Strategic Measure I.1 All five CCSSE benchmarks are exceeded.

1.1.1. Explanation of Data

The Community College Survey of Student Engagement (CCSSE) is an assessment tool that provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. It is a versatile, research-based tool appropriate for multiple uses. Identifying what students do in and out of the classroom, knowing students'

goals, and understanding external responsibilities can help the college create an environment that can enhance learning, development, and success¹.

COM-FSM first administered the CCSSE in 2013 and again in 2014. It was then decided to administer the survey every two years: 2016, 2018, 2020, and 2022.

The survey is usually administered in the Spring semester with results made available in Fall. The next CCSSE administration will be in 2022.

1.1.2. Results

Not met.

Results were analyzed fully in 2014 in a report available [here](#). The tables below present results from 2016 onwards.

[2016 Benchmark Scores report:](#)

Benchmark	Your College	Small Colleges		2016 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	62.2	51.5	10.6	50.0	12.2
Student Effort	64.4	51.0	13.4	50.0	14.4
Academic Challenge	50.1	50.3	-0.2	50.0	0.1
Student-Faculty Interaction	46.4	52.7	-6.3	50.0	-3.6
Support for Learners	70.7	52.0	18.6	50.0	20.7

[2018 Benchmark Scores report:](#)

Benchmark	Your College	Small Colleges		2018 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	61.9	51.1	10.8	50.0	11.9
Student Effort	62.2	50.8	11.5	50.0	12.2
Academic Challenge	43.3	50.1	-6.9	50.0	-6.7
Student-Faculty Interaction	45.2	52.7	-7.5	50.0	-4.8
Support for Learners	67.8	52.1	15.7	50.0	17.8

[2020 Benchmark Scores report:](#)

Benchmark	Your College	Small Colleges		2020 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	61.1	51.4	9.7	50.0	11.1
Student Effort	63.0	50.9	12.1	50.0	13.0

¹ Reference: <https://www.ccsse.org/aboutccsse/aboutfaqs.cfm>

Academic Challenge	44.5	50.3	-5.7	50.0	-5.5
Student-Faculty Interaction	46.4	53.0	-6.6	50.0	-3.6
Support for Learners	67.7	52.0	15.7	50.0	17.7

- CCSSE scores across all five areas decreased between 2016 and 2018, with some minor increase seen in 2020 (Student Effort, Academic Challenge and Student-Faculty Interaction)
- Within three areas, COM-FSM performs above the benchmarks of small colleges across the US: Active & Collaborative Learning, Student Effort, and Support for Learners.
- In two areas, Academic Challenge, and Student-Faculty Interaction, COM-FSM is underperforming compared to the small college benchmark.

1.1.3.Actions

Student Success Committee were tasked with analyzing the 2018 CCSSE results in detail. They decided that the student-faculty interaction was the most important area, and in particular, noted academic guidance / counselling as needing attention. They created a survey to understand student perceptions and understanding of the role of academic advisors. This was included as an additional component in CCSSE 2020.

In 2020, SSC are tasked with analyzing the results of this component.

During Fall 2020, the College of Micronesia-FSM administered the Survey of Entering Student Engagement (SENSE), a survey that focuses on first-time (new) entering students. This survey aims to focus on students' experiences in the critical first few weeks of college. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors. Students respond to the survey and participating colleges receive survey reports including data and analysis they can use to improve their programs and services for entering students. Specifically, SENSE data can be used in improving course completion rates and the rate at which students persist beyond the first term of enrollment.

The SENSE was administered during the fourth and fifth weeks of the fall academic term to students in courses randomly selected from those most likely to enroll entering students. Due to COVID-19 and the move to online learning, the SENSE administration was switched from paper survey to online. A major collaborative effort was made between OIE and Counseling services to encourage students to take the survey. As of November 13th 2020, out of 663 new entering students, 294 (44%) opened the survey but only 183 (28%) completed the survey. While awaiting the results, we will reflect upon our experiences in administering the survey to inform future decision-making regarding the SENSE survey, the value of the data collected, and student engagement for first-time students.

Strategic Measure I.2 Institution-Set Standards Are Met

1.2.1. Explanation of Data

The college established 13 institution-set standards with medium (1-3 years) and long-term (5 years – “Stretch”) targets for improvement. Nine of the long-term (‘stretch’) targets for improvement became the measures of success within the Strategic Plan 2018-2023 Strategic Direction I.

13 Institution-Set Standards are updated every quarter on COM-FSM’s [Institution-Set Standards & Mission Fulfillment Indicators](#) webpage.

Compare 9 Measures of Success of Strategic Direction I With 13 Institution-Set Standards

Strategic Direction I: 9 Measures of Success	ISS equivalent	13 Institution-Set Standards	ISS	Stretch Target
I.1 All five CCSSE benchmarks are exceeded	None	1. Percent of total students enrolled full time (enrolled for 12 or more credits)	70%	80%
I.2 ISS Standards are met		2. Average Student semester credits earned	9	12
I.3 80% of total students are enrolled full time	ISS 1	3. Persistence rate (fall to spring)	87%	95%
I.4 Average student semester credits earned is 12	ISS 2	4. Persistence rate (fall to fall)	61%	80%
I.5 Persistence rate (fall to spring) is 95%	ISS 3	5. Course completion % ABC or P	70%	80%
I.6 Persistence rate (fall to fall) is 80%	ISS 4	6. Graduation rate (full-time, first-time cohort) 100%	6%	12%
I.7 Graduation rate 100% is 12%	ISS 6	7. Graduation rate (full-time, first-time cohort) 150%	16%	29%
I.8 Graduation rate 150% is 29%	ISS 7	8. Graduation rate (full-time, first-time cohort) 200%	25%	35%
I.9 Graduation rate 200% is 35%	ISS 8	9. Number of degrees awarded	280	355
		10. Number of certificates awarded	100	160
		11. Graduate employment rates certificate and CTE degrees	18	35
		12. Examination pass rates (teacher certification)	76	95
		13. Transfer rate to 4-year colleges/universities	3%	8%

Figure 1: Comparing the Nine Measures of Success in Strategic Direction I with COM-FSM's 13 Institution-Set Standards

Figure 1 above shows that six Institution-Set Standards (highlighted in pink) are not included in the Strategic Measures of success.

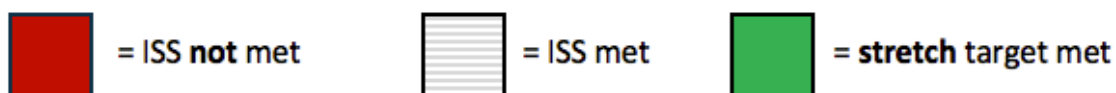
This section focuses on COM-FSM’s achievements of the 13 Institution-Set Standards as a whole. A more detailed view of Institution-Set Standards #1-8 (which correspond to Strategic Measures I.3 – I.9) are provided in the corresponding sections of the report.

COM-FSM is considered to be meeting its institution set standards provided when the college attains at least 9 (69%) of its indicators to either the stretch target (green) or ISS met (orange), and no more than four institution set standards are not met.

1.2.2. Results

Not Met AY2019-2020

8 of 13 targets met – 62% met.



ISS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1	Percent of total students enrolled full time (enrolled for 12 or more credits)	64.7%	70.3%	71.9%	73.2%	73.8%	67.70%
2	Average Student semester credits earned	9.1	9.2	9.1	9.4	9.2	7.2
3	Persistence rate (fall to spring)	88.0%	88.0%	82.0%	82.7%	80.4%	75.5%
4	Persistence rate (fall to fall)	67.0%	61.0%	59.0%	60.0%	63.90%	TBD Fall 2021
5	Course completion % ABC or P	71.8%	70.9%	67.9%	72.2%	69.10%	56.40%
6	Graduation rate (full-time, first-time cohort) 100%	7.7%	7.7%	7.3%	10.5%	9.7%	TBD Fall 2021
7	Graduation rate (full-time, first-time cohort) 150%	18.7%	21.9%	22.6%	29.0%	29.0%	TBD Fall 2021

8	Graduation rate (full-time, first-time cohort) 200%	24.0%	29.0%	33.0%	30.0%	42.0%	TBD Fall 2021
9	Number of degrees awarded	271	246	291	295	258	TBD Fall 2021
10	Number of certificates awarded	149	122	126	138	142	TBD Fall 2021
11	Graduate employment rates certificate and CTE degrees	17.4%	18.5%	17.9%	34.20%	TBD	TBD
12	Examination pass rates (teacher certification)	78.6%	84.0%	72.0%	86.1%	73.1%	TBD
13	Transfer rate to 4-year colleges/universities	1.2%	0.7%	1.0%	1.7%	4.80%	TBD
ISS Targets met /13		8	11	7	9	6	
Stretch Targets met /13		0	0	0	1	2	

Figure 2: COM-FSM Performance Against 13 Institution-Set Standards & Stretch Targets 2015-2021

- 2016-2017 shows the highest performance against the Institution-Set Standards, with a total of 11 targets met.
- Progress in graduation rates has met two of the longer-term “stretch” targets.
- Persistence rates are generally on a downward trend.

1.2.3. Actions

OIAEA will collaborate to create a FERPA-compliant and cyber-secure plan to better track COM-FSM alumni and employment data. Launch before end 2021.

Prioritize strategic measures of success which correspond to unmet ISS.

Strategic Measure I.3 80% of students are enrolled full time

1.3.1. Explanation of Data

A student who is enrolled for 12 credits or more is considered full-time. The Office of Institutional Effectiveness (OIE) extracts data from the Student Information System (MyShark) to calculate the percentage of students who are enrolled for 12 credits or more, based on Fall semester data.

1.3.2. Results

Not met.

Collegewide data shows that the Institution-Set Standard of 70% students enrolled full-time has been consistently met since 2016. However, Strategic Measure I.3 aims to meet the Stretch target of 80% - this has not yet been met at college level.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percent of total students enrolled full time	64.7%	70.3%	71.9%	73.2%	73.8%

Table 3: Percentage of COM-FSM students enrolled full-time 2015-2020

The data below shows significant differences by campus. Full-time enrollment is highest at National campus and has been varying at other campuses. For example, the percentage of full-time students enrolled at Kosrae campus has increased significantly since 2016 whereas full-time enrollment at Chuuk campus has been relatively stable currently at 65.5%.

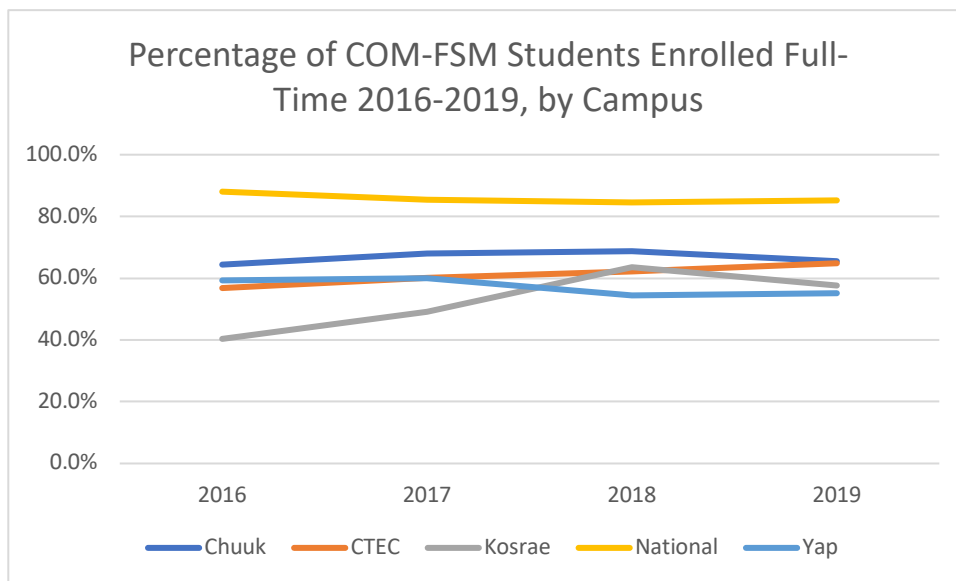


Figure 3: Percentage of COM-FSM students enrolled full-time by campus 2016-2019

	Chuuk	CTEC	Kosrae	National	Yap
2016	64.4%	56.8%	40.4%	88.0%	59.2%
2017	68%	60%	49%	85%	60%
2018	68.8%	62.3%	63.6%	84.5%	54.4%
2019	65.5%	64.8%	57.6%	85.2%	55.1%

Table 4: Percentage of COM-FSM students enrolled full-time by campus 2016-2019

1.3.3. Actions

- Deans consider setting “Campus-set standards” aligned with both Institution-Set Standards and the unique characteristics of each campus
- Conduct research (student survey?) to understand why non-full-time students enroll in fewer credits.

Strategic Measure I.4 Average student semester credits earned is 12

1.4.1. Explanation of Data

The Office of Institutional Effectiveness (OIE) extracts data from the Student Information System (SIS) to calculate the average number of credits earned, based on Fall semester data.

1.4.2. Results

Not met.

Collegewide data shows that the Institution-Set Standard of 9 credits per student in one semester has been consistently attained in Fall semesters since 2015.

However, Strategic Measure I.4 aims to meet the Stretch target of 12 credits - this has not yet been met at college level.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Average Student semester credits earned	9.1	9.2	9.1	9.4	9.2

Table 5: Average number of credits earned by COM-FSM students in Fall semesters 2015-2020

The data below shows differences by campus. Since 2015, the average number of credits earned by COM-FSM students at National campus in Fall semesters has been slowly declining, whereas at CTEC there has been a gradual increase.

	Chuuk	CTEC	Kosrae	National	Yap
2015	8.6	8.0	6.4	10.2	9.2
2016	9.1	8.1	7.0	10.4	8.9
2017	9.5	8.1	7.2	9.6	10.6
2018	10.1	8.3	8.8	9.9	9.4
2019	9.4	8.4	7.3	9.7	9.9

Table 6: Average number of credits earned by COM-FSM students in Fall semester 2015-2020, by Campus

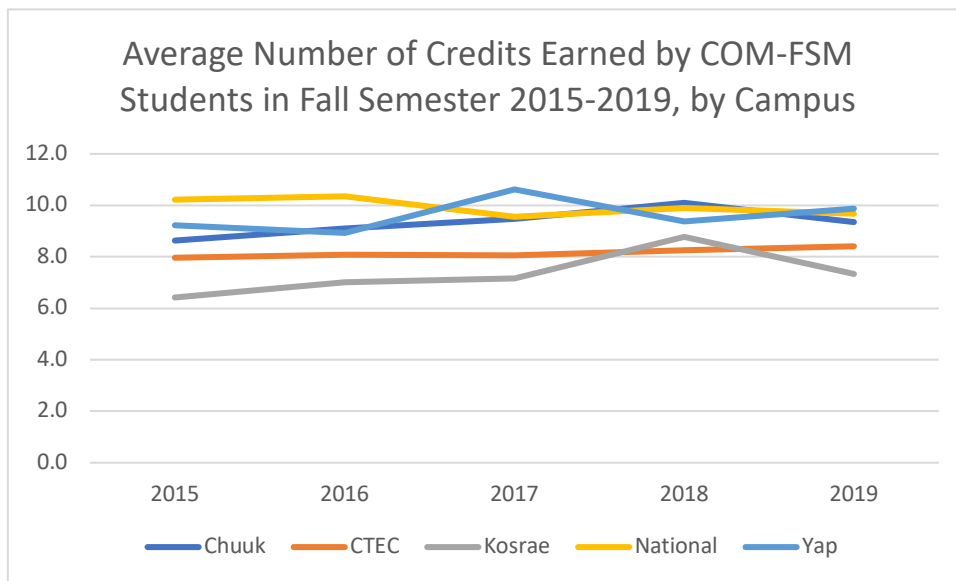


Figure 4: Average Number of Credits Earned by COM-FSM Students in Fall Semester 2015-2019, by Campus

1.4.3. Actions

- Identify reasons why students are not passing their courses/classes.

Strategic Plan review group:

The goal has not been attained yet, but gives the college an area to investigate and possibly identify as a priority.

Strategic Measure I.5 Persistence rate (fall to spring) is 95%

1.5.1. Data Explanation

When a student enrolls at COM-FSM, we hope that they will continue their studies through to completion. *Persistence rate* measures the percentage of students who enrolled for the first time (not returning students), as full-time students, in Fall semester – who are still enrolled in the next semester (Spring) of the same year. This data is extracted from the SIS.

- If a student transfers to another institution of higher education, we count this as 'persisted', since they are continuing their studies, even though they are no longer with COM-FSM.
- If a student starts their studies at one of the State campuses and later transfers to another campus within the COM-FSM system, we count this as 'persisted', since they are continuing their studies at COM-FSM.

The Institution Set-Standard aims that 87% of these students are still enrolled in the next Spring semester. Strategic measure I.5 is equivalent to the stretch target –95% of these students are still enrolled in the Spring semester.

1.5.2. Results

Not met.

Collegewide data shows that neither the Institution-Set Standard of 87% nor the Stretch target of 95% (equivalent to Strategic Measure I.5) persistence rate (fall to spring) has been met since academic year 2017-2018.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Persistence rate (fall to spring)	88.0%	88.0%	82.0%	82.7%	80.4%

Table 7: Percentage of Students Who Continued to Study at COM-FSM from Fall to Spring, 2015-2019, Collegewide

	Chuuk	CTEC	Kosrae	National	Yap
2015	85.7%	87.8%	76.2%	91.2%	92.0%
2016	86.8%	82.9%	78.8%	89.7%	75.0%
2017	81.0%	80.8%	71.4%	86.9%	89.6%
2018	85.4%	77.1%	80.4%	88.4%	83.3%
2019	91.3%	82.7%	75.6%	85.8%	85.7%

Table 8: Percentage of Students Who Continued to Study at COM-FSM from Fall to Spring, 2015-2019, by Campus

1.5.3. Actions

Identify reasons why students did not continue on the next semester (survey - migration, military recruitment, failing grades, etc..).

Strategic Plan review group:

Can we include students who started in summer session, who persisted in fall – there are quite a large number of students who start this way.

Include first-time full-time students who started in summer session together with the Fall cohort.

This action point also covers Strategic Measure I.6 below.

Strategic Measure I.6 Persistence rate (fall to fall) is 80%

1.6.1. Data Explanation

Similar to Strategic measure I.5, Persistence rate (fall to fall) aims that 80% of full-time first-time students are still enrolled in the fall semester of the next academic year.

The Institution Set-Standard aims that 61% of these students are still enrolled the next academic year Fall semester. Strategic measure I.6 is equivalent to the stretch target – 80% of these students are still enrolled in the Fall semester.

1.6.2. Results

Not met.

Strategic Plan review group:

We have reached the Institution Set Standard (ISS) but not reached the stretch target. The reasons why people do not persist is unclear.

The Institution Set-Standard of 61% was met for the first time in three years in 2019-2020 but the stretch target of 80% remains an ambitious target.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Persistence rate (fall to fall)	67.0%	61.0%	59.0%	60.0%	63.90%	TBD Fall 2021

COM-FSM has not yet met the target of 80% fall-to-fall persistence rate. Persistence rates are quite variable year on year, both within and across campuses.

	Chuuk	CTEC	Kosrae	National	Yap	Collegewide
2015	62.9%	55.1%	57.1%	79.2%	52.0%	64.0%
2016	48%	57%	58%	70%	53%	60%
2017	50%	53%	48%	66%	60%	57%
2018	64%	55%	43%	73%	54%	62%

Table 9: Fall to Fall Persistence Rate 2015 – 2018

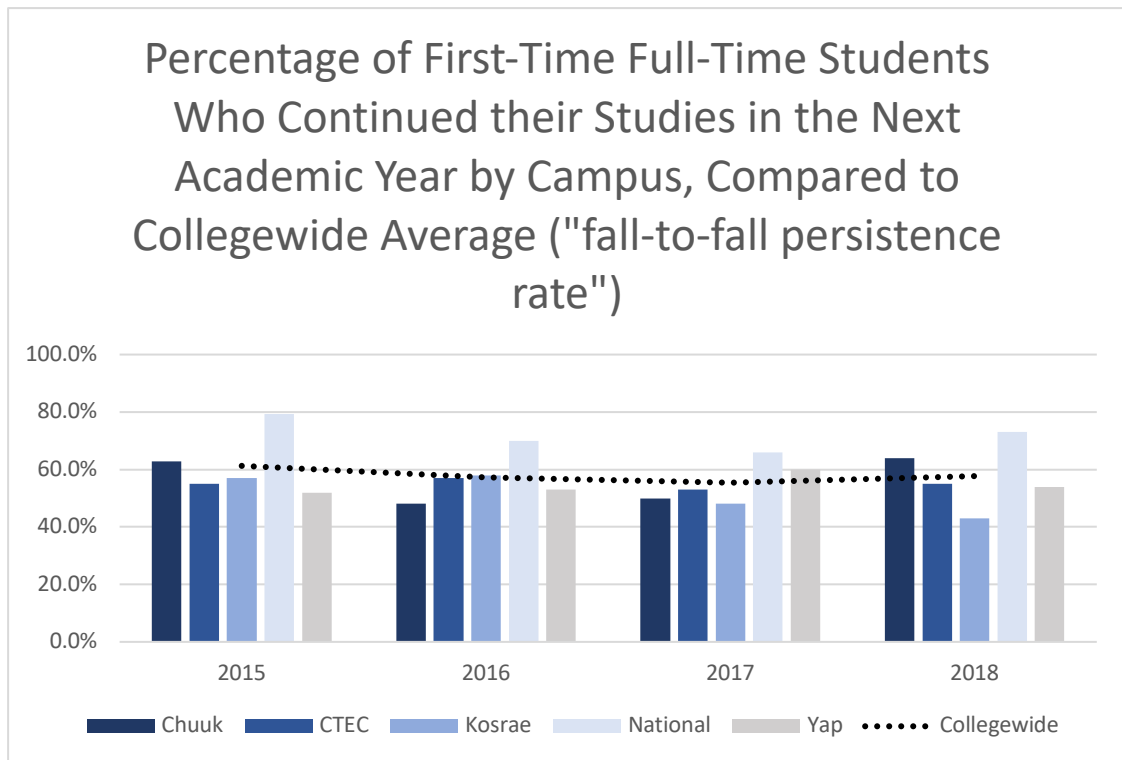


Figure 5: Percentage of First-Time Full-Time Students Who Continued their Studies in the Next Academic Year by Campus, Compared to Collegewide Average ("fall-to-fall persistence rate")

1.6.3. Action

As above action plan for 1.5:

Identify reasons why students did not continue on the next semester (survey - migration, military recruitment, failing grades, etc..).

Include first-time full-time students who started in summer session together with the Fall cohort.

Strategic Measure 1.7 Graduation rate (100%) is 12%

1.7.1 Data Explanation

Graduation rate data provide information on institutional productivity and help institutions comply with reporting requirements of the Student Right-to-Know Act (1990) and the Higher Education Act, amended (2008)².

Following the IPEDS definition, graduation rates data are collected for full-time, first-time degree and certificate-seeking undergraduate students.

² IPEDS survey components - <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

100% in Strategic Measure I.7 refers to the time it normally takes a student to complete a program; a full-time student should be able to complete all the requirements for an Associate’s degree within two years. Strategic measure I.7 calculates the percentage of students who enrolled as full-time, first-time students who graduated within two years.

Note that this measure doesn’t correctly account for Certificate students – the measure states “100%” is 2 years, whereas a Certificate should only take one year.

The Institution-Set Standard for graduation rate (100%) is 6%. The Stretch Target was set at 12%. Strategic Measure I.7 took the stretch target as the new goal.

1.7.2. Results

Not met.

The Institution Set Standard of 6% has been consistently met since 2015 but the stretch target of 12% has not yet been met.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Graduation rate (full-time, first-time cohort) 100%	7.7%	7.7%	7.3%	10.5%	9.7%

Table 10: Percentage of full-time first-time students graduating in 2 years

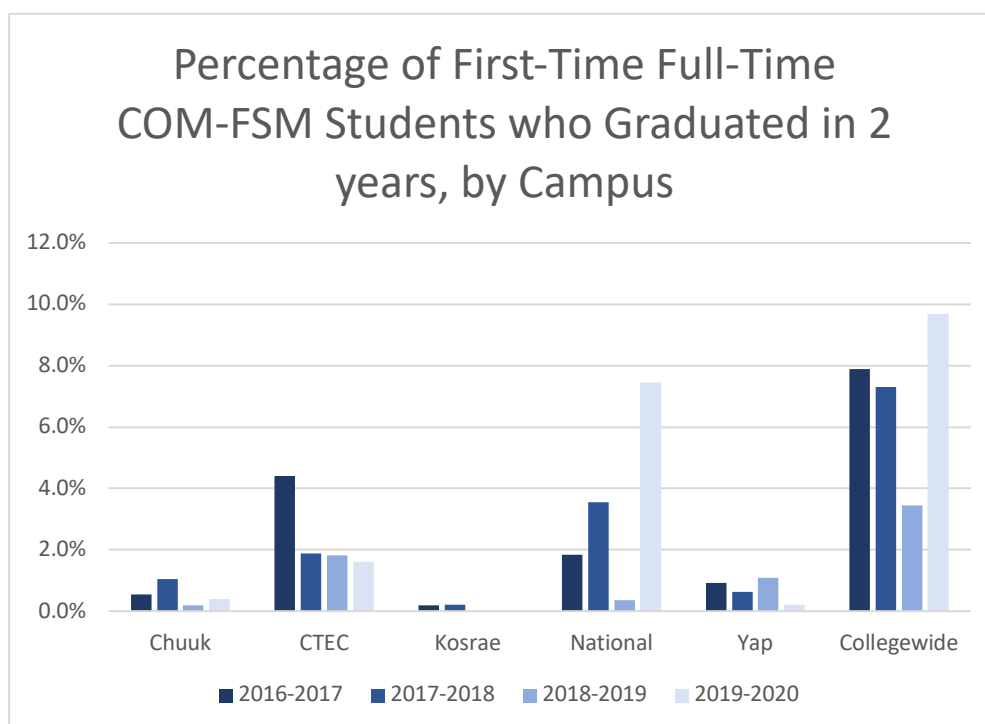


Figure 6: Percentage of First-Time Full-Time COM-FSM Students who Graduated in 2 years, by Campus

1.7.3. Action

- The wording of this measure confuses many people. To make it more reader-friendly, change to “12% of full-time first-time students graduate in 2 years”
- Update the wording of the Institution Set Standards in the same way.

Strategic Measure I.8 Graduation rate (150%) is 29%

1.8.1. Data Explanation

Following the IPEDS definition, graduation rates data are collected for full-time, first-time degree and certificate-seeking undergraduate students.

150% in Strategic Measure I.8 refers to the time it normally takes a student to complete a program; a full-time student should be able to complete all the requirements for an Associate’s degree within two years – if they take 150% of that time, it will take them three years to complete. Strategic measure I.8 calculates the percentage of students who enrolled as full-time, first-time students who graduated within three years.

Note that this measure doesn’t correctly account for Certificate students – the measure states “150%” is 3 years, whereas a Certificate should only take one year, so 150% of that time would be 1.5 years.

The Institution-Set Standard for graduation rate (150%) is 16%. The Stretch Target was set at 29%. Strategic Measure I.8 took the stretch target as the new goal.

1.8.2. Results

Met.

There has been growth in the percentage of students graduating in three years, meeting the stretch target and Strategic Measure 1.8 of 29%.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Graduation rate (full-time, first-time cohort) 150%	18.7%	21.9%	22.6%	29.0%	29.0%

Table 11: Percentage of full-time first-time students graduating in 3 years

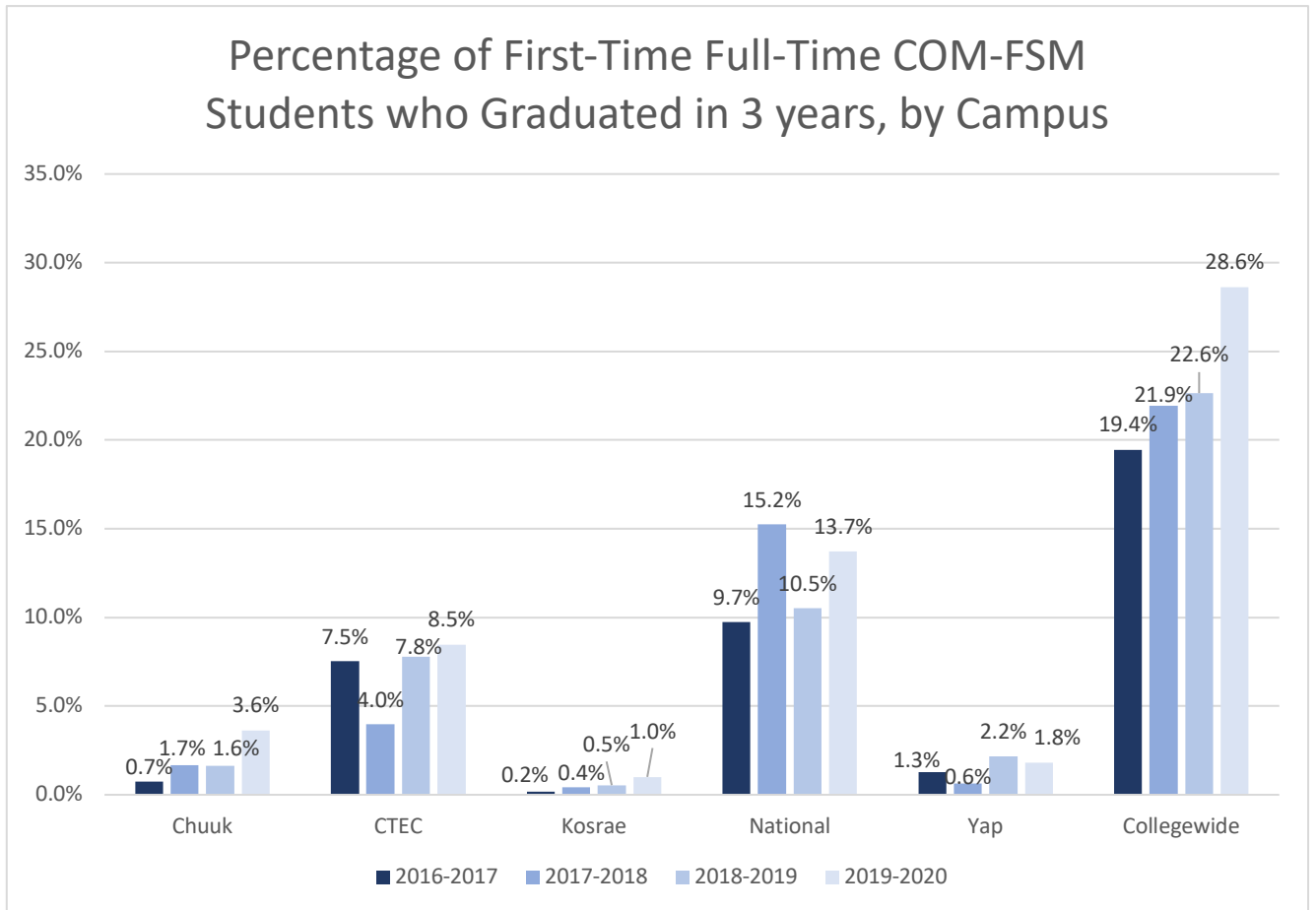


Figure 7: Percentage of First-Time Full-Time COM-FSM Students who Graduated in 3 years, by Campus

1.8.3. Action

- Wording of this measure confuses many people. To make it more reader-friendly, change to “29% of full-time first-time students graduate in 3 years”

Strategic Measure I.9 Graduation rate (200%) is 35%

1.9.1. Data Explanation

Following the IPEDS definition, graduation rates data are collected for full-time, first-time degree and certificate-seeking undergraduate students.

200% in Strategic Measure I.9 refers to the time it normally takes a student to complete a program; a full-time student should be able to complete all the requirements for an Associate’s degree within two years – if they take 200% of that time, it will take them four years to complete. Strategic measure I.9 calculates the percentage of students who enrolled as full-time, first-time students who graduated within four years.

Note that this measure doesn't correctly account for Certificate students – the measure states “200%” is 4 years, whereas a Certificate should only take one year, so 200% of that time would be 2 years.

The Institution-Set Standard for graduation rate (200%) is 25%. The Stretch Target was set at 35%. Strategic Measure 1.9 took the stretch target as the new goal.

1.9.2. Results

Met.

There has been growth in the percentage of students graduating in four years, meeting the stretch target and Strategic Measure 1.9 of 35%.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Graduation rate (full-time, first-time cohort) 200%	24%	29%	33%	30%	42%

Table 12: Percentage of full-time first-time students graduating in 4 years

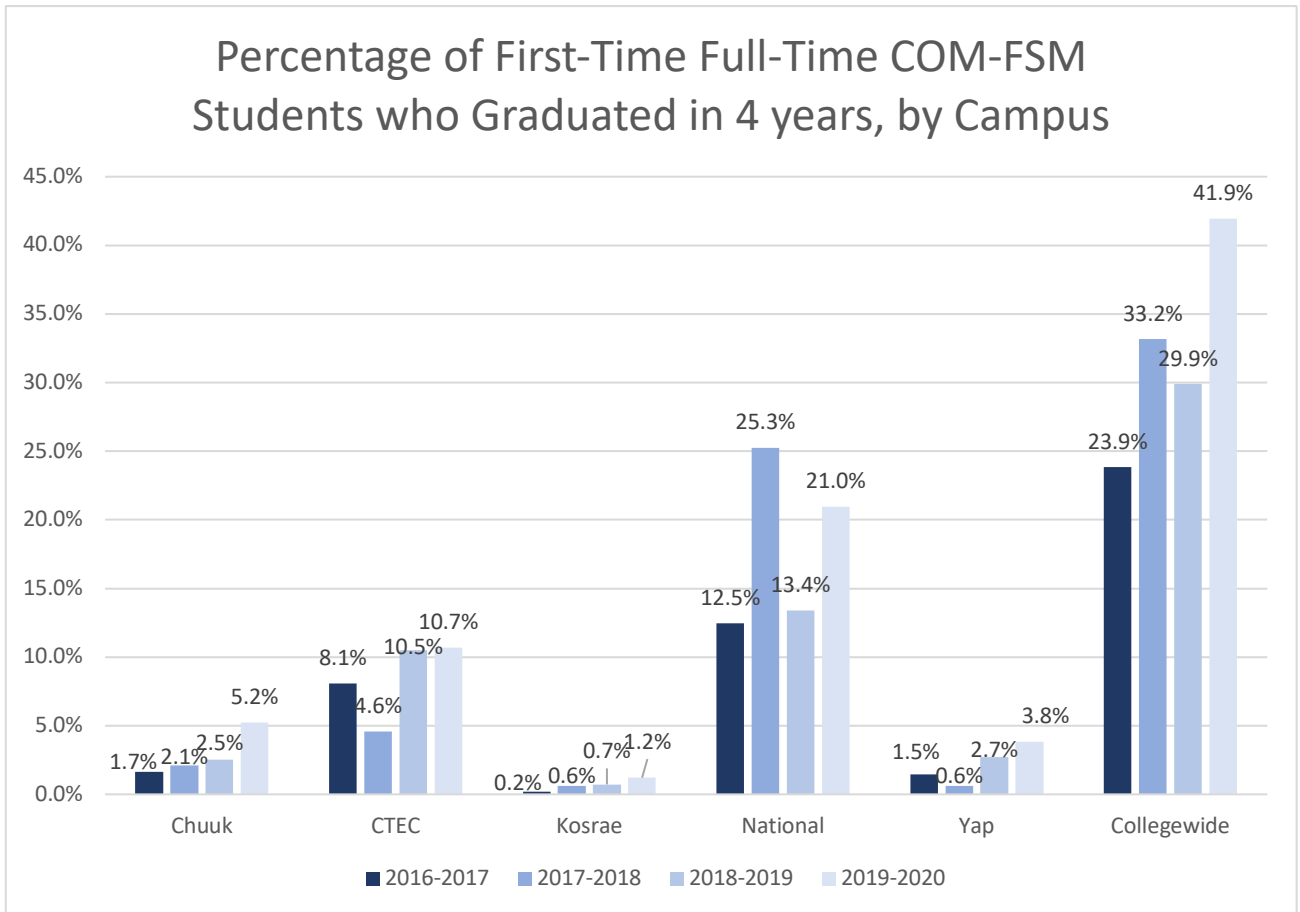


Figure 8: Percentage of First-Time Full-Time COM-FSM Students who Graduated in 4 years, by Campus

1.9.3. Action

- Wording of this measure confuses many people. To make it more reader-friendly, change to “35% of full-time first-time students graduate in 4 years”

Strategic Direction II. Strengthen resources to meet current and future needs

Strengthen resources to meet current and future needs through revenue diversification, efficient use, innovation, effective allocation, conservation, infrastructure upgrades, and investment in human capital.

Strengthen resources to meet current and future needs through...	Strategic Measures
Revenue diversification	2.5
Efficient use of revenue	2.1, 2.4,
Innovation	2.3
Effective allocation	2.2
Conservation	2.6

Infrastructure upgrades	2.7
Investment in human capital	2.8, 2.9, 2.10, 2.11

Strategic Measure II.1 Operating costs reduced by 5% by innovating and streamlining services and processes

2.1.1. Data Explanation

This Strategic Measure uses the total operating costs of COM-FSM as reported within the annual [audit reports](#) prepared by Deloitte & Touche LLP. Operating expenses include Institutional support, Instruction, Student financial assistance, Student services, Depreciation, Auxiliary enterprises, Academic support, Operations and maintenance, and plant.

2.1.2. Results

Not met.

Total operating costs for 2018 were 7.4% lower than they were in 2016, or 2.5% lower than in 2017.

Total operating costs increased in 2019. The operating costs of 2019 were 0.6% higher in 2019 than they were in 2016, and 6% higher than in 2017.

Financial Year ³	Total Operating Cost
2016	\$20,959,189
2017	\$19,891,058
2018	\$19,402,005
2019	\$21,087,852

Table 13: COM-FSM Total Operating Costs 2016-2019

Below, a rough estimate is presented of the operating cost per COM-FSM student, measured using the total operating costs per year divided by unduplicated headcount for the academic year.

³ Total Operating Expenses References

2016 - [http://www.comfsm.fm/busOffice/reports/2016/COM-FSM_fs16%20\[Final%20June%2029%202017\]-1.pdf](http://www.comfsm.fm/busOffice/reports/2016/COM-FSM_fs16%20[Final%20June%2029%202017]-1.pdf)

2017 - [http://www.comfsm.fm/busOffice/reports/2017/COM-FSM_fs17\[Final-June-4-2018\].pdf](http://www.comfsm.fm/busOffice/reports/2017/COM-FSM_fs17[Final-June-4-2018].pdf)

2018 - [http://www.comfsm.fm/busOffice/reports/2018/COM-FSM_fs18\[Final-Jun-28-2019\].pdf](http://www.comfsm.fm/busOffice/reports/2018/COM-FSM_fs18[Final-Jun-28-2019].pdf)

2019 - [http://www.comfsm.fm/busOffice/reports/2019/COM-FSM_FS19%20\[Final%20Nov%2024%202020\].pdf](http://www.comfsm.fm/busOffice/reports/2019/COM-FSM_FS19%20[Final%20Nov%2024%202020].pdf)

	2017	2018	2019
Total operating cost (\$)	19891058	19402005	21087852
Total # of students (unduplicated headcount)	2692	2689	2463
Estimated Operating Cost per student (\$)	\$7388.95	\$7215.32	\$8561.85

Table 14: Estimated Operating Cost per COM-FSM Student 2017-2019

The above shows a 15% increase in operating cost per student between 2017 and 2019.

2.1.3. Actions

The original wording of Strategic Measure of Success II.1 did not state which year to use as baseline.

Finance Committee:

If the 5% reduction in Operating Cost is an annual percentage rate, this means that in five years' period, the total reduction rate in Operating Cost would be 25%. Is this reduction rate of 25% achievable in 5 years? This a big reduction in Operating Cost which will greatly affect the operation of the institution as a whole.

If the 5% reduction in Operating Cost refers to the whole 5-year period, then 1% is an annual reduction rate in Operating Cost: this is achievable and less impact to the operation of the institution.

There risks non-alignment between strategic measures 2.1 (reduce operating costs) and strategic measure 2.3 (increase enrollment). Increasing the number of students enrolled may allow an increase in operating costs, whereas reducing operating costs will likely *not* allow for an increase in the number of students enrolled.

Change wording to:

Reduce operating costs annually by 1% from 2017 baseline for a total 5% reduction by 2023.

Strategic Measure II.2 Balanced budget maintained

2.2.1. Data Explanation

A balanced budget means that the expenses of COM-FSM will be equivalent to projected revenue and that any variances are addressed immediately in order not to affect the cash flow. A balanced budget during the fiscal year is demonstrated when the college is able to complete its operations without using its cash reserved.

Each year, the budget is created and approved according to the latest [Budget Procedures Handbook](#) for the financial year after next. For example, in 2020 the FY2022 budget was approved at the December Board of Regents meeting.

2.2.2. Results

Met.

FY2022 – balanced budget approved as reported in [Board of Regents 3rd December 2020 meeting](#)

FY2021 – balanced budget approved as reported in [Board of Regents 27th November 2019 meeting](#).

FY2020 – balanced budget approved as reported in [Board of Regents 5th December 2018 meeting](#)

FY2019 – balanced budget approved as reported in [Board of Regents 13th December 2017 meeting](#)

FY2018 - balanced budget approved as reported in [Board of Regents 1st December 2016 meeting](#)

2.2.3. Action

None.

Strategic Measure II.3 Enrollment increased by 5%

2.3.1. Data explanation

Enrollment measures the number of people enrolled for credits at COM-FSM. There are various ways to measure enrollment, for example, the number of students enrolled in credit courses in the fall semester or alternatively, the total number of credits that students have enrolled in. For Strategic Measure II.3, COM-FSM uses the total headcount of students enrolled in each academic year. If a student is enrolled for more than one semester, they are only counted once – this is called ‘unduplicated headcount’.

Headcount from FSM-FMI is not included here because they can only accommodate a limited number of students who are not enrolled on credits but based on contact hours. In addition, whereas the Collegewide data supports fulfillment of ACCJC accreditation standards, FSM-FMI follows the International Maritime Organization (IMO) guidelines and standards under the Standards of Training Certification and Watch-Keeping (STCW).

Data from AY2015-2016 is presented here to demonstrate trend data.

2.3.2. Results

Not met.

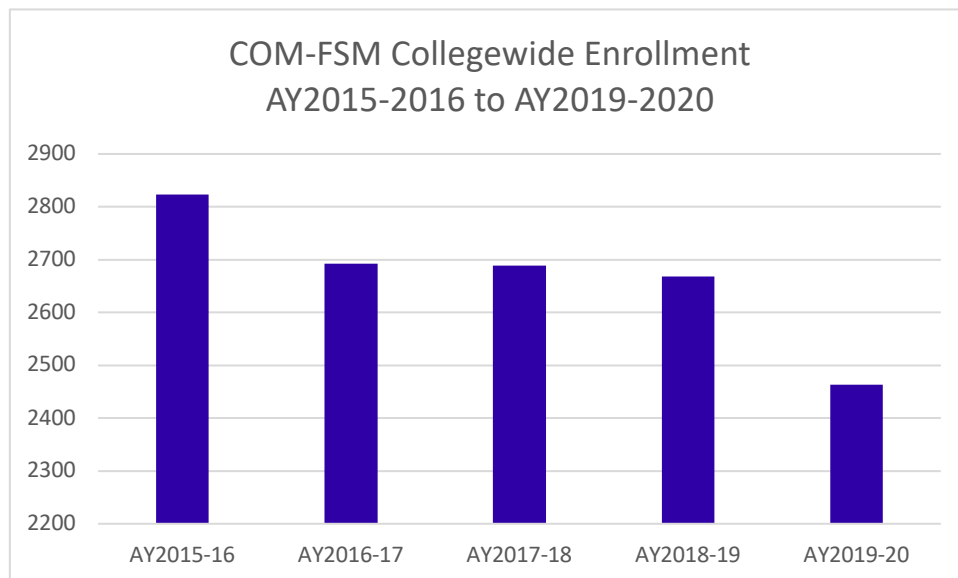


Figure 9: COM-FSM Collegewide Enrollment AY2015-2016 to AY2019-2020

- Collegewide enrollment in AY2019-2020 has decreased by 12.75% compared to AY2015-2016.
- Collegewide enrollment in AY2019-2020 has decreased by 8.4% compared to AY2017-2018.

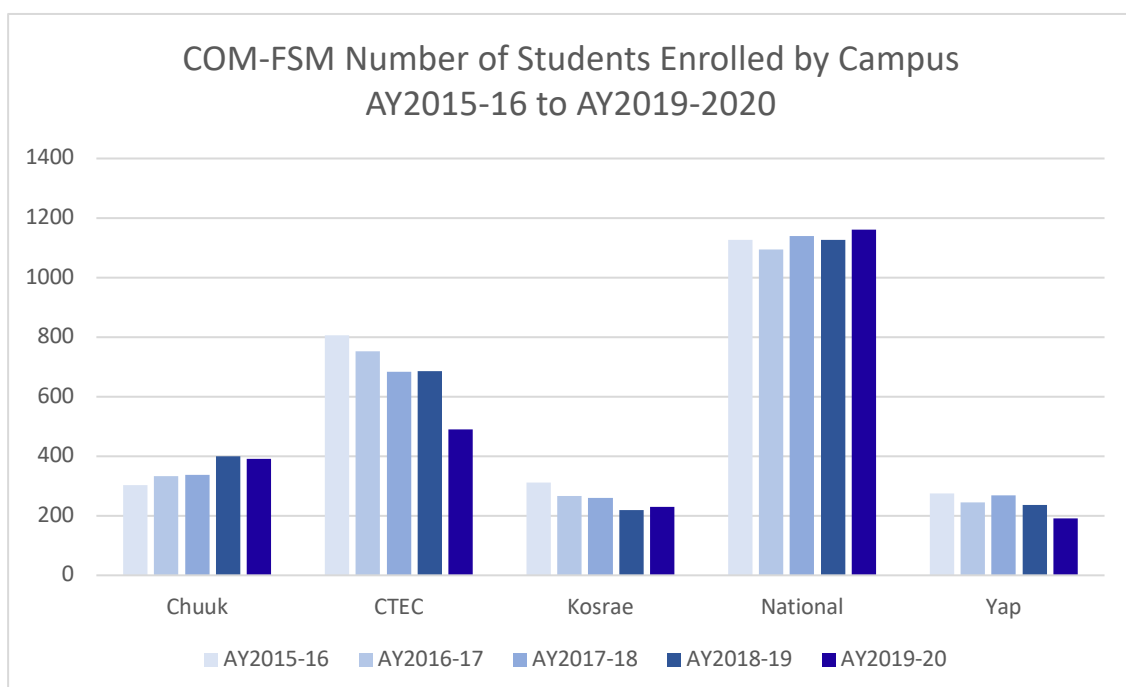


Figure 10: COM-FSM Number of Students Enrolled by Campus AY2015-16 to AY2019-2020

Considering each campus:

- the sharpest decline in enrollment is at CTEC campus with a 39% decrease over the five years reported.
- enrollment at Chuuk campus has increased by 28.6%
- both Kosrae and Yap campus have seen slow and steady declines in enrollment, 26.6% and 29.9% respectively
- National campus has maintained relatively stable enrollment – a 3% increase since AY2015-2016.

2.3.3. Action

Identify reasons why enrollment is going down (high school population is also going down, outmigration, military recruitment etc....)

Consider changing this measure to: “Maintain enrollment at least an equivalent level to the high school graduation rate”. Prior to this change, OIE must identify appropriate reliable data source, using official National statistics.

Strategic Measure II.4 Reserve maintained at 40%

2.4.1. Data explanation

"Cash reserves" refer to the money the college keeps on hand to meet emergency funding needs. We compare this amount to the total annual operating expenses of the college and express it as a percentage.

Included in the 'reserves' is 'unrestricted fund balance', meaning, the only constraint on spending is imposed by the college itself.

Since FY2018, the college's endowment fund has been included in the unrestricted fund balance. This is because the endowment fund reached maturity of 20 years. The college imposes its own restriction on use of the endowment fund, according to [BP 1450](#), aiming to at least reach the endowment fund target of \$20,000,000 before considering using it. As a college-imposed restriction, these funds are called 'unrestricted' in accounting standards and by auditors.

Within the unrestricted fund balance is 'cash reserves'. The college aims to keep these at 5% or higher.

2.4.2. Results

Met.

The reserve has consistently been maintained above 40%, with a sharp jump upwards from FY2018 when the endowment fund became considered as 'unrestricted'.

Fiscal Year	Annual Operating Expense	Unrestricted Net Assets	Ratio
2020			
2019	21,087,852.00	17,073,434.00	81%
2018	19,402,005.00	16,685,912.00	86%
2017	19,891,058.00	10,751,645.00	54%
2016	20,959,189.00	11,516,346.00	55%
2015	18,364,715.00	11,060,072.00	60%
2014	20,544,356.00	9,674,813.15	47%
2013	21,624,351.00	9,649,520.51	45%
2012	22,580,161.00	9,186,660.08	41%

Table 15: COM-FSM Financial Reserves (Unrestricted Fund Balance) as a Percentage of Annual Operating Expenses 2012-2019

Fiscal Year	Annual Operating Expense	Cash Reserved	Ratio
2020		3,396,331.35	
2019	21,087,852.00	3,235,123.63	15%
2018	19,402,005.00	3,099,817.34	16%
2017	19,891,058.00	3,038,203.49	15%
2016	20,959,189.00	2,874,965.76	14%
2015	18,364,715.00	2,812,054.18	15%

Table 16: COM-FSM Cash Reserves Ratio 2015-2020

2.4.3. Action

Change wording to:

Maintain reserve at 40% or more, of which cash reserve is 5% or more.

Strategic measure II.5 Current levels of government financial support are annually maintained or exceeded.

2.5.1. Data explanation

COM-FSM receives funding from FSM Government in the form, firstly from the Compact Fund-ESG, and secondly, from a Local Fund.

2.5.2. Results

	Funding in USD			
	2017	2018	2019	2020
FSM Govt. Subsidy (Compact Fund -ESG)	1,000,000	1,000,000	1,000,000	1,000,000
FSM Govt. Subsidy (Local Fund)	2,800,000	2,800,000	2,800,000	2,800,000
Total	3,800,000	3,800,000	3,800,000	3,800,000

Table 17: FSM Government Funding to COM-FSM 2017-2020

2.5.3. Action

None.

Strategic Measure II.6 Aggressive energy conservation measures in place reducing total annual cost by 20%

2.6.1. Data Explanation

Data on electricity consumption is collected by the Facilities and Maintenance Office using the electricity bill. Data from all six campuses is aggregated to provide the total kilowatt hour consumption for COM-FSM.

Facilities and Maintenance Office implemented an energy conservation and monitoring program including:

- Installation of LED lights
- Replace air conditioning units using Freon R22

2.6.2. Results

Met.

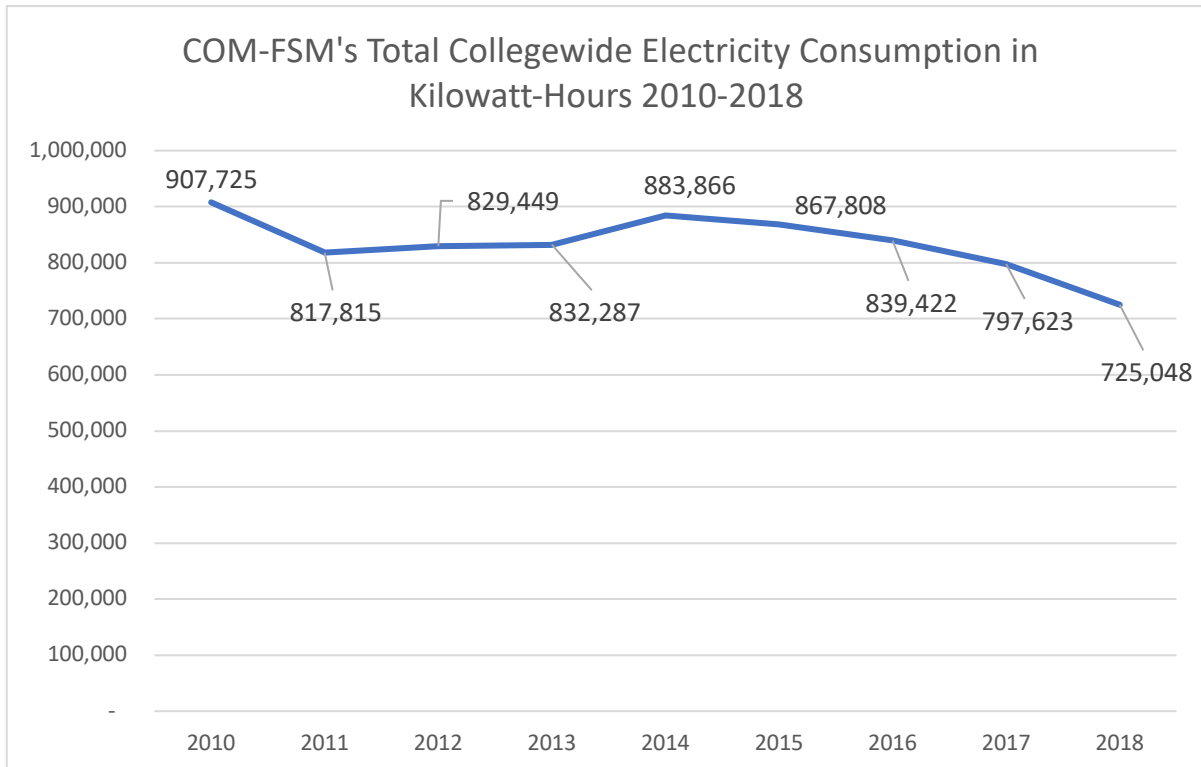


Figure 11: COM-FSM's Total Collegewide Electricity Consumption in Kilowatt-Hours 2010-2018

Results shows an overall decrease in electricity consumption across COM-FSM.

2.6.3. Actions

Wording of strategic measure II.6 aims to reduce *costs* associated with COM-FSM's energy use. Yet the cost of electricity is outside of control of COM-FSM.

Change wording to "Aggressively conserve energy to lower kWhr consumption by 20% from baseline of 2017."

Include data disaggregated by campus.

This strategic measure recognizes the environmental impact of college operations. Energy consumption of the college is not limited to kWhrs consumed on the electricity grid, but also includes use of diesel fuel (generators) and miles traveled (on-island, inter-island, and international). In seeking to move away from fossil fuels towards renewable energy sources, the college should start collecting baseline data of other energy consumption.

Strategic Measure II.7 Infrastructure upgraded in accordance with Phase I of the Facilities Master Plan

2.7.1. Data Explanation

In 2013, COM-FSM engaged Beca International Consultants Ltd (Beca) to create FSM [Facility Master Plans](#) in accordance with the college's [Five-Year Financial plan](#) and the [Integrated Educational Master Plan](#). In 2018, a revised [Five-Year Financial plan 2018-2022](#) was approved by the Board of Regents in September 2017.

Only major projects over \$500,000 are included within the measure.

For the college to be succeeding, a minimum of 50% of the projects should be implemented according to schedule.

2.7.2. Results

Not met.

Six of the 14 projects are implemented.

Item	Campus	Project Descriptions	Budget Year Approved by FSM Congress	Status	Stage
1	CTEC	Multitechnical Building & Classrooms	2017	Implemented	Groundbreaking
2	CTEC	Learning Resources Center	<i>Budget will be requested after completion of the Technical Bldg.</i>		
3	CTEC	Infrastructure Upgrade	2017	Implemented	Bid for Construction
4	National	National Student Center	2017	Implemented	Bid for Construction
5	National	National Teaching Clinic	<i>Requesting for Budget from PNI State</i>	Implemented	Request for detailed design
6	National	Infrastructure Upgrade	2017	<i>Funds Diverted to supplement CTEC Tech. Bldg.</i>	

7	Yap	Technical Building and Maintenance Building	<i>Funds not requested</i>		
8	Yap	Infrastructure Upgrade	<i>Funds not requested</i>		
9	Chuuk	Upgrade of Current Site	Upgrade not recommended, only repairs.		<i>Received funding for upgrade Infrastructure Maintenance Funding</i>
10	Chuuk	Design of Buildings 1, 2 & 4	<i>Need to re-evaluate campus development plan.</i>		Request for rescoping of project
11	Chuuk	Design of On-site road and utilities	<i>Need to re-evaluate campus development plan.</i>		Request for rescoping of project
12	Kosrae	Multipurpose Building stage-1	Budget requested from Kosrae State gov't.	Implemented	Completed design
13	Kosrae	Infrastructure Upgrade	Budget requested from Kosrae State gov't.	Implemented	Completed design
14	FSM-FMI	Onsite building & Infrastructure Upgrades	Pre-engineering work in progress		<i>Received funding from Japanese Embassy for Classrooms and dormitory</i>

Table 18: Status of COM-FSM's Major Infrastructure Projects

The six projects that have been implemented were originally set for the first five years in the [Facilities Study Phased Implementation Plan](#) dated 2013.

2.7.3. Actions

- The college should consider hiring an Architectural or Civil Engineer to assist with implementing its projects.
- The college should review its educational master plan primarily in the delivery of technical programs and to consolidate the programs under CTEC to reduce cost of construction and operations.

Strategic Measure II.8 Invest in employee development and capacity building to improve practices

2.8.1. Data explanation

Each campus maintains an annual budget to support professional development programs. At National campus, the professional development budget is consolidated under Human Resources Office (under VPAS).

[BP 6027](#) encourages full-time regular employees to study up to six credit hours (two courses) per semester with tuition fees waived. Dependents of full-time regular employees are entitled to a 50% tuition reduction.

Employees who attain degrees, are recognized with *Professional Recognition* according to the Incentive Program of [BP 6016](#).

2.8.2. Results

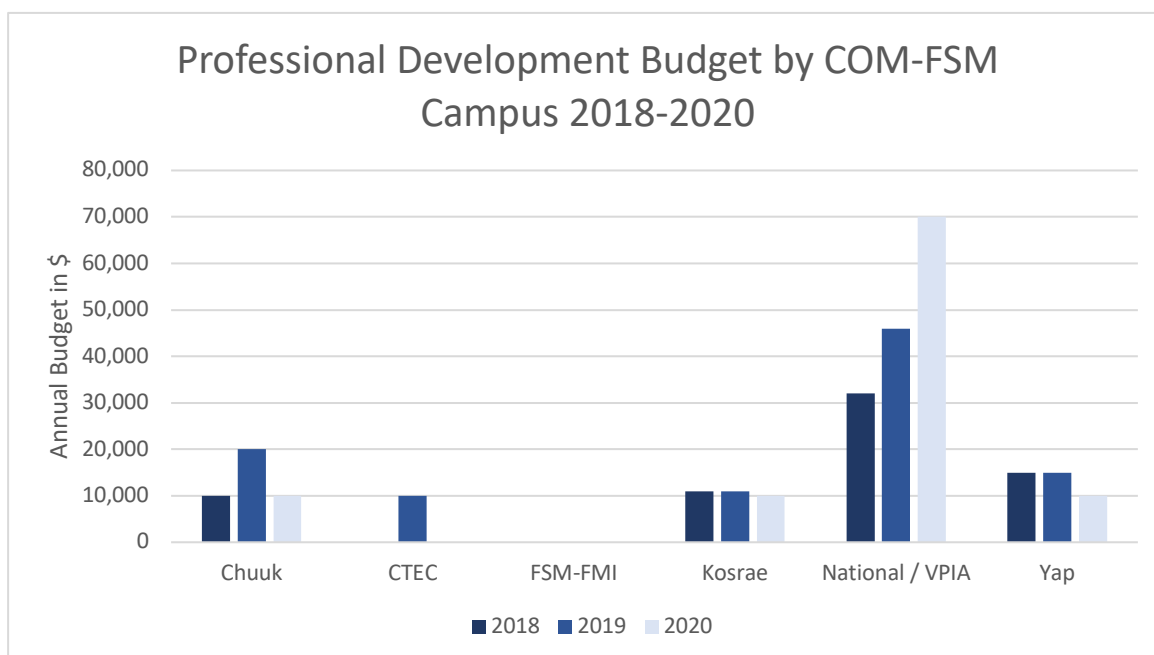


Figure 12: Professional Development Budget by COM-FSM Campus 2018-2020

	2018	2019	2020
Chuuk	10,000	20000	10000
CTEC		10000	
FSM-FMI			
Kosrae	11000	11000	10000

National / VPIA	32000	46000	70000
Yap	15000	15000	10000
VPAS	38000	25000	38000
VPEMSS			10000
TOTAL	106,000	127,000	148,000

Table 19: Professional Development Budget per Campus and Department 2018-2020 – BO Data

Professional development budgets have been used in different ways, example of which are listed below:

- Annually, instructional affairs hold faculty workshops for two days in August and one day in January. Trainers were brought in to facilitate a conference in culturally relevant pedagogy.
- Funding for an MA degree for faculty
- Policy training for Instructional Coordinators
- Coordinated the Customer Services Pilot with HR reps and Director of PPMO.
- Coordinated summer session of remote management for Management Team with Dr. Watson
- An “Incentive program” recognizes full-time staff and faculty for outstanding performance and achievements, the payment awards coming from the professional development budget.

FY 2018	FY 2019	FY 2020
1 – AA degree	1 – BA degree	3 – 1 BS, 1 3 rd Year, 1 AS

Table 20: Employees who completed degrees while on the job – HRO Data

2.8.3 Action

Change the calculation method towards a S.M.A.R.T. target:

“Sustain or increase the number of employees furthering their formal education while on the job, from 2018 baseline, ensuring equity across all campuses”

and/or

'Sustain or increase the professional development budget per full-time employee at each campus, from 2018 baseline"

Clarify and simplify data collection, for example, by asking VPs, Deans and HR to complete the following template by September each year.

FY2018		FY2019		FY2020	
Qualification	Funding	Qualification	Funding	Qualification	Funding

1 AA (NC)	BP XXX	1 BA (CTEC)	CTEC budget	3 Masters (CTEC)	BP 6015
		1 Certificate to Teach & Test ETA (CTEC)		1 BA (NC)	BP 6015
				1 3rd Year Certificate (NC)	BP 6015
				A AS (NC)	BP 6015

Strategic Measure II.9 Average college employee attrition rate is less than 5% annually

2.9.1. Data explanation

Attrition rate refers to COM-FSM’s ability to retain employees. Attrition rate is calculated as follows:

$$\text{Attrition rate} = (\text{Number of departed employees} \div \text{total number of employees}) \times 100$$

Only full-time regular employees are included in the attrition rate calculation: part-time and special contract staff are not. Only voluntary departures are included in the attrition rate calculation. Non-voluntary departures include those employees who left the college due to contract termination, deceased, medical retirement, forced resignation, non-contract renewal by the college and layoff.

2.9.2 Results

Met.

Financial Year	2018	2019	2020
Attrition Rate	5%	8%	5%

Table 21: Attrition rate - Percentage of Employees Choosing to Leave COM-FSM

In two out of the three years reported, attrition rate was 5%. Since the target aims to keep the attrition rate lower than 5%, the target is achieved.

2.9.3 Action

Strategic Review group:

The current data calculation method does not show a complete picture, for example, if someone’s contract is terminated. Consider measuring retention, instead of attrition.

Change wording to “Average college employee retention rate is 95%”

HRO to provide annual data collegewide, and disaggregate by campus, together with an example of a calculation.

Strategic Measure II.10 Employee job satisfaction survey yields overall 85% satisfaction rate

2.10.1. Data explanation

Data has yet to be collected for Strategic Measure II.10. The pros and cons of various options were considered, including creating and administering an in-house survey or participating in an external survey.

In-House Survey		Commercial Survey	
Pros	Cons	Pros	Cons
High customization	<p>Time and resources associated with developing, testing, administering and analyzing the survey.</p> <p>Unable to benchmark against peer and national data</p>	<p>Most allow a limited number of custom questions to the existing survey instrument</p> <p>Some includes national and/or peer benchmarking data</p>	Potential high cost – recurring each time the survey is administered

	Purpose of Survey	Survey Package	Cost / Cost for 400+ at COM-FSM
1. Institutional Performance Survey (National Center for Higher Education Management Systems)	Measure staff satisfaction as part of a broader gauge of I.E. 100 items measure 8 dimensions of institutional performance Student (s.). educational satisfaction; S. academic development; S. career development; Faculty & administrator employment satisfaction; Professional development / quality of the faculty; System openness & community interaction; Ability to acquire resources; Organizational health	Paper based (including return prepaid postage), survey analysis and a report summary Institutions can add up to 20 questions. National data are unavailable. <i>* Check if this is true (report was written in 2012)</i>	\$1600 for 100 questionnaires – (\$150 per extra 50) / ~ \$2200 for COM 10% discount for NCHEMS members
2. <i>Chronicle of Higher Education</i> “Great Colleges to Work For”	2-part survey: 1 audits institutional policies and practices; 1 measures faculty & staff satisfaction through 15-item survey	Online (?) Expecting for an institution of COM-FSM’s size that all full-time staff would participate. <u>3 free reports</u> : overall job satisfaction; supervisor relationship; higher ed trends report excerpt	Free to participate for US accredited institutions. Extra cost – can include additional non-fulltime staff. Benchmarking data at cost. <i>GCC paid \$1650 to show more detailed reports in 2018</i>
3. Noel-Levitz College Employee Satisfaction Survey	70 items measuring 5 areas: campus culture and policies; institutional goals; involvement in planning and decision making; work environment; and demographics Survey allows respondents to rate both the importance of many items and their satisfaction with these item so institutions can easily identify areas for improvement (items which respondents rate as highly important but that they are also dissatisfied with)	Online or pen/paper Institutions can add up to 29 custom questions. National data unavailable	\$500 setup fee \$2.50 for up to 749 surveys +\$200 for paper or paper/online combo. \$1500

Table 22: Comparison of Commercial Surveys of Employee Satisfaction

In September 2020, another option was proposed by Watson Training & Development, an Employee Promoter Score survey (eNPS)

2.10.2. Results

No data has been collected (2021).

2.10.3 Action

Change wording from 'satisfaction' to 'engagement':

Employee engagement survey shows that at least 85% of college employees are highly engaged.

Conduct paper-based employee satisfaction / engagement survey in fall 2021 and present results no later than December board meeting.

Rationale for Change: Satisfaction survey is not a reliable tool to bring about real and sustainable changes that improve an organization, because they are simply asking people if they are "happy". These responses only address temporary issues without trying to understand and fix them at the fundamental root level.

Various issues may cause disengagement of employees, many of which are not simply financial; there are employees who may have already left (mentally) but stay and just perform *just enough* to remain employed, nevertheless contributing little creatively or in response to necessary changes.

Understanding employee engagement aims to drill down deep to address fundamental issues and regularly surveying to give employees voice, to mitigate against disengagement, and drive a motivated workforce.

Lastly, the college already uses an engagement survey for students and it is only logical that the college has the same for employees.

Strategic Measure II.11 Employee recruitment process is revamped to significantly reduce time from recruitment to hiring.

2.11.1 Data explanation

COM-FSM's employee recruitment process is defined in [Board Policy 6006](#) and its accompanying [Administrative Procedure No. 6066 "Kinds of Positions and Appointments"](#).

- (a) Complete a Personnel Position Requisition (PPR) form and seek VP endorsement.
- (b) HRO prepares and advertises a job announcement based on the PPR
- (c) The first time a job is advertised for a period of 30 days while a re-advertisement lasts 15 days.

- (d) Office heads make recommendations to the Director of Human Resources on which five members should serve on a hiring Ad Hoc Committee for positions within their office
- (e) HRO receives applications for candidates and sends completed application packets to the Ad Hoc Committee
- (f) Ad Hoc committee screen applicants and conduct interviews
- (g) Within two weeks after the last interview conducted, the Ad Hoc committee makes a hiring recommendation to Human Resources Office
- (h) HRO and VP informs Office heads when a recommendation for hire has been approved
- (i) Director of HR makes a job offer
- (j) Director of HR notifies office heads and respective vice presidents for the starting date of new hires in their offices and departments.

The Human Resources Office tracks various data in the above process.

Strategic Measure II.11 presents data on item (e) and item (g) in the above process:

- (e) the time between vacancy closing date and the dates the packets are sent to the Ad Hoc Committee) and
- (g) the time between the last interview date and ad hoc committee making a hiring recommendation

2.11.2. Results

Based on # of Vacancies									
HR Performance: Time Between Vacancy Closing Date and Date Transmittal sent out to Ad Hoc									
Time Range	# per time range	% per time range	Work Assignment/Campus	Kosrae	National	CTEC	Chuuk	Yap	FMI
Less than 1 week (<=7 days)	53	54%	Management	0	0	0	2	0	1
			Professional	3	5	0	0	1	2
			Classified	4	5	5	5	1	4
			Faculty	0	7	7	1	0	0
More than 1 week to 3 week (>=8days and <=21days)	5	5%	Management	0	0	0	0	0	0
			Professional	0	2	0	0	0	1
			Classified	0	0	0	0	0	0
			Faculty	0	2	0	0	0	0
More than 3weeks to 1month (>=22 days and <=30days)	0	0%	Management	0	0	0	0	0	0
			Professional	0	0	0	0	0	0
			Classified	0	0	0	0	0	0
			Faculty	0	0	0	0	0	0
More than 1 month to 2months (>=31days and <=60days)	1	1%	Management	0	0	0	0	0	0
			Professional	0	0	0	0	0	0
			Classified	0	0	0	0	0	0
			Faculty	0	1	0	0	0	0
More than 2 months to 3 months (>=61days and <=90days)	2	2%	Management	0	0	0	0	0	0
			Professional	0	0	0	0	0	0
			Classified	0	0	0	0	0	0
			Faculty	0	2	0	0	0	0
More than 3 months (>=91days)	3	3%	Management	0	0	0	0	0	0
			Professional	1	0	0	0	0	0
			Classified	0	1	0	1	0	0
			Faculty	0	0	0	0	0	0
*OTHERS (Until fill/still open/still with adhoc)	35	35%	Management	0	1	0	1	0	0
			Professional	2	4	1	0	0	1
			Classified	1	4	3	6	1	2
			Faculty	0	3	3	0	0	2
Total	99	100%							

Table 23: Time Between Vacancy Closing Date and the Date of Transmitting the Application Packets to Ad Hoc Committees, FY2020

The table above shows that of 99 vacancies, HRO transmitted 54% of packets to Ad Hoc committees within one week of the vacancy closing date. There were three cases which took longer than 3 months.

Based on the Number of Vacancies By Campus									
Ad Hoc Performance: Results of Time taken by ad hoc to get Recommendation to HRO									
Time Range	# per time range	% per time range	Work Assignment/Hiring Results	Kosrae	National	CTEC	Chuuk	Yap	FMI
Less than 1 week (<=7 days)	8	8%	Management	0	0	0	0	0	0
			Professional	2	3	0	0	0	0
			Classified	1	0	0	1	0	1
			Faculty	0	0	0	0	0	0
More than 1 week to 3 week (>=8days and <=21days)	9	9%	Management	0	0	0	0	0	0
			Professional	0	4	0	0	1	0
			Classified	0	2	0	0	0	0
			Faculty	0	2	0	0	0	0
More than 3weeks to 1month (>=22 days and <=30days)	6	6%	Management	0	0	0	0	0	0
			Professional	0	0	0	0	0	0
			Classified	1	0	1	2	0	0
			Faculty	0	2	0	0	0	0
More than 1 month to 2months (>=31days and <=60days)	19	19%	Management	0	0	0	1	0	0
			Professional	1	1	0	0	0	2
			Classified	2	5	0	1	0	0
			Faculty	0	3	3	0	0	0
More than 2 months to 3 months (>=61days and <=90days)	8	8%	Management	0	0	0	0	0	0
			Professional	0	0	0	0	0	0
			Classified	0	0	3	1	1	0
			Faculty	0	1	2	0	0	0
More than 3 months (>=91days)	22	22%	Management	0	0	0	1	0	1
			Professional	1	0	1	0	0	1
			Classified	0	1	2	2	0	3
			Faculty	0	5	2	1	0	1
OTHERS (still with ad hoc/still open)	27	27%	Management	0	1	0	1	0	0
			Professional	2	3	0	0	0	1
			Classified	1	2	2	5	1	2
			Faculty	0	2	3	0	0	1
Total	99	100%							

Table 24: Time Between Final Interview & Ad Hoc Committee Making a Hiring Recommendation to HRO, FY2020

The above data shows that ad hoc committees are largely failing to meet the 2-week window in which to make a hiring recommendation to HRO. 55% of ad hoc committees take more than three weeks, of which 22% take more than three months.

2.11.3 Action

The following resolutions have been made and already in place at Chuuk, FSM-FMI, Kosrae and Yap campuses.

1. Appointments to Ad Hoc Committees should be made prior to the close of an advertised position
2. Access to applications is electronic and limited to committee members with a deadline of removal
3. Ad hoc meeting and/or interviews across the campuses is through zoom or skype as much as possible to allow HR staff to join and to allow members to who maybe working from home (faculty). Meeting in person is fine as long as it meets the public health requirements of 6 people in one room but this will be only if this is the only option.
4. Confidentiality agreement will be signed by all ad hoc committee members and disciplinary action issued for breaches
5. Consider additional timelines for committee appointment to committee review period to reduce the time to a manageable timetable

Recommendation 2021-2023:

In 2021, data shows that 30% of applications take 2 months or more, between the final interview and the ad hoc committee making a hiring recommendation.

Keep the wording of the strategic measure as it is, and make the following S.M.A.R.T. milestone to work towards:

Reduce to zero the number of applications which take 2 months or more between final interview and ad hoc committee making a hiring recommendation to HRO.

Later, when there are fewer percentage taking so long, the goal can be further increased.

How can this be achieved?

Provide (online?) basic training to ad-hoc committees and/or Chairs on the recruitment process, expectations, timeline, and support available.

Part II. Mission & Values Review

Mission Statement: *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 and career & technical educational programs characterized by continuous improvement and best practices.*

The college mission and vision are reviewed at least every five years in accordance with COM-FSM’s Planning Cycle ([LEMP](#), p. 5). A Strategic Planning Working Group completed a [Mission Review and Recommendations](#) report in 2017. Their recommendations were approved by the Board of Regents on [March 8th 2017](#).

This part of the document presents the data used to determine how effectively the college is accomplishing its mission:

- Status of COM-FSM Mission Fulfillment Indicators
- Mission and values reviewed within the college’s 2020 online summit - 282 college participants
- State mini-summits: public participation and recommendations based upon COM-FSM’s fulfillment of mission indicators

Individual recommendations from each of the four State mini-summits were [presented to the Board](#) in December 2020.

3.1. Status of COM-FSM Mission Fulfillment Indicators 2020

COM-FSM has achieved 18 (or 75%) of its 24 mission indicators, and minimally achieved 2 (8.3%) of its 24 mission indicators. 83.3% of indicators are met, exceeding the required 17 indicators (71%) necessary for mission fulfillment.

Local benchmarks are those created within FSM.

Regional benchmarks are those set in relation to other institutions of higher education in the Western Pacific, using data from the Pacific Postsecondary Education Council (PPEC).

“National” indicators refer to indicators which situate COM-FSM within the broader educational context of USA, using data collected and benchmarked externally, for example, NCCBP and CCSSE.

Mission Aspects	Local Benchmark Indicators		Regional Benchmark Indicators		National Benchmarks Indicators		Total Indicators		
	Achieved	Total	Achieved	Total	Achieved	Total	Achieved	Total	Percent Achievement

The College of Micronesia-FSM is a learner-centered institution of higher education	1	1	n/a	0	4	6	5	7	71.4%
that is committed to the success of the Federated States of Micronesia	5	6	n/a	0	n/a	0	5	6	83.3%
by providing academic and career & technical educational programs characterized by continuous improvement and best practices.	5	5	4	5	1	1	10	11	90.1%
Total Indicators	11	12	4	5	5	7	20	24	83.3%
Percent Achievement	91.7%		80%		71.4%		83.3%		

Table 25: Fulfillment of Local, National, and Regional Mission Fulfillment Indicators, December 2020

Mission fulfillment is determined by the college meeting a minimum threshold. Achievement of each individual indicator is measured relative to a range based on a corresponding threshold level and represented by achievement status. In the table below,

- Green is *achieved*;
- Yellow is *minimally achieved*; and
- Red is *not achieved*.

Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status 2017	Achievement Status 2020
The College of Micronesia-FSM is a learner-centered	Academic Challenge Benchmark (CCSSE)	2020 Score 44.5 2018 Score 43.3 2016 Score 50.1	Green ≥ 50.0 Yellow = 47.0-49.9 Red < 47.0	National benchmark		

institution of higher education	Student faculty interaction benchmark (CCSSE)	2020 Score 46.4 2018 Score 45.2 2016 Score 46.4	Green = 50.0 Yellow = 47.0-49.9 Red < 47.0	National benchmark		
	Support for learners benchmark (CCSSE)	2020 Score 67.7 2018 Score 67.8 2016 Score 70.7	Green = 50.0 Yellow = 47.0-49.9 Red < 47.0	National benchmark		
	Percent credit hours taught by full time faculty (NCCBP Report) <i>Note – 2020’s NCCBP report is based on 2018 data.</i>	2018 – 92.39% 2017 – 96.39% 2016 – 94.16% 2015 - 98.06%	Green = 75% Yellow = 64-74.9% Red < 64%	National benchmark		
	Average number of students per credit section (NCCBP Report) <i>Note – 2020’s NCCBP report is based on 2018 data.</i>	2018 - 16.56 2017 – 17.36 2016 - 17 2015 - 16.32	Green = 25.0 Yellow = 25.1-30 Red > 30	National benchmark		
	Percent full time students (12 or more credits) (NCCBP Report) <i>Note – 2020’s NCCBP report is based on 2018 data.</i>	2018 – 73.3% 2017 – 71.91% 2016 – 70.33% 2015 – 65.01%	Green = 70% Yellow = 50-69% Red < 50	National benchmark		
	Average student semester credits earned	Fall 2019 – 9.2	Green = 9.0 Yellow = 8.7-8.9 Red < 8.7	Local benchmark		

	(Institution Set Standard)	Fall 2018 - 9.4 Fall 2017 – 9.1 Fall 2016 - 9.3				
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 <i>*Keeping in mind that not all factors are within the direct control of COM-FSM. However, the college is tasked with taking efforts to improve access and equity when there is imbalance in representation.</i>	College 2017 College 2019 <i>College 2020</i> Census <u>Difference</u> Chuukese 16.0% 20.1% 18.3% 47.3% <u>-29.%</u> Kosraean 11.4% 6.9% 11.4% 6.4% <u>+5%</u> Pohnpeian 58.6% 54.4% 54.7% 35.2% <u>+19.5%</u> Yapese 13.3% 14.1% 14.8% 11.1% <u>+3.8%</u> Total 99.3% 99.5% 99.2% 100%	COM-FSM population by origin compared to 2010 census population of all four states: Green = COM-FSM provides HE access to all four states and at least 10% of the college’s students will come from each FSM state. Yellow = Direct access is provided, but less than 10% of the college’s students come from each FSM state; however college can document efforts to mitigate under-representation. Red = Either direct access to all four states is not provided or there is one or more under-represented population for whom the college cannot document actions to mitigate imbalance.	Local benchmark		
	Number of certificates awarded (Institution Set Standard)	AY2019 – 2020 – 141 certificates awarded AY2018-2019 – 138 AY2017-2018 - 126 AY2016-2017 - 122	Green ≥ 100 Yellow = 90-100 Red < 90	Local benchmark		

	Number of degrees awarded (Institution Set Standard)	AY2019-2020 - 257 AY2018-2019 - 295 AY2017-2018 - 291 AY2016-2017 - 246	Green ≥ 280 Yellow = 260-279 Red < 260	Local benchmark		
	Graduate Employment Rates: % of students that completed a CTE program and are employed in related field. (Institution Set Standard)	AY2017 – 2018 – 18% AY2017-2018 – 17.9% AY2016-2017 - 18.50% *acknowledging local labor market challenges	Green ≥ 18% Yellow = 14-17.9% Red < 14%	Local benchmark		
	Teacher certification examination pass rate (Institution Set Standard)	AY2018-2019 – 86.1% AY2017-2018 – 72.0% AY2016-2017 - 84.0%	Green ≥ 76% Yellow = 70-75.9% Red < 70%	Local benchmark		
	Programs linked to FSM developmental priorities as specified in the FSM Strategic Development Plan (2004-2023)	Private Sector (1) Agriculture (2) Fisheries FMI (3) Education (3) Tourism (1) Environment (1) Health (3) Current total: 14	Green = 5 or more programs linked to the FSM Strategic Development Plan Yellow = 3-4 programs linked to the FSM Strategic Development Plan Red <3 programs linked to FSM Strategic Development Plan	Local benchmark		
by providing academic and career & technical educational programs	Active and collaborative learning benchmark (CCSSE)	2020 Score – 61.1 2018 Score 61.9 2016 Score 62.2	Green ≥ 50.0% Yellow = 47.0-49.9% Red < 47.0	National benchmark		

characterized by continuous improvement and best practices.	Number of Guided pathways completed (local)	AY2018-2019 - 2 AY2017-2018 - 0 AY2016-2017 - 2	Local: Each year the college will create at least 2 guided pathways for its two-year programs: Green: ≥ 2 Yellow = 1 Red = 0	Local benchmark		
	Graduation rate 100% (% of full-time first-time students who completed in 2 years)	COM-FSM will be at least in the median graduation rate in the Western Pacific (PPEC) and meet its ISS of 6%. IPEDS data Pacific median graduation rate 2% (2011 cohort). AY2019-20 – 10% AY2018-2019 – 10.5% AY2017-2018 – 7.3% AY2016--2017 - 7.7%	Green $\geq 6\%$ Yellow = 2-5.9% Red < 2%	Regional benchmark		
	Graduation rate 150% (% of full-time first-time students who completed in 3 years)	COM-FSM will be at least in the median graduation rate in the Western Pacific (PPEC) and meet its ISS of 16.0%. IPEDS data Pacific median graduation rate 8% (2011 cohort). AY2018-2019 – 29% AY2017-2018 – 22.6% AY2016--2017 - 21.9%	Green: $\geq 16\%$ Yellow = 8-15.9% Red < 8%	Regional benchmark		
	Graduation rate 200% (% of full-time first-time students who completed in 4 years)	COM-FSM will be at least in the median graduation rate in the Western Pacific (PPEC) and meet its ISS of 25.0%. IPEDS data Pacific median graduation rate 18% (2011 cohort).	Green: $\geq 25\%$ Yellow = 12-24.9% Red < 12%	Regional benchmark		

		AY2019-2020 – 42% AY2018-2019 – 30% AY2017-2018 – 33% AY2016--2017 - 29%				
	Transfer rate	COM-FSM will meet its ISS of 3% and be at least at the median transfer rate in the larger Pacific (PPEC and Hawaii Community Colleges) (IPEDS data Pacific median transfer rate 10%). AY2018-2019 – 1.7% AY2017-2018 – 1.0% AY2016--2017 - 0.74%	Green: $\geq 10\%$ Yellow = 3-9.9% Red = $<3\%$	Regional benchmark		
	Fall-to-spring persistence rate	Fall 2019-2020 – 80.4% Fall 2018-2019 – 82.7% Fall 2017-2018 – 82% Fall 2016-2017 – 88%	Green $\geq 87.0\%$ Yellow = 70-86.9% Red $< 70\%$	Local benchmark		
	Fall-to-fall persistence rate	Fall 2018-2019 – 60% Fall 2017-2018 – 59% Fall 2016-2017 – 61%	Green $\geq 61\%$ Yellow = 55-60.9% Red $< 55\%$	Local benchmark		
	Course Completion Rate (% A, B, C, or P)	AY2018-2019 – 72.2% AY2017-2018 – 67.9% AY2016-2017 - 70.9%	Green $> 70\%$ Yellow = 68-69.9% Red $< 68\%$	Local benchmark		

	Institution-wide Credit Grades % Completed (NCCBP Report)	2018 – 92.26% 2017 – 90.64% 2016 – 92.39% 2015 - 94.0%	Green > 91% Yellow = 84.5-91% Red < 84.5%	Local benchmark		
	Meeting or exceeding Accreditation Standards (ACCJC Reports)	Accreditation Status – US Regional Accreditation	Green = Regional accreditation without sanction Yellow = Regional accreditation with warning status Red = Regional accreditation with probation or show cause status	Regional benchmark		

Table 26: Achievement & Trend Data of Mission Fulfillment Indicators, 2017 - 2020

3.2. COM-FSM Online Summit 2020

COM-FSM hosted its first Online Summit in August 2020. The first component of the summit was “COM-FSM Institutional Check-In”, and included a review of COM-FSM’s mission, mission fulfillment indicators, and values. Some campuses and departments set up working groups, either online, or socially distanced in-person, to bring together those who preferred to work in groups. Materials were presented online with participants asked to engage with the material and provide their inputs using SurveyMonkey. The complete report of 2020’s Online Summits is available [here](#) and includes all materials used.

3.2.1 COM-FSM Mission Statement – Periodically Reviewed and Updated

The findings in this section come from 2020’s online summit; 282 college members including faculty, staff, and administrators, participated in the online summit.

College community members know and understand the mission statement well.

- The **broad educational purpose** of the college to be *to provide academic and career & technical education programs characterized by continuous improvement and best practices*”
- The **intended student population** is recognized as FSM students and citizens as well as diverse groups in the community
- People understand that the **types of degrees and credentials that COM-FSM offers** are AA, AS, AAS, BS, and certificates. Some people answered “Degree and Certificates in academic and career and technical education programs” while others specified the programs available at their respective campuses.

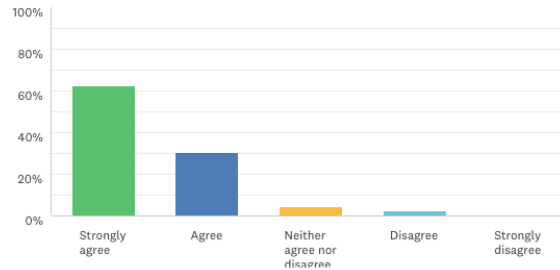
Open comments on the question “COM-FSM’s mission statement describes our **commitment to student learning**” included:

- Implicit: only in the phrase “learner-centered”
- The college is viewed as an ideal institution for best practices demonstrated through excellence, fineness and honesty of both employees and graduates.
- Based on external rumors, quality of our students are direct results of the high school they come from
- It only describes the commitment to the success of the FSM, but not student learning
- We might do more to strengthen existing cultures, e.g. preventing language loss by creating pathways for scholarly and study of local indigenous languages. Language arts instruction in local language ends at elementary level here. This is of significant concern among community colleges in Native American communities on the US mainland.

- May not always have sufficient resources
- Learner-centered is the same as commitment to student learning

COM-FSM's mission statement describes our commitment to student learning.

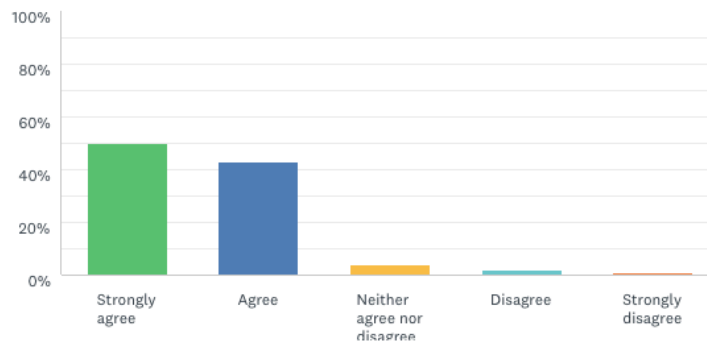
Answered: 247 Skipped: 35



ANSWER CHOICES	RESPONSES
Strongly agree	62.35% 154
Agree	30.36% 75
Neither agree nor disagree	4.45% 11
Disagree	2.43% 6
Strongly disagree	0.40% 1
TOTAL	247

COM-FSM's mission statement describes our commitment to student achievement.

Answered: 249 Skipped: 33



ANSWER CHOICES	RESPONSES
Strongly agree	50.20% 125
Agree	42.97% 107
Neither agree nor disagree	4.02% 10
Disagree	2.01% 5
Strongly disagree	0.80% 2
TOTAL	249

3.2.2. Values review

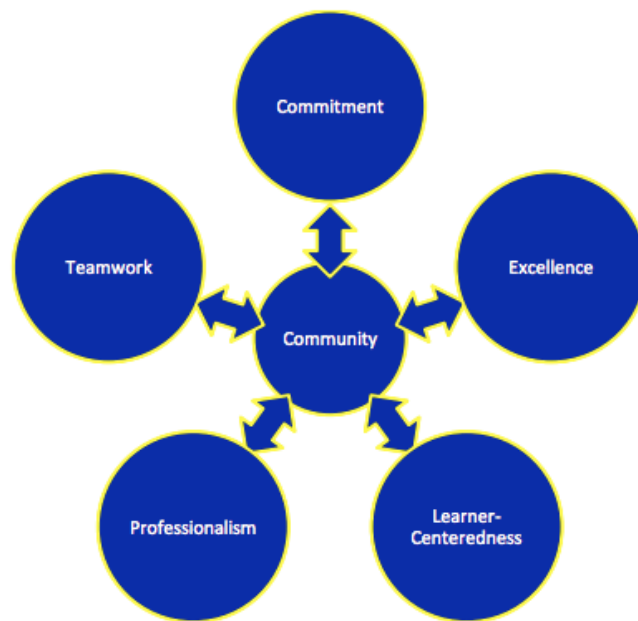
The College of Micronesia-FSM Core Values and Principles of Best Practices are presented in the [Strategic Plan 2018-2023](#).

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 following best practices.

Vision

We provide quality education today for a successful tomorrow.

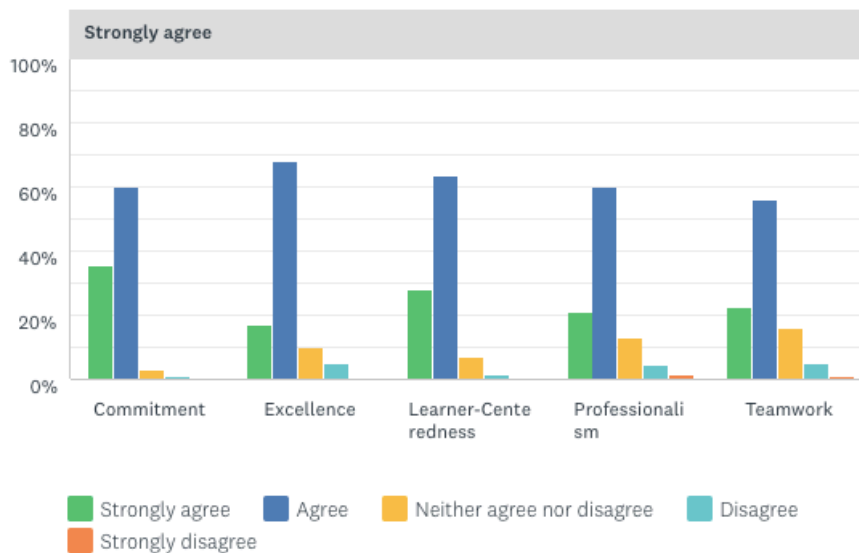
Core Values



Members of the college community were asked “To what extent do you agree that these values are shown through the actions of COM-FSM?” 247 people responded.

Commitment, Excellence, Learner-Centeredness, Professionalism, Teamwork. These are the five values which together support our work as COM-FSM community. To what extent do you agree that these values are shown through the actions of COM-FSM?

Answered: 247 Skipped: 35



While it is clear that the majority of respondents strongly agree or agree (on average, 86% over the five core values), the value of **Excellence** necessitates consideration of those who do not agree:

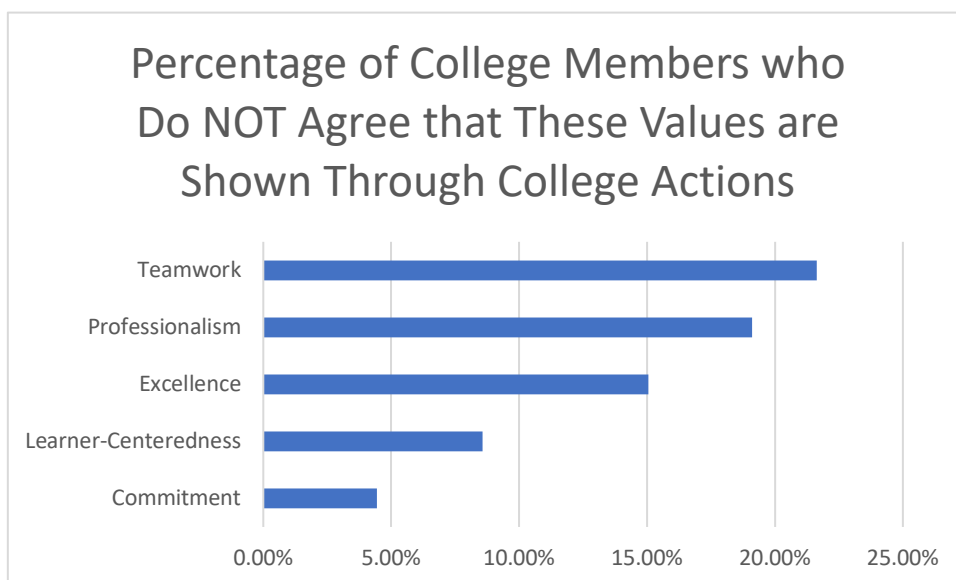


Figure 13: Percentage of College Members who Do NOT Agree that Values are Shown Through College Actions

Open comments to the above question included:

- I strongly agree that these are what we do with the college
- Honesty to oneself is essential to achieving greatness and beyond. Unless one is willing to consider his limitation and admit his needs of commitment, excellence, professionalism and teamwork, he won't be able to develop beyond his own standard.
- Personally I do witness lack of professionalism among the staff
- Need more cooperation between campuses
- I think there ought to be Creativity and Flexibility added
- The college can be more professional and excellent if the college administration can accept input from college community and stakeholders. There is insufficient focus on student learning and training of faculty and staff.
- Relationships between national campus and state campuses is poor
- In my observation, the college is operating in small units instead of a whole. Each department perceive their roles as a unit instead of embracing and operating for the success of the college as a whole.
- The college needs to put more attention on employees, by acknowledging their areas of need. Many times, employees feel that their needs are not heard or felt by the college. At least internally, the college should be staff-centered.
- So far COM-FSM is doing well and working hard for students' success
- Some faculty strive for excellence, others just doing their job.
- Employees need to be reminded of these core values, and hospitable towards one another. Interpersonal skills are very important.
- There is always room for improvement

The data presented suggest that COM-FSM must prioritize **teamwork** and **professionalism** to better embody its core values.

3.3. External Community Stakeholder Mini-Summits 2020: Are We Living Up To Our Mission?

A mini-summit for each of the four States was held for community members online to review the college mission statement, the extent to which we are achieving it, and consider recommendations to improve.

State	Date & Time	Participants	Including...
Yap	10/27/20 2pm - 3:30pm	18	<ul style="list-style-type: none"> • Senator, Yap State Legislature • Member of Resources, Education Dev. Committee • Director, Resources & Development • Department Of Education • Special Education Coordinator • Health Services • Principal, Yap High School

			<ul style="list-style-type: none"> • Yap Cooperative Association <i>and others</i>
Chuuk	10/28/20 2pm – 3:30pm	8	<ul style="list-style-type: none"> • Chief Justice, Chuuk State Supreme Court • Representative, Chuuk State Legislature House of Representatives • Chief of Public Health • Principal, Saramen Chuuk Academy • Director, Small Business Development Center
Kosrae	10/29/20 2pm – 3pm	8	<ul style="list-style-type: none"> • Kosrae State Scholarship Administration • Division of Agriculture & Land Management • Department Of Education
Pohnpei	11/05/20 3pm – 4:30pm	4	<ul style="list-style-type: none"> • Congress • FSM Development Bank

Table 27: Online State Mini-Summits Dates & Participants

During the summits, participants reviewed [24 mission fulfillment indicators](#). Of these, the data presented that 17 are met (green), 4 are minimally achieved (yellow), and 3 are not achieved (red).

The following indicators are minimally achieved (yellow):

- Graduate Employment Rates: % of students that completed a CTE program and are employed in related field.
- Fall-to-spring persistence rate
- Fall-to-fall persistence rate
- Institution-wide Credit Grades % Completed

These 3 indicators are not achieved:

- Academic challenge benchmark
- Student faculty interaction
- Transfer rate

The following recommendations were made to the Board of Regents and to COM-FSM administration. In addition to being presented here, they will be included in the mid-term report evaluating progress in our Strategic Plan 2018-2023. All States agreed upon the value of sustaining this open dialogue and have scheduled follow-up events in January 2021.

Yap

Recommendation 1

The college should integrate internships and on-the-job trainings in programs to better equip students with employability skills, and align its programs with each State's priority fields or each State's manpower plans.

Recommendation 2

Develop vocational and trade programs within Yap state, to address the manpower development needs for the state - to train locals to replace the many foreign workers in many specialized trade areas.

Chuuk

Improve access to diverse Chuukese population to address the low representation of Chuukese students in COM-FSM (20%) when compared to Chuukese population of FSM (47%)

Kosrae and Pohnpei sessions did not make specific recommendations but rather, chose to continue dialogue with broader participation.

3.3 Recommendations for Consideration

3.3.1. Mission Statement

No recommendations for changes are made to the existing mission statement.

Mission Statement: *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 and career & technical educational programs characterized by continuous improvement and best practices.*

3.3.2. Mission Fulfillment Indicators

There is significant overlap between mission fulfillment indicators, Institution-Set Standards, and the Strategic Plan 2018-2023 measures of success.

Recommendation 1: Ensure complete alignment between these measures.

Recommendation 2: Conduct a broad-based participatory evidence-based review of existing measures (mission fulfillment indicators, Institution-Set Standards, and Strategic Plan 2018-2023 measures of success) for their suitability and currency in the distance learning environment and realities of COVID-19.

Recommendation 3: OIE and OIAEA to collaborate to create a comprehensive tracking system for understanding transfer rates to 4-year colleges/universities.

3.3.3. Values

Recommendation 4: Prioritize **teamwork** and **professionalism** to better embody COM-FSM core values.