

College of Micronesia – FSM
Cooperative Research and Extension (CRE)
FY 2013 4th Quarter Performance Report[1]
April-June 2014

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.

Vision

College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of the diverse Micronesian communities we serve.

Strategic Directions:

- *Focus on student success*
- *Emphasize academic offerings in service to national needs*
- *Be financially sound, fiscally responsible, and build resources in anticipation of future needs*
- *Invest in and build a strong capacity in human capital*
- *Become a learning organization through development of a learning culture guided by learning leaders*
- *Evoke an image of quality*

Focus on student success

Office	Accomplishments	IEMP #	ACCJC Standard
CES PNI	CES PNI supported the work-study program and the agriculture field internship program by providing field/hands on to 2, 9 students respectively. Demonstration of Nett Point activities to 50 Upward Bound students	CES6.4. 1	

Focus on student success – Measures of success

Student Performance

- Course completion rates (ABCORP) will be at least 69% fall & spring semester 2013/2014.
- Overall withdrawal rates will be less than 8.3 percent for fall semester 2013 and 9.5 percent for spring semester 2014.
- General Education Assessment – Course completion rates for EN 120A & 120B for fall 2013 and spring 2014 will be at least 63% for EN 120A & 64% for EN 120B.
- Institutional Student Learning Outcomes Assessment – students will average at least 2.1 on the American Association of Colleges and Universities Value: Valid Assessment of Undergraduate Education components for Oral Communication, Written Communication and Foundation and skills for life-long learning outcomes rubrics for AY 2013/14.

Completion and Transfer

- Certificate and degree completion rates for the FY 2013 cohort of new full time students at 150% will be 14.4%, FY 2014 cohort of new full time students at 150% will be 16.4% and FY 2015 cohort of new full time students at 150% will be 18.4%.
- Performance at transfer institution: To be established in AY 2013/14.

Retention and Persistence

- Fall-spring persistence rate of will be a minimum of 78% for new full time students cohort in fall 2013 who persist to spring 2014, fall-fall retention rates will be a minimum of 65% for new full time students cohort in fall 2013 who return in fall 2014.

Job Market

- Career program completer’s employment status (within FSM): Baseline data to be established in AY 2013/14.
- Employer rating: Revised employer survey to be delivered in fall 2013 for establishment of baseline data.
- Internship experiences: Baseline data to be established in AY 2013/14.

Satisfaction and Engagement

- CCSSE & CCFSSSE: Targets to be set by September 2013 based on CCSSE and CCFSSSE administered in spring 2013.

Invest in and build a strong capacity in human capital

Office	Accomplishments	IEMP #	ACCJC Standard
CRE System	Agents and Researchers from all states attended training and conference arranged by WSARE concerning Infrastructure needs and development All agents attended a WSARE Funded training organized by VP-CRE and provided in each state entitled Training in Transitioning Subsistence Farmers to the Market Economy CRE PNI State Coordinator represented FSM Gov’t at the World Animal Health Organization on Animal Production and Food Safety. VP represented CON-FSM at the COM-LGP Board of Regents meeting in Palau. VP-CRE Office and the Yap CRE office each organized a Summer Science Experience for High School Students for recruitment to agriculture programs at COM-FSM. Three teaching interns were involved plus one intern from UOG	CES6.2.1	
CES PNI	Two CES PNI staff attended a conference of WSARE to better understand support and funding assistance available through USDA programs for Western Land Grant Universities and Colleges.	CES6.2.1	

Office	Accomplishments	IEMP #	ACCJC Standard
	<p>Aquaculture Extension Agent attended training at SEAFDEC on the following: Concepts and principles of sustainable aquaculture; Overview on sea cucumber culture and management; Sandfish spawning protocols; Phytoplankton; identification/counting techniques Sandfish sea ranching as a sustainable livelihood option; Sea ranch site assessment & evaluation; Grow-out culture options for sea cucumber; and Impact of climate change on aquaculture production.</p> <p>CRE Coordinator attended conference of World Animal Health Organization on Animal Production and Food Safety that increased his skills and knowledge to improve animal health and welfare globally that would guarantee veterinary public health, food safety and food security.</p>		
	<p>Agents continued to assist and support the communities with demonstrations on castration, drug administrations, pregnancy and estrus testing, and providing technical supports for the farmers on livestock issue.</p> <p>Eight of the Office of Fisheries and Aquaculture (OFA) new trainees were involved in the setting up of the hatchery equipment. It was a great opportunity for them to learn how to set up the culturing tanks for marine species.</p>	CES6.6.1	

Emphasize academic offerings in service to national needs

Office	Accomplishments	IEMP #	ACCJC Standard
Yap CRE- Administ ration	<p>Attended WSARE conference “Strengthening Agriculture’s Infrastructure in the Western Pacific Area” and gave presentation on “Local Feed Processing in Yap”; Submitted draft MOU for Yap Aquaculture Hatchery; Coordinated and participated in workshop training “Transitioning from a subsistence to the market economy”; planning committee for Yap Women’s Health Week and Yap Men’s Health Week; Participated in the “Pacific Islands Climate Services Dialogue”; Meeting with stakeholder’s in Marshall Islands to initiate a multi-site vegetable gardening project; Attended PREL Community Water Quality Education Project meetings; Attended Climate Reality Leadership Corps Training in Melbourne</p>	CRE- A6.1.2 & CES 6.2.4	II
Yap CRE- AES	<p>Submitted Concept paper of Climate Change Adaptation Strategies under Pacific American Climate Fund Project</p>	AES 6.2.2 & AES 6.2.4	II

Yap CRE AES	Conducted field experiments on climate smart vegetable production	AES 6.2.4	II
Yap CRE- CES	Aquaculture Planned Program: Provided technical assistance and advice to Lamer Community in their fishpond and tilapia control management project	CES 6.2.5	II
Yap CRE- CES	Families, Youths and Communities Planned Program: Provided nutrition class to 32 students at St. Mary's elementary school; Provided training in volleyball to 18 youths in preparation for the 2014 Micro-games; provided advice to two village youth groups in their garden project; and provided demonstration and training in vegetable gardening to students and youths	CES 6.2.5, 6.3.1, 6.4.2	II
Yap CRE- CES	Global Food Security and Hunger Planned Program: Provided technical advice and information in poultry and swine production systems to farmers and families; demonstrated vegetable gardening at FMI campus and 1 elementary school; Provided technical assistance in vegetable gardening activities; conducted hands-on demonstration and training in compost-making	6.2.5	II
Yap CRE- CES	Instructors for Ag 086: Micropropagation and Nursery Practices, ESS102v: Volleyball, and Ag094 Farm Management and Marketing	6.4.1	II
Yap CRE- CES	Supervised 10 work study students	6.4.1	II
Yap CRE- CES	Assisted and participated in Yap Trade Fair & COM-FSM Yap Campus Vocational Education Exhibition Day	6.4.3	II
Pohnpei CRE- AES	Discussed collaborative Palau/Pohnpei Cassava Project in meetings and field trips in Pohnpei with Dr Aurora Del Rosario & Pohnpei collaborators culminating in submission and approval of the 3 year, \$115,543 project	AES 6.2.4	II
	Attended Staff Development training for 2 days at COM-FSM National Campus	AES 6.2.4	II
	Provided training to two Extension Agent on 1) Climate Change and 2) Computing/IT	CES 6.2.5	II
	Attended "Agriculture Infrastructure" Conference in Guam May 19-21	AES 6.2.4	II
	Supervised research work of one Senior High School student under the STEP-UP Project	AES 6.2.4	II

	Supervised research work of two COM-FSM Agriculture student interns	AES 6.2.4	II
	Visited Pingelap atoll to report on disaster affecting their swamp taro plantation	AES 6.2.4	II
	Initiated a youth project through three meetings involving various departments/entities – SPC, Agriculture COM, Health COM, Education COM, Education FSM, Education PNI	CES 6.2.5	II
	Attended “Training of Trainers for the Transition of Farmers from Subsistence to Commercial Agriculture” 5 days (June 23-27, 2014)	AES 6.2.4	II
CES PNI	<p>CES PNI agents have conducted community trainings throughout Pohnpei proper on banana propagation on selection of best planting materials, best practices for good quality, handling and disinfection of planting materials in 16 different communities in Pohnpei. Additionally, supported Upward Bound program in conducting demonstration on banana propagation, and swine castration.</p> <p>Additionally, Agents continued to provide technical support and assisted farmers with deworming, castration of pigs, teeth clipping; and disinfection of planting materials.</p>	CES6.4.1	
Chuuk CRE			
April 2014			
	Finished first draft of brochure ”Giant Swamp Taro Guide”	4.1.9	II
	Prepared and presented powerpoint “ Eat the Rainbow for Healthier, Livelier and Longer Life” to 30 participants during Chuuk Campus health fair	6.1.4 7 & 6.3.1	II
	Evaluated biweekly cassava intercropping experiment	6.1.4, 6.1.4a & c	II
	Distributed planting materials of spinach, okra, bell pepper and eggplant during Chuuk campus health fair week celebration	6.4.1a	II
May 2014			
	Finished field evaluation of sweet potato cultivars. To do flour making and testing selected baked recipes from combination of what and sweet potato flour once electric range/stove is installed	6.1.4	II
	Prepared and submitted at WSARE conference at Guam an eposter “Some Responses of Two Local Giant Swamp Taro to Soaking in Coastal Salt Water at Various Hours”	4.2.6	II
	Published at Chuuk Campus MESEISET-solid Waste management vol.3, No.11, May 2014	4.1.9 , & 6.3.1	II
June 2014			

	Provided technical assistance in proper solid waste management and promotional campaigns about eating and growing different colorful fruits and vegetables for good health to 34 and 26 participants in Sapuk, Weno and Enin, Tonoas island	4.1.9 & 6.1.4	II
	Completed field trials on intercropping cassava with selected vegetables. Now doing data computation and statistical analyses	6.1.4, 6.1.4a &c	II
	Initiated research planning With the department of Agriculture and Small Business Development Center about feasibility of establishing backyard pharmacy in Eot island	6.1.4	II
	“Eating the Rainbow Part I published at the Chuuk Campus MESEISET Vol 3, No. 12, June 2014	6.3.3	II

Emphasize academic offerings in service to national needs – Measures of Success

Articulation and Partnerships

- Articulation agreements: a) One additional articulation agreement will be added annually and b) transcript analysis in summer 2013 will be used to establish baseline data for student transfer to institutions with articulation agreements.
- Partnership agreements: a) Two partnership agreements will be added over the period of the strategic plan and b) students’ participation in partnership programs.

Certification examinations

- Percent of students passing certification examinations based on testing options available in the FSM (Career and Technical Education (CTE) is working to establish the FSM as a testing center for critical CTE certifications).
- Percent of graduates passing FSM Teacher Certification (target to be established fall 2013).

Training and Opportunities

- Percent increase in training opportunities based on baseline data to be established in summer 2013.
- Assessment of impact of training on work performance, based on survey of program participation, meeting training goals within 3 months of conclusion of training. Assessment criteria to be included in training design.

Be financially sound, fiscally responsible, and build resources in anticipation of future needs

Office	Accomplishments	IEMP #	ACCJC Standard
VP-CRE	Submitted and had approved 2 grant proposals RIIA- \$153,120; DEG -\$128,000	CREAd min	

Be financially sound, fiscally responsible, and build resources in anticipation of future needs – Measures of success

Endowment and Fund balance

- Percent decrease in fund balance per year will not exceed five (5) percent.
- Dollar amount and percent change in endowment per year. Target for fundraising is \$50,000 annually. The Friends of the College of Micronesia – FSM foundation is currently being organized and will be setting endowment targets in AY 2013/14.

Revenue Sources and Allocations

- Diversity of revenue sources: Target to set summer 2013.

Invest in and build a strong capacity in human capital

Office	Accomplishments	IEMP #	ACCJC Standard

Invest in and build a strong capacity in human capital – Measures of success

Credentialing

- Tracking of faculty and staff credentials based on aspirational credentialing to be set by September 2013

Professional Development

- Percent allocation of professional development funds against prioritized capacity development needs based on prioritized to be established summer 2013.
- Impact of professional development on work performance based on employee and supervisors survey within three (3) months of completion.

Become a learning organization through development of a learning culture guided by learning leaders

Office	Accomplishments	IEMP #	ACCJC Standard

Become a learning organization through development of a learning culture guided by learning leaders – Measures of success

Learning Organization

- Assessment of the college as a learning organization centered on Peter Senge’s Five Disciplines: Systems thinking, Personal mastery, Mental models, Building shared vision, and Team learning. Assessment to be based on evidence generated by the governance structure: committee and team minutes, policy assessment, and program reviews, etc.: Baseline data to be established using a learning organization survey in September 2013.

- Examine organizational culture and organizational leaders for evidence of “proactivity, commitment to learning to learn, positive assumptions about human nature, belief that the environment can be managed, commitment to truth through pragmatism and inquiry, positive orientation toward the future, commitment to full and open task-relevant communication, commitment to cultural diversity, commitment to systemic thinking, and believe that cultural analysis is a valid set of lenses for understanding and improving the world” (Schein, 2010).

Communications

- CCSSE and CCFSSSE analysis: Targets to be set by September 2013 based on CCSSE and CCFSSSE administered in spring 2013.

Policies

- One hundred (100%) percent of policies to be reviewed and updated by 2016.
- Percent of policies assessed as per policy assessment cycle (95%)

Evoke an image of quality

Office	Accomplishments	IEMP #	ACCJC Standard

Evoke an image of quality – Measures of success

Internal

- Recognition of excellence awards annually.
- Accreditation reaffirmation

External

- Alumni and employer survey: Surveys to be revised based on strategic plan and administered in fall 2013 to set baseline data.
- Survey of FSM political and traditional leadership on perceptions of the college: Baseline data to be set fall 2013.

Department Response to Self-Identified Issues: Planning Agendas

Office	Planning Agenda Item	ACCJC Standard	Work Completed & Evidence
CRE	Develop a comprehensive plan to gather and report information for CRE and CES program effectiveness.	IB5 (3 of 5)	
CRE	To review and update the agreements with COM regarding the administration of land grant programs.	IIID2f (1 of 1)	

Program Heading	1.1 Conducted hands-on Training (# of Sessions & # of Clients)	1.2 Conducted/ Facilitated structured Workshop (# of Workshops & # of Clients)	1.3 Provided Recommendation/ advise to clients not included in hands-on training or workshops (# of session & # of Clients)	1.5 Organized Provided technical assistance (# of provided technical assistance session & # of Clients)	Provided non college classroom teaching (# of classroom teaching sessions & # of Clients)	Worked on building network/Collaboration (# of building sessions & # of Clients)	Indirect Contacted	
							Conducted Radio or TV program	Distributed Printed Information or Extension materials
Aquaculture				1 client (10 sessions)		1 client (4 sessions)		
Families, Youth and Communities	25 clients (40 sessions)		17 clients (12 sessions)		32 clients (12 sessions)	2 clients (6 sessions)		
Global food Security and Hunger	62 clients (36 sessions)		21 clients (30 sessions)	277 clients (83 sessions)		9 sessions; 44 clients		1 Newsletter, 2 brochures, 1 flyer
Climate Change				82 clients 7 sessions		16 clients 2 sessions		
Childhood Obesity								
Food Safety								
PNI	111/1969	30/483	218/1158	23/197	73/378	6/120	397/2132	
EFNEP								
Special projects WSARE Training	4 sessions/ 104 clients							
RIIA Science Experience	2 sessions 56 clients					2 sessions 6 clients		

Institutional Effectiveness Indicators Update¹ (*dashboard approach*)

NOTE: IRPO will prepare recommendations on what should be reported each quarter, but generally this section is intended to be a quick overview of critical Institutional Effectiveness Indicators related to Students, Human Resources, Finances, Financial Aid, Facilities & Security, etc. **For example (what indicators to report on may vary from quarter to quarter):**

Institutional Effectiveness Indicators

Students

- Enrollment by campus, gender, state of origin, student type, etc.
- Percent of students full time enrolled and earned 12 or more credits
- Average students credits enrolled, attempted and earned
- Percent of students in good academic standing
- Enrollment by genders, state of origin and campus
- Student/faculty ratios
- Student success rates in ACE and General Education Programs
- Student success rates by campus and degree type
- Resident Halls fill ratio
- Average class size
- Tutor and counseling contacts
- LRC usage rates
- Etc.

Financial Aid

- Percent of students receiving financial aid
- Percent of students on financial aid suspension
- Percent of students receiving scholarships
- Average financial aid received

¹ Additional detail may be found on the college website: <http://www.comfsm.fm/> and IRPO <http://www.comfsm.fm/?q=irpo>. For questions contact: rschplanning@comfsm.fm.

Financial

- Expenditures by funding sources (ESG, SEG, etc.)
- Expenditures against strategic direction
- Expenditures against cost category

Human Resources

- Retention rates for faculty and staff
- Faculty/staff by state of origin
- Percent of filled positions
- Instructional faculty work load
- Student/student services staff ratio

Facilities & Security

- Tracking of Total Cost of Ownership against targets
- Summary of security incidents

Assessment

- Percent of program reviews completed