



COLLEGE OF MICRONESIA –FSM

P.O. Box 159, Kolonia, Pohnpei
Federated States of Micronesia 96941

Phone: (691) 320-2480/481/482

Fax: (691) 320-2479

Office of the President

February 18, 2013

FROM: Joseph M. Daisy, Ed.D., President and Chief Executive Officer

RE: President's Report FY 2013 First Quarter Performance Report

Since the submission of the FY 2012 4th Quarter Performance Report, the important work of the college, particularly to address accreditation related issues continues. As president, I want to update you on my ongoing assessment of the status of the college and its progress.

Be assured that we continue to make progress. The faculty and staff continue to support internal efforts to improve the programs and services provided to students. They have demonstrated continued support and a willingness to participate in any way to assist in the improvement of the college.

In my professional relationship with the administrators serving in leadership roles, I continue to articulate high expectations for performance, continue to provide guidance and direction where needed, and am assessing the current leadership structure to determine ways in which it may be strengthened.

The following report is structured with the president's position profile in mind, and seeks to report at a high level, and to confirm that the "challenges and opportunities" as well as the "duties and responsibilities" for the President of the College of Micronesia-FSM remain top of mind for me.

Most if not all of these challenges, opportunities, duties and responsibilities are now appropriately shared through our participatory governance model with the broader internal constituents that comprise the college community.

Challenges and Opportunities:

1. Resolve the issues identified by the Accrediting Commission and maintain accreditation;

Regarding accreditation, we continue to make significant progress, yet continue to face significant challenges, especially related to the anticipated impact of the

JEMCO decrement. Frankie Harriss has continued to provide extraordinary leadership as ALO and as Vice President for Institutional Effectiveness and Quality Assurance (VPIEQA) in directing the college's focus, energy and efforts to document the progress to address accreditation related concerns.

From my perspective as president, there is so much more we need to do, and while we may have made important progress in these areas, it was not enough to resolve the probationary status. I also remain confident that, by the submission of our combined Midterm Report and Follow-Up Report in March, 2013, we will be able to satisfactorily address all areas related to the threat to our accreditation save one, financial support.

Although FSM Congress appropriated \$700,000 for FY 2013, should FSM Congress not re-instate the rest of the decrement resulting from the JEMCO resolution, the college would find it extraordinarily challenged to continue to meet the standards for accreditation.

The college will need to assess the impact of the loss of the \$700,000 per year up to \$2.8 million, reduce the college's academic programs, faculty, staff and services, accordingly to address the funding loss, and to report this to the Commission.

The college will need to present scenarios to the Board of Regents for consideration regarding next steps to ensure a balanced budget. However, as you are aware if the funding gap is not closed, the scenarios will be painful for the college to endure.

2. Cultivate a culture of genuine communication, inclusiveness, participatory governance and respect for all;

The college continues to work with Wilson Hess (former president at CMI) and his team from Sandy Pond Associates, to assist in the process to fully address all of the college's accreditation issues, and more importantly to build internal capacity. His group helped both CMI and CNM to successfully address their serious accreditation issues. I am confident that with their continued engagement through June 2013 they will successfully support us in our efforts to do the same.

Purposeful dialogue at COM-FSM continued at the Visioning Summit on August 8-9, 2012, during which the results of this in-service work by the faculty and staff was shared, as well as the recommendations from the Assessment of the 2006-2011 Strategic Plan, and both linked to the Visioning Summit/Part 1 and initial planning for the new strategic plan: 2013-2017. Additional visioning summits were conducted at each of the state campuses this past fall and the summary of findings were made available.

The college continues to hold monthly all campus meetings at each campus to facilitate continued purposeful dialogue of stakeholders.

The college continues to benefit and learn from the current participatory governance structure. Findings from the communications plan assessment report suggest that we are moving in the right direction and suggested that “broad-based participation in college governance is the new normal at the college.” Yet it is now evident that communications as a stand-alone plan has not effectively supported our commitment to “purposeful dialogue.” Purposeful dialogue is being integrated throughout the college and evident in the strategic plan.

Finally, bi-meetings with the Cabinet continue to ensure the effective and efficient operations and needs of all areas of the college are being met in a timely manner. It also provides a forum for sharing of expectations, plans, ideas, concerns, and information. Additionally, a one on one bi-weekly meeting between the president and each vice president has been instituted to provide opportunities to discuss areas of strength and improvement in respective areas.

In all ways, I continue to express my commitment to an open, inclusive, respectful and participatory governance model.

3. Determine and implement solutions to the fiscal consequences of declining compact funding and challenging economic times;

In progress. Future steps depend upon the action taken by the FSM Congress to restore the decrement resulting from the JEMCO resolutions. Should such action not be taken, entire COM-FSM community will need to consider the existing and previously proposed scenarios, and the development of several new scenarios.

The college continues to explore new streams of revenue, the development of partnerships and achieving new efficiencies to address the decline in compact funding and the challenging economic times in which we find ourselves.

We have met with representatives from BECA International Consultants, LTD. (engineering and architects), to explore the college’s need to creatively address its energy needs, and to assess its space utilization needs. A proposal for a space utilization study which will need to be completed as part of the college’s facility plan and linked to the integrated educational master plan has been developed. An application for a technical assistance grant to fund this study has been submitted. This firm was responsible for the physical transformation of the College of the Marshall Islands.

Unfortunately, other program initiatives and opportunities will need to wait until the college has successfully addressed the accreditation issues for which it is on sanction.

4. Enhance overall standing of COM-FSM and advocate for the college in all arenas;

The president has met with the Chinese, American and Japanese Ambassadors during which the challenges and success, as well as the vision for the college's future were shared.

The president continues to regularly share information regarding the many areas of significant progress with representatives from OIA. The president presented on the impact of changes in Pell Grant criteria, highlights of our accreditation effort, steps college taking to share resources, eliminate duplication and achieve efficiencies, and anticipated increased scrutiny, monitoring and rigor by ACCJC on long term financial stability which is an eligibility requirement was made at the State and National Leadership Conference. The response and feedback is positive and encouraging.

5. Advance academic excellence through continually assessing programs and services, attracting and retaining quality faculty and staff, promoting student centeredness, and addressing the problem of underprepared students;
6. Refine and successfully implement the comprehensive long-range educational master plan and ensure linkages to all college plans;

In progress. Through the work of academic and now non-academic program prioritization process, the planning and resources committee is in concert with ongoing efforts to address related accreditation concerns. Most importantly, the college has completed and is refining the five-year integrated educational master plan which links, instructional, technology, human resources, facilities, and financial plans. This plan serves the college well as it looks forward to "confronting challenges and creating its future." The college and BECA's completion of the facilities master plan will significantly strengthen the Intergraded Educational Master Plan.

7. Implement and assess the recently approved organizational structure and reporting procedures and make changes for an efficient, effective, and sustainable institution;

The Management Team (MT), comprised of the deans, and directors, is now functioning in an advisory capacity and meets to share information, identify areas for improvement, recommend solutions to problems, and apply respective skills and knowledge in support of all areas of the college.

Additionally, an Executive Committee (EC), comprised of representatives from the council of chairs, faculty and staff senate, management team, student body association, and campus deans and cabinet was established. The purpose of EC is to improve communication between all COM-FSM internal constituents, ensure experiential decision making, enhance team building and integration, and provide authentic and effective participatory governance. The committee will make decisions and/or recommendations to the President on matters relating to all COM-FSM internal constituents. The EC is reviewing the draft mission statement, and working on a preliminary draft of the strategic plan. The committee is the final link in the participatory governance process.

As well, some additional position changes, shifts in responsibilities, and reassignment of reporting responsibilities will need to be made in the near future.

Duties and Responsibilities:

1. Provide leadership for the college as a whole, including planning, development, implementation of educational and fiscal programs and services of the college;

In progress. The president continues to work closely with, and meet with a wide range of stakeholders related to ongoing instructional, student services, financial, facilities, and overarching educational master planning. He continues to listen, learn, form impressions and share his ideas for ways in which to address the challenges faced by the college and to strengthen it moving forward. The president recently attended a meeting of local CEO's as an advisory committee for the business department. This meeting represented a good "first start" to meaningful engagement of our NGO, ,business, and community leaders with the college.

2. Ensure campus action and policies are in accord with decisions officially adopted by the Board and information and advice to the Board are accurate, complete, and timely; AND
3. Provide administrative direction in the development and initiation of campus policies and procedures, as well as the organizational structure;

In progress. A slate of draft policies and revised policies is presented at BOR meetings for consideration and approval. Barbara M. Fienman, Ph.D., a consultant, is assisting with the review and assessment of student services and has submitted recommendations on building and developing a student affairs program.

4. Develop a vision and formulate and implement long range strategic plans;

In progress. The investiture remarks have set a clear tone and direction for the college. The Presidential "white paper" has laid out the framework for long range planning. The following status report, *COM-FSM Quality, Sustainability, and Success: A Framework for Planning and Action – Status Report*, prepared in collaboration with Sandy Pond Associates provides an assessment of our progress and remaining work.

Summary

COM-FSM Quality, Sustainability, and Success: a Framework for Planning and Action is a presidential white paper that was released in May of 2012. The paper outlines five steps and thirteen tasks to be addressed during the 2012-2013 academic year. This report measures the progress made through October 17, 2012, and outlines the work that remains. Notable accomplishments to this point

include an assessment of the college's previous strategic plan and a comprehensive evaluation of the college's communications plan.

Step 1.

Formally assessing our recent round of planning, program review, and SLO efforts to demonstrate that we have completed a full planning cycle.

Task 1:

Conduct an immediate and comprehensive assessment of the most recent Strategic Plan, its components, processes, and outcomes. This assessment will inform our on-going planning work and must be completed by the end of May 2012, with recommendations for action by COM-FSM governance bodies and stakeholder groups and must then be reported to the ACCJC before its June 2012 meeting.

Work Completed

- The COM-FSM 2006-2011 Strategic Plan was formally assessed on May 13, 2012. Carrying out the assessment involved three steps:
 - i. interviewing college administrators to gather information regarding each of the nine strategic goals;
 - ii. working with the college's Institutional Research and Planning Office (IRPO) to obtain copies of quantitative and qualitative data regarding the nine strategic goals;
 - iii. and meeting with the Planning and Resource Committee (PRC) to better understand their role in the planning process.
- A May 2012 report, *Assessment of the 2006-2011 College of Micronesia-FSM Strategic Plan*, detailed this process.
- Resource allocations have been tied to strategic plan goals. Yet during interviews with college faculty and administrators it was discovered that many perceive neither tracking of annual expenses by the goals, nor annual discussions about the effectiveness in relation to the nine goals has occurred in a systematic way.

Work Remaining

The lessons from the assessment of the previous strategic plan need to be transparently incorporated into the development of the new strategic plan. Specifically:

- Develop a formal method for regularly assessing the college's strategic plan.
- Set targets (sometimes known as strategic institutional outcomes, milestones, or benchmarks) for each strategic goal so that progress toward meeting/achieving each goal can be measured and assessed.
- Widely and regularly report progress for meeting each strategic goal.

Task 2

Complete a review of the status of Student Learning Outcomes at COM-FSM. That review will form the basis of a report due to the ACCJC in October 2012 and also serve as an important evidentiary base for our Master Plan for Integrated Assessments (MPIA), which will include

broad, purposeful institutional dialogue about SLOs, the alignment of course SLOs with program and degree SLOs, and special emphasis on authentic assessment.

Work Completed

- COM-FSM has embedded Student Learning Outcome assessment in identified courses. For years the college has assessed course-level SLOs, and these course-level SLOs are found in all master course files and in faculty members' syllabi.
- Program-level SLOs are located in the college's *Catalog*, and course-level SLOs have been mapped to program-level SLOs via matrices.
- Institutional-level SLOs have been written and an assessment plan has been outlined.

Work Remaining

- The SLO report to the ACCJC was moved from October 2012 to March 2013 and will be submitted as part of the Midterm Report/Follow-Up Report.
- Assessment results for all program-level SLOs are to be reported in the ACCJC report.
- Assessment of institutional-level SLOs needs to be completed for inclusion in the March 2013 report.

Step 2.

Insuring that we engage in an ongoing, robust and purposeful dialogue about institutional effectiveness. That discussion must be based on evidence and informed by widely disseminated, data-informed analyses.

Task 1:

Complete the current dialogue about institutional effectiveness, communications and governance, especially by revising our recent communications survey (April), re-issuing it (April 2012), engaging the college community in a review of its results May 2012, and implementing recommended changes (June – August 2012).

Work Completed

- The revised communications survey was administered in April of 2012. The results were distributed in a report, *Purposeful Dialogue at COM-FSM: An Analysis of the COM-FSM Communications Plan and ACCJC Recommendation One with Recommendations* that was issued on April 31, 2012. The report was then discussed in a college-wide forum in May of 2012, with observations and recommendations recorded.
- In September of 2012, the president requested a further analysis of all of the information arising from evaluation of the existing Communications Plan. That analysis, *Strengthening Purposeful Dialogue* was prepared on Sept. 21, 2012. This report also included specific recommendations:
 - By the end of 2012, dissolve the existing *Communications Plan* and transfer its useful elements throughout a new strategy that is linked to a well-developed goal for purposeful dialogue from the new Strategic Plan.
 - By the end of 2012, promulgate a new Communications Policy for BOR approval, a policy that facilitates the new strategy.

- By the end of January 2013, develop guiding principles and protocols for implementing the strategy across the college in terms of both internal and external communication. Publish these principles and protocols, with advice on their implementation.
 - By June 2013, embed evaluation of purposeful dialogue in academic programs, non-academic programs, college offices and governance entities.
- In an October 2012 “Message to the Community,” the college president reported that “communications” must be front and center and integrated into the next strategic plan. Additionally, president also reported the recommendation of the Council of Chairs to establish the Executive Committee addressing the emerging governance piece

Work Remaining

- The evolving governance structure awaits final definition and approval. The refinement of procedures and responsibilities across the college cannot proceed in a timely fashion until this is accomplished.

Task 2:

Put in place the recommended changes as we begin the new academic year next fall. By December 2012 we should have the next round of assessment in the form of a follow-up communications survey. Then the cycle will begin again as we will have closed the second assessment loop.

Work Completed

- Still awaiting ratification.

Work Remaining

- Recommendations need to be officially ratified and implemented and a new cycle of evaluation then stipulated. Much will depend on the new strategic goal devoted to purposeful dialogue.

Task 3:

Engage all stakeholder groups in a continuing cycle of dialogue based on the findings of our assessments.

Work Completed

- One full cycle of review was completed in April and May of 2012.

Work Remaining

- The next full cycle of review is scheduled to be completed before the end of the spring 2013 semester. This especially includes the strategic plan goal of strengthening purposeful dialogue and the goal for revising the governance structure.

Step 3.

Engaging in a systematic and regular review of the allocation of resources to assure that we fulfill our mission and maintain institutional effectiveness. In light of the significant financial constraints we face as a result of the JEMCO decrement, more than ever before it will be essential for us to integrate our finances with our planning process. An ongoing, transparent financial planning process which informs our integrated planning process will enable us to prioritize our broad educational objectives and effectively deploy our human, physical, technological and financial resources.

Task 1.

Review immediately the alignment of our operational and financial plans for FY 2013 and if necessary re-prioritize these plans. We must also carefully review the financial resources in our plan implementation through FY 2015.

Work Completed

- The college has created a five-year financial plan that is tied to the Integrated Educational Master Plan (IEMP).
- The FSM National Government has reiterated its commitment to the college, as evidenced by its approval to restore the first \$700,000 of the JEMCO decrement.

Work Remaining

- The college ought to prioritize the plans within the IEMP through an approved governance structure.
- The college should determine the long-term level of financial commitment of the FSM National Government to the college as related to the remaining \$2.1 million JEMCO decrement.
- The college should consider establishing documented contingency scenarios for replacing the JEMCO decrement.

Task 2.

Institute program reviews for all non-academic areas beginning in FY 2013 and link the results of academic and non-academic program reviews to resource allocations that will achieve our institutional learning outcomes.

Work Completed

- Non-academic areas of the college began completing program assessment (via Worksheets 1, 2, and 3) in 2005. Some areas have completed assessments annually; while other areas have completed assessments on a less frequent cycle. These program assessments will serve as program reviews for non-academic areas.

NOTE: All goals listed on Worksheets 1 and 2 should be goals that are listed in the Integrated Educational Master Plan (IEMP).

Work Remaining

- A standard naming convention for the completed worksheets should be created. The Director for Information Technology (Gordon Segal) and the Director for Institutional Research and Planning (Jimmy Hicks) will be creating the standard.
- All completed worksheets should be posted to the college's Wiki no later than the end of November 2012.
- A diagram showing the flow of academic and non-academic program reviews (from originator, to supervisor, to VP, to respective committee) should be created and adopted by the college. In addition, a specific timeline for submission of the program assessment worksheets should be created and adopted by the college. The diagram and timelines will help ensure that both "sides of the house" will know to whom worksheets are being submitted and when they are to be submitted.
- A diagram should be created that shows the relationship among mission fulfillment, strategic planning, the IEMP, and program reviews via Worksheet 1, 2, and 3.

Step 4.

Maintaining a focus on student success and improving student outcomes.

Task 1.

Provide ongoing, regular, and structured opportunities for a purposeful and robust dialogue about student learning.

Work Completed

- Several trainings and forums, a revised committee structure, and campus-wide visioning and mission workshops have created for faculty and other campus stakeholders regular and structured opportunities for dialogue regarding student learning.

Work Remaining

- Students could also be engaged in the regular and structured opportunities regarding their learning. Efforts to assist with this could include: student appointments to college committees; posing questions regarding student learning outcomes (at the course, program, and institutional levels) at the beginning of each course and on end of semester student/faculty evaluations; having elected student government officer positions mirror the college's president's structure so that employees can mentor the students; and required student engagement (i.e., mandatory) student orientation and academic advising.

Task 2.

Fully align Student Learning Outcomes with those at the program and institutional levels.

Work Completed

- COM-FSM has embedded Student Learning Outcome assessment in identified courses. For years the college has assessed course-level SLOs, and these course-level SLOs are found in all master course files and in faculty members' syllabi.
- Program-level SLOs are located in the college's *Catalog*, and course-level SLOs have been mapped to program-level SLOs via matrices.
- Institutional-level SLOs have been written, and an assessment plan has been outlined.

Work Remaining

- The report to the ACCJC was moved from October 2012 to March 2013 and will be submitted as part of the Midterm Report/Follow-Up Report.
- Assessment results for all program-level SLOs are to be reported in the ACCJC report.
- Assessment of institutional-level SLOs needs to be completed for inclusion in the March 2013 report.

NOTE: This was also reported above in Step 1, Task 2.

Task 3.

Provide evidence of ongoing and systematic assessment of Student Learning Outcomes and use that evidence for continuous quality improvement.

Work Completed

- Reported above in Step 4, Tasks 1 and 2.

Work Remaining

- Reported above in Step 4, Tasks 1 and 2.

Step 5.

Setting concrete goals to reach Proficiency level for all three ACCJC Institutional Effectiveness Rubrics by December 2012 and Continuous Quality Improvement level by Dec. 2013

Task 1.

Assure that results of all program reviews are integrated into institution-wide planning by August 2012.

Work Completed

- All goals on Worksheets 1 and 2 have been linked to goals in the IEMP.
- In a September 2012 "Message to the Community," the college president established a Mid-Level Management Team with, among other duties, responsibility for non-academic program review, program prioritization, and ensuring goal alignment.

Work Remaining

- Proceed to complete the program review, program prioritization, and goals linkage (i.e., worksheet goals to IEMP goals) processes

Task 2.

Assess, review, and refine program review processes by August 2012.

Work Completed

- The process for non-academic program review was assessed with the aid of external consultation in October 2012 and recommendations were provided to the college president, the college's accreditation liaison officer, and the college's academic assessment dean.

Work Remaining

- A governance component ought to be developed to review and approve program review processes, then proceed to conduct the approval processes well before the Midterm Report/Follow-Up Report.

Task 3.

Assure that Learning Outcomes are specifically linked to program reviews by December 2012.

Work Completed

- In October of 2012, the Mid-Level Management team and all Student Services directors were trained in developing non-academic student learning outcomes and how to include them in the program review process.

Work Remaining

Evidence that the non-academic student learning outcomes are in all non-academic program reviews should be amassed

Presently, a working group of the Executive Committee representing all college constituents has been tasked with the draft strategic plan.

5. Build and maintain a cohesive and highly functional senior administrative team, delegate responsibility appropriately and hold individuals accountable;

In progress. The president continues to meet with members of the administrative team both individually and collectively as cabinet. The cabinet meets bi-weekly to consider a wide range of agenda items regarding the entire spectrum of the college. The president has also articulated his expectations to members of the cabinet, and continues to emphasize important characteristics of leadership on a daily basis. Professional development and training activities designed to improve performance will be identified and inform goal setting and performance reviews.

6. Oversee performance management of the organization through implementation of work planning and performance evaluation linked to Key Performance Indicators (KPIs);

Planned for the future.

7. Maintain the college's accreditation;

In progress. *(See response to Challenges and Opportunities #1 above.)*

8. Promote excellence by sustaining the cycle of continuous quality improvement;

In progress. Included among accreditation related activities and cabinet meetings is an ongoing review of the ways in which the college is cultivating a culture of

assessment, reviewing current strategies and determining new and additional ways in which to measure progress. The college has just recently purchased TracDat, an assessment software program that will support the collection, analysis and reporting of a wide range of assessment data. and reporting achievement levels of learning outcomes.

9. Direct the preparation of the annual college budget to ensure reflection of the college's strategic direction and goals;

In progress. The Five Year Integrated Educational Master Plan will inform the development of the budget for 2014, 2015, 2016, and 2017.

10. Monitor the efficient and effective uses of the college's resources, safeguard assets, maintain appropriate internal controls and guarantee quality and integrity of all financial and non-financial reporting and disclosures;

On-going. The president has articulated his expectations to cabinet and beyond regarding the dual roles and responsibilities held by each. First is responsibility for the respective area, and the second is responsibility to the college. Decisions are expected to be informed, analytical and one's signature is expected to have meaning. Members of the cabinet are expected to review and approve requests for travel and meetings that are only for the following; "meaningful" professional development, related to accreditation, or aligned and consistent with the college's mission.

Additionally, the president is planning to use a consultant to assist the business office in achieving greater efficiencies, maximizing resources and assessing and improving the use of related best practices.

11. Strengthen and grow the college's endowment fund;

In Progress. The college has contracted Thomas Roha who has extensive experience with the requirements associated with the establishment of a foundation and worked for the College of the Marshall Islands to establish their foundation. Invitations have been sent to potential foundation board members and five positive responses have been received. . It will take approximately one year to complete the process to establish the foundation "The Friends of the College of Micronesia-FSM."

12. Develop and maintain channels of communication with and among employees regarding all aspects of college operations;

In progress. *(See response to Challenges and Opportunities #2 above.)*

13. Maintain a highly visible leadership role in the communities served and develop and maintain strategic partnerships;

In progress. *(See response to Challenges and Opportunities #4 above.)*

14. Seek funding for the master infrastructure development plan and maintenance program;

In progress. The Institutional Research and Planning Office (IRPO) has prepared and the college has submitted an application for a technical assistance grant to support a college-wide space utilization study as part of the development of a college facilities master plan.

The college has also been informed that the former dormitory at Pohnpei Campus has been identified as a renovation project that would be supported by IDP funds. Such a renovation would resolve the several space needs at Pohnpei Campus and National Campus.

15. Recruit, develop, support and retain quality faculty and staff;

In progress. *(See response to Challenges and Opportunities #5, and Duties and Responsibilities # 2, and #3 above.)*

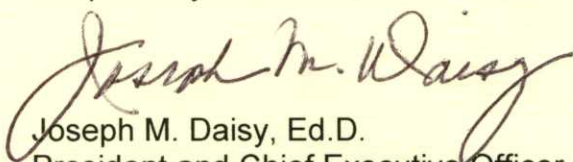
16. Promote appreciation of cultural diversity;

On going. In everything we are doing and plan to do at the college; including but not limited to college wide events such as commencement; campus beautification, cultural day, and identification of buildings, the appreciation and celebration of cultural diversity is considered. For example, at the commencement exercises, students in traditional dress served as flag bearers for the national, states and college flags. Additionally, at commencement students serve as flag bearers for flags from all of the countries which comprise the college community. These flags are permanently displayed in the Learning Resources Center (LRC).

17. Perform such other additional duties as the Board may require.

Planned for the future!

Respectfully submitted,


Joseph M. Daisy, Ed.D.
President and Chief Executive Officer