

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 ([IEMP](#), 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, career and 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 1: 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 institution of higher education	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		
	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 (Institution Set Standard)	Fall 2019 – 9.2 Fall 2018 - 9.4 Fall 2017 – 9.1 Fall 2016 - 9.3	Green = 9.0 Yellow = 8.7-8.9 Red < 8.7	Local benchmark		
Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status 2017	Achievement Status 2020
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>-29.9%</u> Kosraean 11.4% 6.9% 11.4% 6.4% <u>+5%</u> Pohnpeian 58.6% 54.4% 54.7% 54.7% 35.2% <u>+19.5%</u> Yapese 13.3% 14.1% 14.8% 14.8% 11.1% <u>+3.8%</u>	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	Local benchmark		

	Total 99.3% 99.5% 99.2% 100%	for whom the college cannot document actions to mitigate imbalance.			
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	Private Sector (1) Agriculture (2) Fisheries FMI (3) Education (3)	Green = 5 or more programs linked to the FSM Strategic Development Plan Yellow = 3-4 programs linked to the FSM Strategic Development Plan	Local benchmark		

	Development Plan (2004-2023)	Tourism (1) Environment (1) Health (3) Current total: 14	Red <3 programs linked to FSM Strategic Development Plan			
by providing academic and career & technical educational programs characterized by continuous improvement and best practices.	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		
	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 ≥ 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	Green: ≥ 16% Yellow = 8-15.9% Red < 8%	Regional benchmark		

		<p>Pacific median graduation rate 8% (2011 cohort).</p> <p>AY2018-2019 – 29% AY2017-2018 – 22.6% AY2016--2017 - 21.9%</p>				
Graduation rate 200% (% of full-time first-time students who completed in 4 years)	<p>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).</p> <p>AY2019-2020 – 42% AY2018-2019 – 30% AY2017-2018 – 33% AY2016--2017 - 29%</p>	<p>Green: $\geq 25\%$ Yellow = 12-24.9% Red < 12%</p>	Regional benchmark			
Transfer rate	<p>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%).</p> <p>AY2018-2019 – 1.7% AY2017-2018 – 1.0% AY2016--2017 - 0.74%</p>	<p>Green: $\geq 10\%$ Yellow = 3-9.9% Red = <3%</p>	Regional benchmark			
Fall-to-spring persistence rate	<p>Fall 2019-2020 – 80.4% Fall 2018-2019 – 82.7% Fall 2017-2018 – 82% Fall 2016-2017 – 88%</p>	<p>Green $\geq 87.0\%$ Yellow = 70-86.9% Red < 70%</p>	Local benchmark			

Fall-to-fall persistence rate	Fall 2018-2019 – 60% Fall 2017-2018 – 59% Fall 2016-2017 – 61%	Green ≥ 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 2: 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 is “*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.

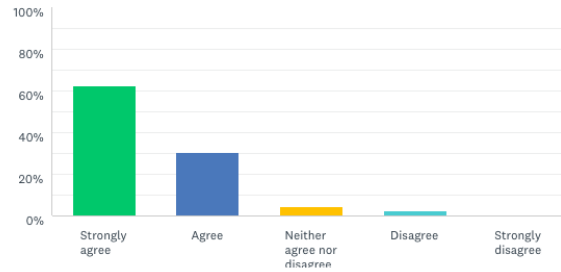
Open comments on the question “COM-FSM’s mission statement describes our **commitment to student learning**” included:

- 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, eg. 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.

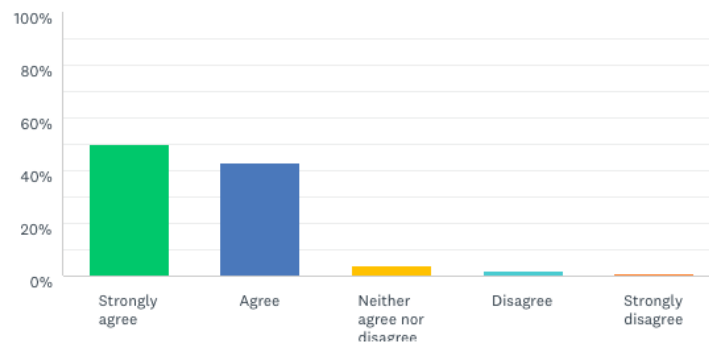
Answered: 247 Skipped: 35



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

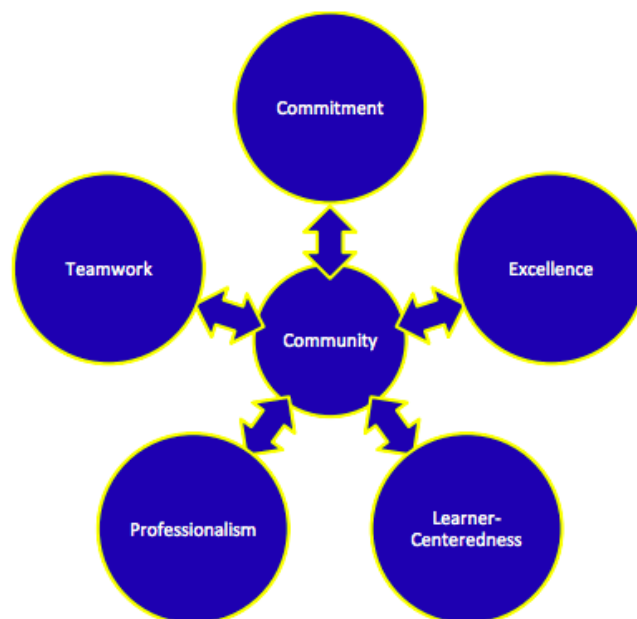
The College of Micronesia-FSM Core Values and Principles of Best Practices are presented in the [Strategic Plan 2018-2023](#).

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.

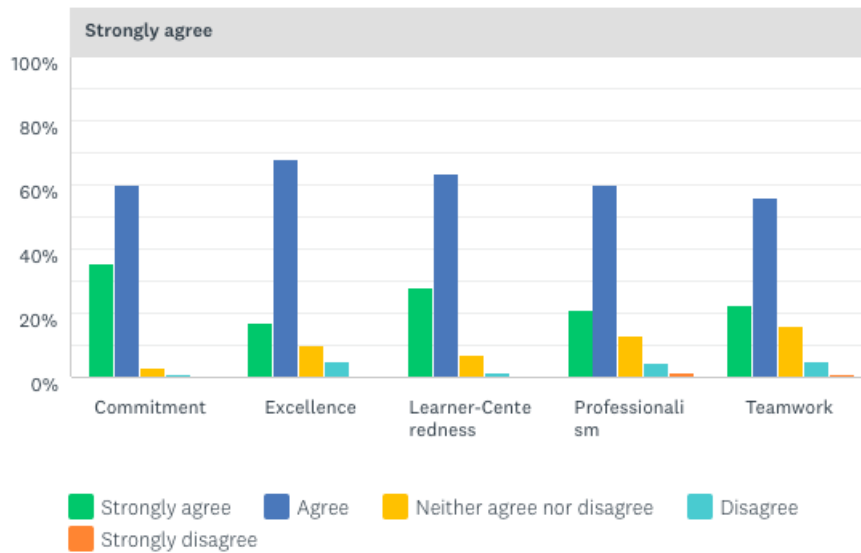
Core Values



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:

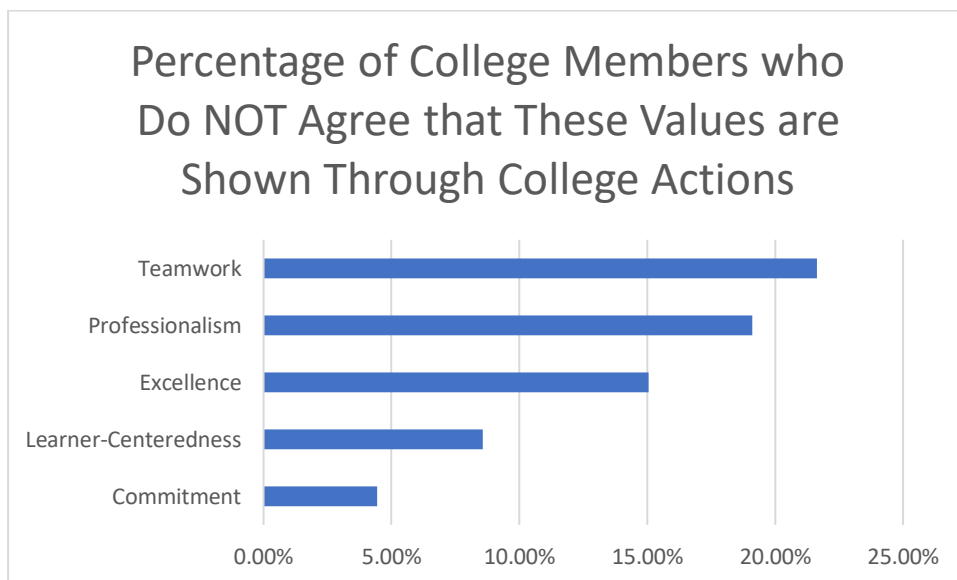


Figure 1: Percentage of College Members who Do NOT Agree that Values are Shown Through College Actions

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 3: 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, career and 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.