

**STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS**

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning. The institution communicates this mission internally and externally. It analyzes quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which its mission is accomplished.

**STANDARD IA: MISSION**

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

**STANDARD 1A1**

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

**STANDARD IA1: DESCRIPTIVE SUMMARY**

The College of Micronesia-FSM (COM-FSM) operates with a board approved mission statement that is reviewed annually. The mission was developed with wide participation from internal and external stakeholders. The current mission statement, approved in 2006 by the board of regents, emphasizes the college's role in FSM national development as the nation's institution of higher education. The programs and services provided by the college are linked to the mission. The college communicates its mission statement widely by including it in all major college documents, reciting it as a part of board meetings and other college events, and posting it on the college website. The college mission also serves as the basis of the annual Presidential Retreat, when the college and community, with representation from all four states, come together to examine and evaluate the college's performance against the college's stated mission.

The enabling legislation Title 40, Chapter 7 Section 4 of the FSM Code established the College of Micronesia-FSM as the national college of the Federated States of Micronesia. It describes the college's role to "serve the varied post-secondary and adult educational needs of the Nation" and includes fourteen post secondary educational related activities mandated to the college.

In 2005, the college community met and developed the vision, mission, core values and a set of eight institutional goals. These were approved by the Board of Regents in 2006.

**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.

**Strategic Goals:**

- The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve in order to meet or exceed current accreditation standards and will:
- Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;
- Provide institutional support to foster student success and satisfaction;
- Create an adequate, healthy and functional learning and working environment;
- Foster effective communication;

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

### **STANDARD IA1: SELF ANALYSIS**

The college's current mission identifies the essential role of the college as a partner in the development of the island nation of the FSM. The FSM National Strategic Development Plan 2004-2023: Achieving Economic Growth and Self Reliance is the FSM national framework for development to which COM-FSM's mission statement is linked.

The certificate and degree programs currently offered by the college directly address or are aligned to support the FSM strategic planning priorities and objectives as identified and published in the planning section Volume II, Strategic Planning Matrices and Appendices of the FSM National Strategic Development Plan

The FSM national strategic planning priorities to which the college mission and programs most link are:

- B-1 Business- Private Sector Development Create a sound economic policy making environment, in full consultation with the private sector, to support export-oriented, private sector-led growth.
- B-2 Agriculture- The agriculture sector, including forestry, shall provide: (I) food security, cash incomes and healthy livelihoods; and (ii) opportunities for domestic and export markets, while promoting environmentally sustainable production within a stable And consistent policy framework
- B-3 Fisheries -The marine resources and fisheries of the FSM are managed and developed in consultation between designated authorities and stakeholders in a manner that ensures maximum possible economic and social benefit to the people of FSM and, at the same time, ensures sustainable resource exploitation and protects marine biodiversity
- B-4 Tourism -Progressively develop the tourism sector to become the leading sustainable economic activity in the nation, and establish the FSM as a top quality, premium-priced international tourism destination by 2020
- B-5 Natural Resources -Recognizing the critical importance of the FSM's natural environment to the health and prosperity of this and future generations of Micronesians, the Environment Sector shall support the protection of the Nation's environment and achieve sustainable development of its natural resources.
- B-6 Health The mission of the health sector of FSM is to promote and maintain a holistic system of health care that will provide an optimum quality of life for its citizenry.
- B-7 Education - Deliver a quality, sustainable basic education system which provides all students with basic skills, thinking skills, and personal qualities; provides for the manpower needs of the Nation; develops a literate population based on the revitalization of local languages and cultures while ensuring high competence in English and other international languages.

The mission statement of the college explicitly indicates the college's unique role as a partner in FSM national development. The statement links to the FSM national development plan by "providing academic, career and technical learning opportunities". It emphasizes the college commitment to student learning by its declaration to be a "student centered and continuously improving institute of higher learning".

To foster college wide commitment to student learning and to being a continuously improving, institution, the 2006-2011 Strategic plans consists of nine strategic goals and related objectives linked directly to the mission. For each goal and related objective, annual institutional priorities are set and yearly improvement objectives are identified. All outcomes, assessment, reporting, and budgetary allocations are planned, approved, conducted and reported on the institutional assessment plan processes and common templates referred to as Worksheet 1, 2 and 3. The Institutional Assessment plan and worksheets demonstrate consistent linking to the mission and the nine institutional goals.

The college has procedures for continuously improving its programs. Programs are implemented by a process that is initiated with “Application for Program Implementation, “Appendix G. The curriculum committee reviews accredited instructional programs for appropriateness and linkage to the college’s mission and student population. Additionally the planning and resources committee, the finance committee, the cabinet, and the board of regents review all programs. A program may be deleted if it is judged to be no long relevant to the mission. The Curriculum Handbook, Appendix S: Policy on Program Deletion” serves to guide this process.

The college currently provides over 40 accredited academic and vocational certificate and degree programs and several maritime and fisheries certifications. The accredited instructional programs currently offered by the college in support of the mission are presented in the table below. In partnership with the University of Guam, a bachelor in elementary education can also be earned. Some programs are offered continuously with course offerings made available each semester. Other programs are delivered to an identified cohort group upon request. For example, the “Related Services Assistant” certificate program” was last offered for a group of 24 special education staff during the academic year Fall 2005-Spring 2006. In Fall 2009, based on need and a request, a new cohort group of teachers in Chuuk has begun the program.

*Table IA.1 Learning Programs at COM-FSM*

| Associate of Arts Degrees  | Associate of Science Degrees   | Associate of Applied Science Degrees   |
|--|--|--|
| Media Studies<br>Liberal Arts<br>Micronesian Studies<br>Teacher Education<br>Teacher Education- Special Ed<br>Health Careers Opportunity | Agriculture<br>Business Administration<br>Computer Information Systems<br>Early Childhood Education<br>Elementary Education (State Campus only/phase out beginning Fall 2009)<br>Hospitality & Tourism<br>Management<br>Marine Science<br>Public Health Training Program | Building Technology<br>Electronics Technology<br>Telecommunications Technology |
| 1 yr Certificate of Achievements   | Advanced Certificates of Achievement   | 3 <sup>rd</sup> year Certificates of Achievement                               |

|   |  |   |
|---|--|---|
| Agriculture and Food<br>Technology Bookkeeping<br>Business<br>Building Maintenance and<br>Repair<br>Cabinet and Furniture Making<br>Community Health Assistant<br>Carpentry<br>Construction Electricity<br>Electronics Technology<br>General Studies<br>Law Enforcement<br>Preschool Teacher Education<br>Masonry<br>Motor Vehicle Mechanic<br>Refrigeration and Air<br>Conditioning<br>Secretarial Science<br>Small Engine and Motor Repair<br>Telecommunications<br>Trial Counselor | Construction Electricity<br>Electronics Technology<br>Telecommunications   | Accounting<br>General Business<br>Teacher Preparation- Elementary<br>Teacher Preparation- Special ED<br>Public Health Specialty<br>Related Services Assistant |
|   | Fisheries and Maritime<br>Certifications   | Partnership Program Bachelors<br>of Elementary Education  |
|   | Multipurpose rating<br>Maritime Studies- Class V<br>Master<br>Maritime Studies- Class V<br>Marine Engineer<br>Maritime Studies- Class VI<br>Engineer |   |

The college recognizes the uniqueness of its location and its population while staying globally connected. COM-FSM is one of the three partners of the College of Micronesia Land Grant Program in Micronesia. The college's Land Grant Program operates with a 5 year Plan of Work with an integrated approach to addressing critical issues of strategic importance to the Micronesian region. All Land Grant programs are developed based on stakeholders' input and consistent with the economic, social, and ecological problems identified by the various island governments through their economic development departments and plans. Included in the COM-FSM Land Grant program are Cooperative Extension Services (CES) and Community Research Services (CRE). Programs and related activities are conducted in each of the four FSM states and serve individuals, households and communities. Currently, for the FSM there are four major programs - Aquaculture; Small Island Agriculture System; Food, nutrition, and health; and Families, Youth and Communities. Other Land Grant affiliated programs include Regional Water Quality Program, Western Regional Sustainable Agriculture Research and Education, and CARIPAC, a Caribbean and Pacific consortium for improvement of tropical agriculture, natural resources and food science education.

The college further addresses the mission to assist in the development of the FSM by collaborating with local, regional, state and national agencies and organizations to provide non credit continuing education programs and short term trainings for workforce development. The college's faculty and other staff with appropriate expertise provide technical assistance to address various FSM development initiatives and activities.

The table below is a sampling of how the college provides continuing education and technical assistance in support of the college mission and the FSM National Strategic Development Plan 2006 priorities.

*Table 1A.2 COM-FSM Providing Assistance in the Development Priorities of the FSM*

| COM-FSM | FSM Strategic | Purpose & Major Activities | FSM States Served |
|---------|---------------|----------------------------|-------------------|
|---------|---------------|----------------------------|-------------------|

| Program, Project, or Technical Services Activity                  | Development Plan Planning Matrix  |  |                             |
|---|---|--|-----------------------------|
| Small Business Development Centers                                | B-02 & B-3 Private sector development, entrepreneurial, business sector | Provide technical assistance and training to local businesses & entrepreneurs  | Kosrae, Pohnpei,            |
| SEPIE Project- Special Education In-service Teachers              | B-7 Education   | Upgrade credentials of Special Education teachers lacking associates degree.   | Chuuk, Kosrae, Pohnpei, Yap |
| Development of K-12 Career and Technical Education Standards      | B- 07 Education   | Collaboration with FSM Department of Education to develop standards for K-12 for career and technical education                              | Chuuk, Kosrae, Pohnpei, Yap |
| Pohnpei Campus Training Institute                                 | B-1 Private Sector Development  | Provide technical short term workforce training  | Pohnpei State               |
| Land Management and Land Supervision Training                     | B-1 Private Sector Development  | With FSM Dept of Resources and Development to deliver in service training modules for staff in land related offices/agencies.                | Chuuk, Kosrae, Pohnpei, Yap |
| Pre Health & Substance Abuse                                      | B-06 Health   | With FSM Dept of Health Services career awareness and substance abuse awareness in high schools across FSM                                   | Chuuk, Kosrae, Pohnpei, Yap |
| Teacher Corps   | B-07 Education  | FSM Dept of Education grant to recruit and retain students of merit into Teacher Preparation   | Chuuk, Kosrae, Pohnpei, Yap |
| Pre Forestry Preparation  | B- 03 Agriculture   | A collaboration with US Forestry Service and UH-Hilo assisting with math and science courses for FSM forestry workers                        | Chuuk, Kosrae, Pohnpei, Yap |
| Area Health Education Centers                                     | B-06 Health   | Health workforce development in FSM with emphasis on nursing, public health and recruiting and retaining new students into health careers    | Chuuk, Kosrae, Pohnpei, Yap |
| CariPac Project Agriculture Education Development and Enhancement | B- 03 Agriculture   | USDA collaborative project to improve agriculture and natural resources programs through distance learning; recruit and retain new students. | Kosrae, Pohnpei, Yap        |
| Renewable Energy  | B-5 Natural Resources   | Collaboration with European Union and FSM Dept. of Resources and Development on alternative and renewable energy                             | Chuuk, Kosrae, Pohnpei, Yap |

|                       |             |  |              |
|-----------------------|-------------|--|--------------|
| World Park Initiative | B-4 Tourism | initiatives across FSM.<br>Technical Assistance to<br>states<br>leadership | Yap, Pohnpei |
|-----------------------|-------------|--|--------------|

### *Student Population Served*

In 2006, ACCJC and the Pacific Postsecondary Education Council (PPEC) jointly prepared a “white paper” titled, Enhancing and Sustaining Higher Education Quality in the Pacific: Challenges Facing Institutions seeking to acquire and maintain WASC Accreditation.

The report outlined a set of eight issues facing colleges in the US free associated states. The most challenging to COM is a student body of predominantly under prepared students seeking admission and being enrolled at the college.

The college recognizes that the quality of the curriculum and educational experiences provided in the high schools within each state and across the FSM states vary. . Tests like ACT, SAT's and TOEFL are difficult and costly to administer throughout the islands. Therefore, the college annually offers and administers the College of Micronesia Entrance Test to all interested high school students in the 28 public and private high schools located in the four states of the FSM. The COMET test is comprised of three sections, an essay component, the Gates McGinitie Reading Comprehension Test, and a math component. Following the spring semester testing, an analysis of the testing results and admission status is compiled and presented in a COMET Statistical Summaries Report. Test results are used to place students into appropriate math, reading, and writing courses. The data show that 85% of the students offered admission into the college need to take one or more developmental education courses in math, writing and reading. These developmental courses are designed to assist students to reach levels adequate to meet the challenges of a vocational certificate program or a college level curriculum. Further, the majority of incoming students are ESL first generation college students.

Like most community colleges, COM-FSM offers programs and services to support the remedial and developmental education needs of under prepared students. With the high percentage of unprepared or under prepared students, the college recognizes the need to provide remedial programs and developmental courses. The college currently uses the COMET to admit or decline admission to students. An admitted student's COMET score also determines his acceptance into either a degree level or a certificate level program. Students accepted as degree level can enroll in a degree level program. The majority of students accepted into the degree level programs at the college need to take one or more developmental level language or math course.

The college uses the COMET scores and placement protocols to accept students into programs and courses that address their developmental needs. Students admitted into a two year degree program and who need developmental work are placed into appropriate developmental courses. Those students who are unprepared to enroll in regular full two year academic programs are offered a variety of vocational certificate programs or a yearlong developmental program. Currently the college is in the process of modifying its developmental education program.

While the majority of the students served by the college are recent high school graduates, the college also serves older adult students who return to the classroom to upgrade their credentials or to attend for the first time as a nontraditional student. More data on student demographics is located in the introduction. The fall 2009 semester enrollment indicated that 20% of enrollment was students in the 25-61 years old range. Many of these students enroll in teacher education programs, public health, trial counselors, and related services programs. An objective in the newly developed Recruitment and Admission plan is to increase the enrollment of nontraditional students.

Through continuing education offerings which are a combination of Land Grant Community Extension Service programs, workforce training programs, and workshops, the college also serves hundreds of individuals in communities and villages on islands across the FSM.

To meet its mission the college must address the needs of a predominately under prepared student population. In addition to developmental courses in study skills, developmental math, reading, and academic writing, the college also provides student support services to assist students to persist and complete programs. To provide additional academic tutorial support, the college established A+ Tutoring programs. The college also hosts special student support programs funded through US Department of Education TRIO grants. These programs include Student Support Services programs and Upward Bound programs based in Kosrae, Pohnpei, and Yap. The college, in collaboration with FSM Department of Health Services, also hosts a Title X funded “Peer Counseling” program

To assure that grants and other sponsored programs are aligned with the college mission, the Sponsored Programs Committee uses a two step review process to assure alignment of grants and special programs with the college mission and goals. The committee reviews a preliminary request to submit a proposal and makes a recommendation to support the further development and submission of a proposal for a special program or grant funded project. The committee checks if proposed grants and special programs are consistent within the scope of the college’s mission its strategic goals. The committee also reviews any request for programs to ensure that the program can realistically be accommodated and implemented. The committee makes recommendations to the president for endorsement of supportable programs.

#### *Historically Diverse and Uniquely Micronesian*

The College of Micronesia-FSM serves a population of approximately 110,000 people residing in four FSM states dispersed among 104 islands stretching across a section of the Pacific Ocean equivalent in size to continental US. Historically the islands are a mix of different Micronesian and Polynesian cultural groups and have been administered by four foreign administrations-Spanish, German, Japanese, and American. All have left their cultural marks in the islands. There are 16 major languages and several related dialects spoken in the FSM. The sixteen major languages include Chuukese, Yapese, Ulithian, Woleaian, Satawalese, Kosraean, Pohnpeian, Kapingamarangi, Nukuroan and related dialects. Some of these languages are nuclear Micronesian language and have related dialects while others, such as Yapese and Kapingamarangi are Polynesian languages. In Yap state, on the main island, Yapese is spoken but in the outer islands, several languages are spoken that are distinctly different from the Yapese

language spoken on the main island. It is not unusual for people of Yap, Chuuk and Pohnpei to be multilingual using two or more island languages and English in their day to day encounters at home, in the community and at work/school. Similarly, traditional political systems, land tenure, and other customs and cultural practices, while predominately Micronesian in character, differ among the island groups making the population served by the college diverse while being also uniquely Micronesian.

The college deliberately addresses the historically diverse, uniquely Micronesian component of the mission through a variety of activities. The college has developed an associate of arts degree in Micronesian Studies. The Learning Resources center houses two special collections unique to the region and nation. They are the Micronesian Pacific collection and the Trust Territory Document Archives. The latter documents the administration of Micronesia under the UN Trust Territory of the Pacific Islands (TTI) period. The college holds movies, slides, broadcast tapes, and video collections documenting various historic college and community events.

Annually campuses host traditional cultural activities. These include building local style huts, presentation of traditional dances, and observances of cultural kava ceremonies. For example, unique to Chuuk campus is a program promoting the knowledge, understanding and perpetuation of the traditional ‘canoe culture’ of Chuuk islands. The program includes learning situations and experiences in traditional canoe culture, customs, traditions, canoe building and outrigger sailing for student at the Chuuk campus. Another example is the traditional medicinal garden at Pohnpei Campus.

The college recognizes its role in preserving languages, cultures and history, and in assisting with research on local and national issues. In this area, the college’s efforts and programs need to be strengthened. With funding from a five year bilingual grant, a National Language and Cultural Institute was initiated. Unfortunately, a transition plan for sustainability was not developed and implemented so the institute is currently dormant. The college’s commitment to acknowledging its uniquely Micronesian status and responsibility is evident not only in its Micronesian Studies program, its special library collections and its cultural activities, but also in its collaborative research in marine, agriculture, and health studies and initiatives. Under the Land Grant programs, research is ongoing in tropical island agriculture and aquaculture. More Micronesian based research may be part of our mission, goals and programs. The college needs to consider more specific strategies to better address this component of its mission.

### *Globally Connected*

The phrase ‘globally connected’ provides a reference for the college to link student learning to a broader global perspective. This linkage includes incorporating global health, environmental, social, and political issues into the curriculum and learning experiences of the students. The college uses technology services and internet access for opportunities to broaden learning. The college aligns vocational and technical programs with recognized industry standards such as Cisco Academy’s information technology certifications and OHSA safety standards. Micronesia is the only country currently recognized as partner under the US Department of Labor for the Apprenticeship Program. This program is currently operational in Pohnpei and Yap and over 25

participants have completed their journeyman's certifications in trade areas. These certifications are recognized worldwide.

As a community college, the college prepares students to successfully transfer to four year institutions in the region or beyond. The college has established associate degree programs which prepare students to transfer. The college has established 14 articulation agreements and 'pathways' with selected four year degree programs at other institutions for transfer to senior institutions.

The college further promotes the mission of being globally connected through participation in exchange programs with institutions such as Ryukyus University in Okinawa, Waseda University in Tokyo, Japan, and Zhejiang Ocean University in China. To date, two Chinese language instructors each have spent a year teaching at the national campus. The college also benefits from the services of volunteer instructors through World Teach, a US based organization, and JOCV's Japanese Overseas Cooperative Volunteer.

### *Commitment to Student Learning*

In 2007, the college added the phrase "a continuously improving and student centered institute of higher education" to its mission statement. Along with this revision, Institutional Goal 2 was modified to "(P)rovide institutional support to foster student success and satisfaction." Also following the modification of the mission statement, Institutional Goal 9 was added to "(P)rovide for continuous improvement of programs, services and college environment."

### *The Mission - Revisiting and Revising*

The college identifies itself as a partner in development of FSM as evidenced in our mission statement. The services provided by the college are linked to the development needs of the nation. Our instructional programs provide opportunities for developmental education, a variety of programs in career areas, and provide foundation programs for students expecting to transfer to four year institutions.

While the college may conclude that its mission is a reasonable match for its location, population, and resources, it must ask about the perception of its stakeholders. In spring 2009, the college conducted an employer survey. While the report is not complete, the survey results are providing some initial feedback. The perception of stakeholders who responded is that the college is meeting its mission.

However, the outreach component of the college mission and activities conducted through four COM-FSM Land Grant programs are not well known and not well publicized either within the college community or externally. The Vice President for Community Research and Extension is attempting to raise the profile of this component through brochures and reporting program accomplishments more widely throughout the college and community.

The college actively gives considerations and responds to inquiries related to the college's efforts and suggestions for the college to consider offering more 4 year degree programs independently or in collaboration with other institutions. For example, upon assuming office, the FSM

president requested the college to report on vocational programs the college offered in addressing our mission. This request came on the heels of the announcement that the US military would be transferring its marine base in Okinawa to neighboring Guam. The military buildup in Guam is expected to require a skilled workforce to assist and many FSM leaders see an economic opportunity for FSM citizens.

Furthermore, the recent national government administration put forth interest in having the college consider transitioning to become a four year degree granting institution. The college responded and prepared a written report presenting four future scenarios or options with related factors such as accreditation, population to be served, affordability, and sustainability.

In light of social and economic factors facing the FSM, revisiting the mission statement is essential. Recent data reported from the FSM department of Immigration and Labor show a steady and significant outward migration of FSM citizens. The financial support given by the US to the FSM under the conditions of the Compact of Free Association includes a gradual step down in financial support to the FSM with respect to private sector development. The transition to a stronger private sector development is a critical factor and could influence the fiscal and economic climate in the FSM. At some point, the mission may need to be adjusted in light of fiscal challenges and available resources. Furthermore, the need for skilled labor in Guam is anticipated with the relocation of the Marine forces from Okinawa. This influx to Guam provides urgent opportunity for the college to train potential workers. At the same time outward migration will affect the college.

The FSM continues to become more globally connected. The FSM is a member of partners with several regional agencies and international agencies. The Western and Central Pacific Fisheries Commission, the South Pacific Community, and various UN programs have now established offices in FSM and are working with the communities and college. More recently, the European Union has also expanded its presence in the Pacific. EU funded projects are advancing renewal and sustainable energy initiatives in which the college participates. New initiatives for development of renewable energy, regional workforce development with the Okinawa relocation and Guam military buildup, and scientific studies conducted by regional and international agencies fisheries, agriculture, and health in the region bring opportunities for collaborating, workforce training, and internships for our students and collaborative research projects for faculty and Land Grant researchers.

The current college mission is a response to the nations needs. Programs and services are a match to the location and the population and the served. However, the college has come to realize that it cannot be everything to everyone in the four FSM states given with the fiscal resources available. Like most colleges in the US and many places around the world, financial crisis had an impact. The college faces additional challenges. One is the fiscal challenge with the step down in Compact Funding to the FSM that may impact the funding allocation provided to the college annually from the FSM national government. Current downward enrollment trends, coupled with outward migration of FSM citizens, may require the college to revisit its mission and goals, current programs and services, and to explore the potential for the college to continue to sustain its current structure. The May 2009 retreat directly addressed options for restructuring the college in order to continue to meet the college mission with affordable and sustainable

programs and services deliverable at all six campus sites with consistency and quality. At the retreat, the college decided to continue with the current mission and organizational structure. However, the college is currently gathering data and reviewing programs and services for options for streamlining and making adjustments.

Additional factors may change the profile of the college. It recently was awarded, in collaboration with University of Guam and College of the Marshall Islands, an Area Health Education Center grant funded through the US Department of Health and Human resources. The FSM's scope of work will focus on programs to train nurses and public health works and recruit recent high school graduates... With these initiatives, the college is being invited to build collaborate partnerships in addressing the health workforce training needs of the nation. The college has the potential to be a regional provider of training in public health, mental health, nursing, and dental health.

During the next annual presidential retreat, the college may need to determine to what extent the mission should consider and incorporate partnerships with EU, Pacific colleges. Like many community colleges, COM-FSM must cautiously avoid trying to be "everything to everyone" and use its current mission statement as a guide to be continuously revisited and revised as needed.

**STANDARD IA1: PLANNING AGENDA**

- Continue to revisit the mission at the annual president's retreat;
- Continue to evaluate and assess the effectiveness of our mission statement;
- Revise mission statement as needed in light of changing environmental factors such as outward migration, workforce needs, reduced funding allocations, and regional and global factors; and
- Develop specific goals and objectives for addressing "uniquely Micronesian" component of the mission.

**STANDARD IA2**

The mission statement is approved by the governing board and published.

**STANDARD IA3**

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

**STANDARD IA4**

The institution's mission is central to institutional planning and decision making.

**STANDARD 1A2/3/4: DESCRIPTIVE SUMMARY**

The college's current mission statement was revised in 2005 and approved by the Board in 2006. The mission statement is widely published with a majority of the college documents containing the mission statement. Members of the Board read the mission statement at the beginning of

every board meeting. The board always reads the mission statement at beginning of meetings to set the tone for the meeting and serve as an anchoring for decision making.

The mission statement is published in the official documents of the college which include: quarterly reports, progress reports, annual reports, student handbook, financial aid hand book, and the College of Micronesia – FSM General Catalogue. During freshman orientation, the mission and college goals are presented to new students.

To demonstrate its commitment to and emphasis upon achievement of student learning, all course level student learning outcomes reflect and are linked to program learning outcomes. All programs and services are in turn linked to institutional goals and mission. The institutional assessment plan is designed to directly link program mission and program outcomes to the overall college mission and strategic goals.

#### **STANDARD 1A2/3/4: SELF ANALYSIS**

At the annual presidential retreat, representatives of the stakeholders review the mission to ensure that it reflects the need of the stakeholders. In the 2005 review of the mission, the board and the administration recognized that it is impossible for the college to provide quality educational opportunities “to all people” as was stated in the mission statement. The change of the mission statement in 2005-2006 reflected the college ‘s recognition of what the institution can realistically and effectively do given available resources as well as operating effectively within context of its geographical challenges. Second, a statement that would capture the college efforts for continuous improvement was incorporated in the mission statement. A third modification was the inclusion in the mission of emphasis on student learning outcomes. This statement reflects the college shift in its focus and priorities from the teaching paradigm to the student learning paradigm.

Additional requests for the college to revisit the mission have come from government leaders. In 2005, the then incumbent, FSM President Urusemal, requested the college to present a ten year plan that would consider a transition by the college to a bachelor granting institution. In 2008, the newly elected President of the FSM requested the college to brief him on the potential and issues to be considered if the college were to become a four year bachelor degree granting institution. The college presented a report for the national leaders providing information on four scenarios for the college and implications for financial, physical, human and learning resources and related accreditation considerations.

In the 2009 Annual Presidential Retreat, the college community and stakeholders came together to review the college effectiveness in meeting the current mission, goals and set priorities. At the 2009 retreat, the college community had to consider several issues facing the college. These included, the observed declining enrollment trends, FSM data on outward population migration trends, a negative fund balance due to the declined enrollments for the previous fiscal year, and the fact that FSM government support to the college is unlikely to increase with compact funding step downs. Prior to the retreat, a series of “restructuring” dialogs were facilitated by the Planning and Resources Committee to explore options for restructure relevant to meeting the mission, delivery of consistent and high quality programs, providing continuity and equity in

services across the six campus sites economically sustainable. The newly implemented student information system provided data to inform the discussions. Groups were assigned to research alternatives. The collective decision at the May 2009 retreat was to continue with the present structure but to “streamline”. Reviews of all programs and services to identify areas for streamlining are underway. A job audit is also proposed. Request for proposals was advertised to secure an outside agency to assist the college with the audit with the college administration currently in the process of selecting and contracting a firm.

The structure of the college, one college with six campuses, is not directly addressed in the mission. A continuing dialog, especially from communities beyond Pohnpei, concerns the role of the national campus and the state campuses. The board has provided policy on this issue. Currently the national campus focuses on associate level degree programs and third year advanced certificates. State campus sites focus on developmental education, vocational and technical certificate programs, and each has one approved associate degree program. However, there are continued requests for extension of associate level degree programs and expanded vocational offerings to the state campuses. Requests and efforts for reduplication of student services and other support services at other campus sites under the context of creating consistency and continuity are also challenging the college’s ability to support and sustain the mission and goals across the six campus sites. Particularly in relation to the smaller campus sites of Yap and Kosrae, contrasting the desire for expanded and extended services with economies of scale, the affordability and sustainability of expanding programs and sustaining quality consistent services continues to challenge the college in fulfilling its mission. Revisiting the mission will be needed to prevent the college from trying to be all things to everyone.

Following from the May 2009 President’s retreat, the president appointed an ad hoc working group to explore potential for the college to streamline operations. The college is examining programs and services and other functional areas with the goal to identify opportunities for the college to streamline. The college is examining and reviewing current programs and services to identify reduplication of efforts, cost and sustainability, and ways to meet the mission. The college mission is actively promoted, published and used as the basis for decision making within the college. However, well known across every campus and among students, government leaders at state and national level and in the community at large has not been thoroughly explored or documented. The recent survey of the board members reflected the board’s knowledge and role of the mission in guiding the college. A faculty member from Chuuk campus commented “during each term orientation to new and transfer students, the mission statement and goals are given to the students to hear and try to understand what the college stands for and aims for.” However, he also noted that the mission is not publicly displayed on his campus suggesting a need for the mission to be made more visible at the state campuses and within their respective island communities.

The board reads the mission statement at the beginning of each meeting and a copy of the mission, nine strategic goal and accreditation standards are include in members binders prepared for each meeting. While the mission statement, goals and standards prompts decision making, the college has not documented how the board’s decisions and directives link to the mission and goals.

External changes such focus on green initiatives, possible funding decreases from the FSM national government with the compact step down, outward migration issues for FSM population, threats. The college responds to challenges and new opportunities it needs to continue to examine and monitor it against the mission and make changes as appropriate.

**STANDARD 1A2/3/4: PLANNING AGENDA**

- Continue to revisit the mission on a regular basis and revise as necessary.
- Include questions in annual stakeholder survey related to knowledge, understanding, and support of the mission
- Develop strategies to demonstrate the link between board actions and directives to show the college's mission and goals

**Evidence:**

- COM-FSM Vision, Mission, Values and Goals
- PL- 40 of FSM Code, COM-FSM Enabling Law
- FSM 2006-2011 Strategic Development Plan Part II
- COM-FSM Fact book
- Land Grant Program Brochure
- IPEDS Data Report
- Annual President's Retreat Program
- Annual President's Retreat post retreat report
- Minutes of Assessment Committee
- IAP Handbook
- Sponsored Programs Committee Terms of Reference
- Sponsored Programs Terms of Reference
- 10 Year Plan to FSM President Ursuemal
- Report to President Mori on College as 4 year institution
- Revised Governance Policy
- Policy on Continuous Improvement
- COMET 2008 Statistical Summaries Report