College of Micronesia-FSM Kosrae Campus

August 26-27, 2016
Mini-Summit Report

Prepared by
Financial Aid Officer Eileen Nena, Faculty Robert Jonas, and Dean Nena Mike
(Kosrae Campus Mini-Summit Planning Team)

Table of Contents

KC Mini-Summit Overview

Kosrae Campus held its annual mini-summit for two days on August 26 and 27, 2016. Staff and faculty members, including a few external stakeholders participated in this year's summit. Major topics of discussion and analysis for this year's summit generally included analysis and interpretation of institutional data to improve student success, assessment of the college's Core Values, evaluation of the college's Mission Statement, review of the college's Institution-Set Standards, and preparation of the college's next Strategic Plan 2018-2023. Summit planning team divided these major topics into the two days to mirror the college-wide summit agenda, which was held during the early part of August 2016 at the National Campus. The planning team also decided to break up the participants into two large working groups with a heterogeneous combination of staff, faculty, and external stakeholders in each group.

KC Mini-Summit Outcomes

For day one, summit participants examined institutional data, the updated college Core Values, and the existing college Mission Statement with the following corresponding learning outcomes:

- *Having team members create a 50-word story describing how their work contributes to Student Success at KICC;*
  - *Sharing those stories with team members;*
  - *Compiling/transcribing those stories into a folder for each team;*
- *Analyzing and interpreting comparative institutional data in the context of a college's mission and its published definition of Student Success, with special focus on graduation/transfer out rates at 150% of normal time;*
- *Developing action plans and strategies—along with Student Success targets—that will be the basis for the Project Design and Work Plan of an AANAPISI grant application;*
- *Communicating results of the activity to the larger group; and*
- *Compiling a portfolio of the action plans and strategies.*
- *Assess the COM-FSM Core Values and discuss if they are:*
  - *Representative of beliefs that would influence employee and student behavior;*
  - *Representative of the essence or "heart" of the college;*
  - *Principles that best guide behavior over time; and*
  - *Are there important gaps in those beliefs or principles that require consideration for revision?*
- *Review required components of the mission statement and discuss how well the mission aligns with, and meets those, criteria.*
- *Discuss the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.*
- *How do we know we are succeeding?*
  - *Review the mission fulfillment indicators and evaluate whether or not we deliver on our promise.*
  - *Discuss the mission fulfillment measures of success and determine if those are the best measures of mission delivery, and/or if alternative measures should instead be considered.*

Major topics for day two included Institutional-Set Standards and Strategic Planning with the following corresponding learning outcomes for summit participants:
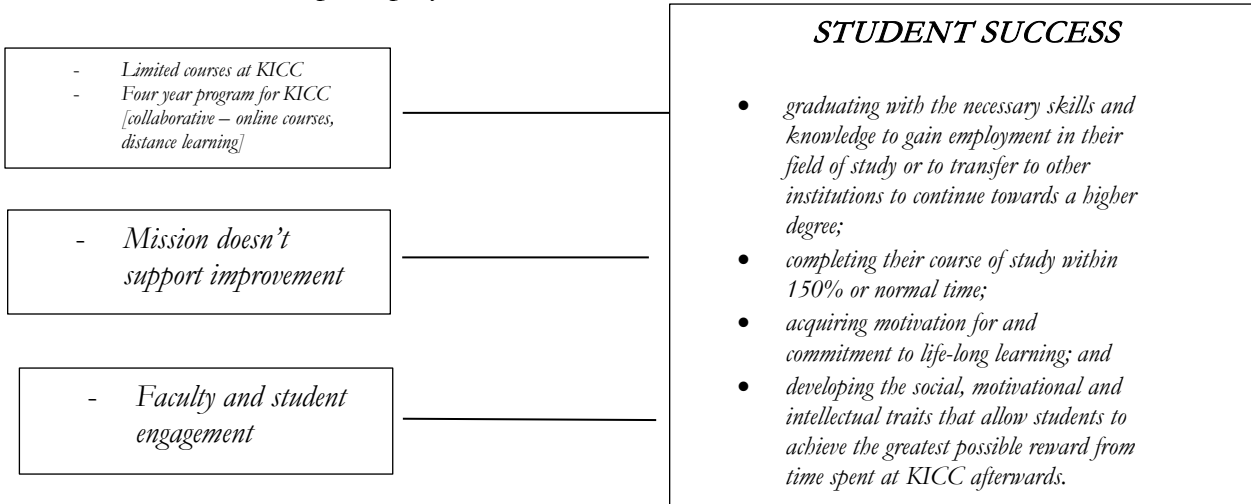
- *Review ACCJC Commission Recommendation 1 (ACCJC Action Letter);*
- *Be able to define the term Institution-Set Standards (ISS);*
- *Be able to describe how ISS are used;*
- *Review current ISS;*
- *Discuss more vigorous ISS and stretch targets, and commit to "trying" for their achievement; and*
- *Understand trying to improve and failing is okay, but failing to try is not okay.*
- *Review the current strategic plan and strategic directions;*
- *Briefly review the Quality Focus Essay (QFE);*
- *Be able to describe the use of the Strategic Plan, and;*
- *Identify components of Strategic Plan still relevant to us as a community and a college; and*
- *Identify and prioritize five potential strategic directions for 2018-2023.*

The next section of this report examines the work of the two large groups with a focus on each group's level of analysis, discussions, and reflections on the different topics, in addition to the consolidation of each group's work into different worksheets that were provided for each topic.

KICC CASE STUDY:

- In what ways do these factors point to issues that hurt Student Success or highlight opportunities for improving the college's performance? As part of your answer, draw a diagram showing the cause and effect relationships at play.

- *Limited courses at KICC* - *Four year program for KICC [collaborative – online courses, distance learning]*	*STUDENT SUCCESS* • *graduating with the necessary skills and knowledge to gain employment in their field of study or to transfer to other institutions to continue towards a higher degree;* • *completing their course of study within 150% or normal time;* • *acquiring motivation for and commitment to life-long learning; and* • *developing the social, motivational and intellectual traits that allow students to achieve the greatest possible reward from time spent at KICC afterwards.*
- *Mission doesn't support improvement*	
- *Faculty and student engagement*	

Developing a Focus Area for Action

- *More effective recruitment and enrollment programs*
- *Increase retention of entering students in fall-to-fall terms*
- *All departments need to be involved (Administration, Instructional, CRE , and Student Services)*

Identifying Supporting Data

From the data you were given, identify which data point to the existence of the issue and why that issue needs attention. Cite the numbers, but also use words to tell the story that the numbers reveal.

Table 1 Graduation Rates and transfer-Out Rates: Four regional Pacific Institutions.

- *Student Population*
- *Number of Completers*
- *Graduation Rate*
- *Transfer out rate*

Listing Action Plan Goals

List no more than five goals that, if achieved, would successfully address the issue you have identified. Remember that these goals must be ambitious, yet realistic and measurable (outcomes/success to be assessed through specific data).

- *Increase enrollment by 10% each year in the next 5 years*
- *Increase retention by 5% each year in the next 5 years*

ACTION PLAN
KAWAN ISLAND COMMUNITY COLLEGE STUDENT SUCCESS PLAN

Action Plan Goal[1]	Action Plan Tasks	Action Plan Strategies
Goal 1 **Increase enrollment by 10% each year over the Next 5 years**	• **To conduct community services that contribute to increase of enrollment** • **Establish network of linkages with schools, communities and other relevant agencies.** • **Intensify information regarding admission and retention policies** • **Provide a more comprehensive orientation program for new and continuing students** • **Establish/Adopt –A School Program** • **KICC Entrance Test Workshop/Review** • **Connecting to lifelong learners** • **Improving customer service orientation** • **Instructional improvements**	• **Community Survey – Regular semester** • **Meetings with the officers of the different villages – every semester** • **Meetings with stake holders- every fall semester** • **College Fair (OPEN HOUSE) – every spring semester** • **Room to room orientation – every fall semester** • **Continuous evaluation- every semester** • **Visiting professors (2x per semester)** • **Student Activities for HS** (quiz bee, essay writing etc.)- every spring semester • **Entrance Test Review (HS)-one month prior** • **No entrance test for vocational students** • **Strengthen and promote programs which allow community to attend classes for a nominal fee on a no credit basis.- every semester** • **Suggestion box- on going** • **Staff training –every fall semester** • **Continuous evaluation- every semester** • **Faculty trainings and workshops - every semester** • **Academic retreat- every summer** • **Authentic Assessment Strategies – every semester** • **Student's feedback presentation- end of every semester**
Goal 2 **Increase retention by 5% each year over the next 5 years**	• **Improve Facilities** • **Focus counseling for retention** • **Social programs and clubs**	• **Sufficient/upgrade Classroom space / equipment – every fall semester** • **Student organization forum to address student transportation and other needs.- every fall semester** • **Continuous evaluation- every semester** • **Giving incentives to returning students- every fall semester** • **Tutorial services- every semester** • **Awards and recognition- every spring semester** • **Scholarships –every regular semester**

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[1] Remember to have no more than *five* goals for your Action Plan. You may have fewer than five, but not more. People sometimes have trouble with this limit when they write two goals that are really part of the same goal, so you may need to step back and determine whether that situation is happening with your goal language.

Action Plan Goal[1]	Action Plan Tasks	Action Plan Strategies
		Intramurals- every semester **Festivals (Math, English , Science)- every regular semester** **KICC Choir-on going** **KICC Dance Group-on going** **Election of KICC Student Organization- every fall semester**

CORE VALUES AND PRINCIPLES OF BEST PRACTICES:

Team Chair Tally Sheet

Opinion Poll: Circle A if you agree or D if you disagree with the statement:

		Total # Agree	Total # Disagree	Neutral
1.	Excellence, leaner-centeredness, commitment, professionalism, teamwork, and community are core values that represent the "heart and soul" of COM-FSM.	4	0	4
	The following principles of best practice are those that would demonstrate Excellence:			
2.	o Complete all duties and assignments.	7	1	0
3.	o Hold yourself accountable to high performance standards.	5	2	1
4.	o Aim to meet or exceed standards of best practices.	8	0	0
5.	o Set goals and endeavor to exceed them.	8	0	0
6.	o Be positive and encouraging.	8	0	0
	The following principles of best practice are those that would demonstrate Professionalism:			
7.	o Be honest and transparent.	8	0	0
8.	o Accept responsibility for your actions.	7	1	0
9.	o Maintain confidentiality.	8	0	0
10.	o Do no harm, be ethical.	8	0	0
11.	o Develop logical plans and foresee consequences.	6	1	1
12.	o Act in the best interest of the college and the communities you serve.	8	0	0
	The following principles of best practice are those that would demonstrate Teamwork:			
13.	o Respect yourself and others.	7	1	1
14.	o Engage and contribute wholly to all team activities.	8	0	0
15.	o Offer your assistance and guidance when necessary.	7	1	0
16.	o Actively listen.	8	0	0
17.	o Pursue an understanding of diverse points of view and ideas.	8	0	0
18.	o Respond respectfully when others disagree with your views.	7	0	1
19.	o Recognize the needs of others.	8	0	0
20.	o Actively build working and learning relationships.	8	0	0
21.	o Appreciate your colleagues.	7	0	1
22.	o Share and use resources responsibly.	7	1	0
	The following principles of best practice are those that would			

		Total # Agree	Total # Disagree	Neutral
	demonstrate **Learner-Centerdness:**			
23.	o Dedicate time for learning.	7	0	1
24.	o Use every assignment as a learning opportunity.	8	0	0
25.	o Explore your curiosity.	7	1	0
26.	o Continuously asses your knowledge, skills, and abilities.	8	0	0
27.	o Collaboratively share information and skills.	8	0	0
28.	o Be transformative, think outside the box.	7	0	1
29.	o Learn from failures to continuously improve.	8	0	0
	The following principles of best practice are those that would demonstrate Commitment:			
30.	o Be dependable by being present and on time.	8	0	0
31.	o Dedicate your time, energy, and enthusiasm.	6	0	2
32.	o Contribute your best and inspire others to do the same.	8	0	0
33.	o Give back when you can.	8	0	0
34.	o Connect, participate, and be involved.	8	0	0
35.	o Work to make a difference.	8	0	0
36.	o Anticipate what is needed and do that work without being asked.	7	0	1
37.	**This statement, captures our core value of Community:** 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 [Excellence, Professionalism, Teamwork, Learner-Centeredness, & Commitment] and to demonstrate them through the following best practices [referring to all those provided on the handout].	8	0	0
38.	The principles of best practices, as listed for each core value, are representative of beliefs that would influence employee and student behavior.	8	0	0
39.	The principles of best practices, as listed for each core value, serve to guide behavior over time.	8	0	0

Recommended changes to the COM-FSM Core Values and Principles of Best Practices.

 # 13 can be both professionalism and teamwork
 # 18 can be professionalism
 # 21 can be both professionalism and teamwork
 # 28 change transformative into innovative.

Other Comments:

MISSION STATEMENT EVALUATION:

Team Chair Mission Statement Review Worksheet

Guiding Questions	Team Responses
1. Does the mission statement clearly define the **broad educational purposes** of the college? (what we do) Are there suggestions for modifying the mission statement to better meet this criterion?	*Yes -6* *No -1* • *The College of Micronesia-FSM is a globally connected learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia and the world community by providing academic, career and technical educational programs characterized by continuous improvement and best practices.* • *The question is not clear.*
2. Does the mission statement clearly define the **intended student population**? (who we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	*Yes-4* *No- 4* *…committed to the success of the Federated States of Micronesia by serving globally connected students and by providing academic, career and technical educational programs characterized by continuous improvement and best practices.*
3. Does the mission statement articulate the **types of degrees and other credentials COM-FSM offers**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	*Yes -8*
4. Does the mission statement articulate COM-FSM's **commitment to student learning and student achievement**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	*See Group II responses*
5. Briefly examine the 2013-2017 Strategic Plan. Does that plan align with and support the mission? How?	*See Group II responses*

Guiding Questions	Team Responses
6. How are we **distinctive**? And, is that captured by the COM-FSM mission statement?	*See Group II responses*
7. <mark>For any changes the team has suggested for the mission statement, please go back to those responses and discuss how COM-FSM would specifically measure those statements to evidence mission fulfillment to our stakeholders and accrediting agency.</mark>	• *Conduct surveys* • *Conduct meetings (staff/faculty/stakeholders/students)* • *Following the FSM fulfillment indicators-specify* • *Performance Evaluation every semester* • *Establish, publish, and adhere written personal procedures.*
8. As a team, discuss: What is the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets?	*See Group II responses*
Other team comments on mission:	

Team Chair COM-FSM Mission Fulfillment Indicator Review

College of Micronesia-FSM 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.	0 = Strongly Disagree 1 = Disagree 2 = Uncertain 3 = Agree 4 = Strongly Agree					Weighted mean WM	Interpretation
Mission Statement Aspect	**Measures of Success**						
The College of Micronesia-FSM is a **learner-**	Indicators measuring SLO attainment at the course level and program level;	**0**	**1**	**2**	**3**	**4**	3.875	SA

College of Micronesia-FSM Mission Statement	0 = Strongly Disagree 1 = Disagree 2 = Uncertain 3 = Agree 4 = Strongly Agree							Weighted mean WM	Interpretation

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.

	Measures of Success	0	1	2	3	4	Weighted mean WM	Interpretation
centered institution of higher education	100% of faculty will complete an assessment of student learning for each course taught for every semester they teach;	0	1	2	3	4	3.75	SA
	Student faculty interaction benchmark (CCSSE[2]);	0	1	2	3	4	3.125	A
	Support for learners benchmark (CCSSE)	0	1	2	3	4	3.5	SA
	Percent credit hours taught by full time faculty (NCCBP[3]);	0	1	2	3	4	3.375	SA
	Average credit section size (NCCBP);	0	1	2	3	4	3.375	SA
	Percent full time students (NCCBP)	0	1	2	3	4	3	A
Over all WM							**3.43**	**A**

Team Recommendations for the Measures of Success (Mission Fulfillment Indicators)
          for learner-centered institution of higher education

Add team recommendations here:

- *More information, clarification and coordination among faculty, staff and administration.*
- *More surveys but the target faculty and students should vary.*
- *More faculty and student interaction*
- *#5 and #7 are out of control of the institution many times, is this creating a bias against the smaller campus for unable to hire more full time faculty for various reasons?*

Mission Statement Aspect	**Measures of Success**							
that is committed to the **success** of the Federated States of	College provides higher education (HE) access to all four states of the FSM	0	1	2	3	4	3.5	SA
	Number of students annually graduating (completing programs)	0	1	2	3	4	3.25	A

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[2] CCSSE: Community College Survey of Student Engagement
[3] NCCBP: National Community College Benchmark Project

College of Micronesia-FSM 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.	0 = Strongly Disagree 1 = Disagree 2 = Uncertain 3 = Agree 4 = Strongly Agree					Weighted mean WM	Interpretation
Micronesia	from career programs prepared for workforce						
	Percent of students that completed a career program and are employed in related field	**0**	**1**	**2**	**3**	**4**	2.75	A
	Programs linked to FSM developmental priorities as specified in the FSM Infrastructure Development Plan (IDP).	**0**	**1**	**2**	**3**	**4**	3	A
Over all WM						**3.125**	**A**

Team Recommendations for the Measures of Success (Mission Fulfillment Indicators)
           for committed to the success of the FSM

Add team recommendations here:

- *Employers satisfaction survey*
- *Alumni tracer*

Mission Statement Aspect	**Measures of Success**							
by providing **academic, career** and **technical educational** programs characterized by **continuous improvement** and **best practices**.	Active and collaborative learning benchmark (CCSSE)	**0**	**1**	**2**	**3**	**4**	3.5	SA
	Academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring feedback, and ongoing support at each step along the pathway with the outcome to increase graduation and transfer rates--thus measures of success are: o Guided pathways, o Graduation rates, and o Transfer rates	**0**	**1**	**2**	**3**	**4**	3.5	SA
	Fall to fall persistence rate	**0**	**1**	**2**	**3**	**4**	2.75	A
	Percent full-time, first-time students that completed in 3 years (150%)	**0**	**1**	**2**	**3**	**4**	2.5	A
	Institution-wide credit grades success rates-completion rates	**0**	**1**	**2**	**3**	**4**	3.125	A

College of Micronesia-FSM Mission Statement	0 = Strongly Disagree 1 = Disagree 2 = Uncertain 3 = Agree 4 = Strongly Agree		Weighted mean WM	Interpretation
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.				
	(NCCBP);			
	Institution-wide credit grades success rates (NCCBP	0 1 2 3 4	3	A
	Meeting or exceeding Accreditation Standards	0 1 2 3 4	3.125	A
Over all WM			**3.07**	**A**

Team Recommendations for the Measures of Success (Mission Fulfillment Indicators)
for providing academic, career and technical educations programs characterized by continuous improvement and best practices.

Add team recommendations here:

- *Provide more data…*
- *Written personal procedures*
- *Surveys, meetings, workshops, trainings every semester*

Interpretation

0 – 0.49 Strongly Disagree (SD)
0.50-1.49 Disagree (D)
1.50- 2.49 Uncertain (U)
2.50- .3.49 Agree (A)
3.50-4.00 Strongly Agree (SA)

INSTITUTION SET STANDARDS (ISS):

Team Chair ISS Worksheet

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	NO	60%	65%	Yes

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.

Measures of success	Appropriate for its student population	Reflect Improvement		Support the mission
		Standard	Goals	
Percent of students earning 12 or more credits fall semesters	no	36%	38%	Yes
Average student credits enrolled (Fall)	no	10.3	11	yes
Average student credits attempted (Fall)	No	9	10	yes
Average student credits earned (Fall)	no	8	8.6	yes
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	No	72%	79%	yes
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	No	50%	60%	yes
Course completion (Fall) % ABC or P	no	62%	69%	yes
Percent withdrawals (not to exceed)[4]	Yes	≤ 10%	≤ 10%	yes
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	TBD	65%	TBD	TBD
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	no	65%	74%	yes
Persistence rate fall to spring	no	71%	80%	yes
Graduation rate (full time cohort) 100%	No	4%	4.5%	yes
Graduation rate (full time cohort) 150%	No	12%	14.5%	yes

STRATEGIC PLANNING:

Strategic Planning Team Worksheet

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	Need more …. Measures of success
Emphasize academic offerings in service to national needs	Yes	Include distance learning
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	More projects …
Invest in and build a strong capacity in human capital	Yes	Faculty Development Program (Scholarships) Trainings and workshops
Become a learning organization through development of a learning culture guided by learning leaders	Yes	
Evoke an image of quality	Yes	Maintain Accreditation

Current Strategic Direction	Recommended for use in new strategic plan (YES or NO)	If YES, Provide your rationale for inclusion or exclusion
Focus on student success	Yes	Need more …. Measures of success
Emphasize academic offerings in service to national needs	Yes	Include distance learning
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	Yes	More projects …
Invest in and build a strong capacity in human capital	Yes	Faculty Development Program (Scholarships) Trainings and workshops
Become a learning organization through development of a learning culture guided by learning leaders	Yes	
Evoke an image of quality	Yes	Maintain Accreditation

KICC CASE STUDY:

Defining the Issue

"*Student Success* is not merely being present at the institution for a set period of time, or even obtaining a particular credential. Such success involves reaching both personal and career goals and acquiring ways of living and learning that afford students the best opportunity to continue succeeding in their chosen paths after leaving the institution. "

Identifying Supporting Data

Graduation rates Data in 2009-2011 shows that there is an increase of two graduates at KICC. This has been a challenge at KAWAN to improve its' programs and services that would later translate to student's success. How to address this challenge would include not only KAWAN staff and faculty but the whole community that it serves.

Listing Action Plan Goals

List no more than five goals that, if achieved, would successfully address the issue you have identified. Remember that these goals must be ambitious, yet realistic and measurable (outcomes/success to be assessed through specific data).

- *Increase enrollment by 3.5%*
- *Improve Retention by %*
- *Increase graduation rate by %.*
- *Gainful employment by %*
- *Increase Revenue*

Team Action Plan

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
Increase Enrollment Rate By 3.5% annually	List Tasks for Each Goal • Improve recruitment system to attract quality students	List Strategies for Each Task • Thorough community Information drive. • Promote programs by campaigning to senior high school students. • Provide scholarship and allowances to incoming first year honor students.
	• Improve advising procedure	• Thorough orientation to all incoming new students and continuing students. • Assist the students to know and access the student's portal account to know what courses to take. • Increase one on one counseling.
Improve retention rate	• Develop Quality instruction and affordable instructional materials.	• Encourage development of Instructional module with local context and application among faculty.

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
	• Improve faculty and staff recruitment. • Ensure sufficient facilities and develop quality student services	• Recruit and Encourage pro-active focus on students' success among faculty and staff. • Offer reasonable salary compensation • Faculty development seminars and academic symposia. • Recruit license guidance counselor in addition to peer counselors. • Set up a student canteen that provides affordable foods. • Establish a transport system that ferry students to and from the school campus. • Improve referral system of deficient students between the faculty concern and the guidance office. • Train student tutors and develop Active participation among students. • Provide an exchange program. • Encourage collaborative efforts. • Demonstrate exemplary leadership.
	• Develop a sports program and provide extra-curricular activities.	• Recruit sports Instructor. • Coordinate with student(SBA) in planning activities(extra- curricular) and leadership skills
Increase completion and graduation rate	• Offer Programs with available Instructors	• Recruit faculty who can teach more than one major courses. • Recruit visiting faculty from other campuses to teach courses where needed.
	• Set up an online course	• Provide appropriate technology to enhance learning, instruction and information retrieval.
	• Offer enough courses to meet student's needs	• Improve course offerings and schedule. • Conduct a survey on course preference and among students time every semester. • Consolidate student's IDP to identify courses to be offered.
Gainful employment	• Provide a safe environment conducive	• Mobilize and encourage security officers' visibility around the campus.

Action Plan Goal	Action Plan Tasks	Action Plan Strategies
	to learning.	
	• Assist graduating students' in their employment application.	• Conduct seminar workshop on Resume construction and tips on job interview. • Post-employment announcement/advertisement on Campus bulletin. • Recommend graduates for job openings. • Build network among community leaders and promote the school programs and vouch for our graduates that they are comparable to the products of other schools.
Increase Revenue (Generate sustainable Income)	• Patronize our own graduates. • Provide Entrepreneurship seminar workshop to our graduates	• Build network among financial Institutions and refer our graduates for financial assistance.
	• Build : 1. student and faculty dormitories and apartments 2. cooperative store/market 3. recreation facilities for the whole community.	• Design a multipurpose building that could accommodate the following establishments. • Build net-work among government and business leaders for support and endorsement. • Seek/market the plan to foreign as well as local investors.

CORE VALUES AND PRINCIPLES OF BEST PRACTICES:

Team Chair Tally Sheet for Core Values and Principles of Best Practices

Opinion Poll: Circle A if you agree or D if you disagree with the statement:

		Total # Agree	Total # Disagree
1.	Excellence, leaner-centeredness, commitment, professionalism, teamwork, and community are core values that represent the "heart	10	2

		Total # Agree	Total # Disagree
	and soul" of COM-FSM.		
	The following principles of best practice are those that would demonstrate <u>Excellence</u>:		
2.	o Complete all duties and assignments.	12	
3.	o Hold yourself accountable to high performance standards.	12	
4.	o Aim to meet or exceed standards of best practices.	12	
5.	o Set goals and endeavor to exceed them.	11	1
6.	o Be positive and encouraging.	12	
	The following principles of best practice are those that would demonstrate <u>Professionalism</u>:		
7.	o Be honest and transparent.	12	
8.	o Accept responsibility for your actions.	12	
9.	o Maintain confidentiality.	12	
10.	o Do no harm, be ethical.	12	
11.	o Develop logical plans and foresee consequences.	11	1
12.	o Act in the best interest of the college and the communities you serve.	12	
	The following principles of best practice are those that would demonstrate <u>Teamwork</u>:		
13.	o Respect yourself and others.	12	
14.	o Engage and contribute wholly to all team activities.	11	1
15.	o Offer your assistance and guidance when necessary.	11	1
16.	o Actively listen.	12	
17.	o Pursue an understanding of diverse points of view and ideas.	12	
18.	o Respond respectfully when others disagree with your views.	12	
19.	o Recognize the needs of others.	12	
20.	o Actively build working and learning relationships.	12	
21.	o Appreciate your colleagues.	12	
22.	o Share and use resources responsibly.	12	
	The following principles of best practice are those that would demonstrate <u>Learner-Centerdness</u>:		
23.	o Dedicate time for learning.	11	1
24.	o Use every assignment as a learning opportunity.	12	
25.	o Explore your curiosity.	11	1
26.	o Continuously asses your knowledge, skills, and abilities.	12	
27.	o Collaboratively share information and skills.	12	
28.	o Be transformative, think outside the box.	12	
29.	o Learn from failures to continuously improve.	12	
	The following principles of best practice are those that would demonstrate <u>Commitment</u>:		
30.	o Be dependable by being present and on time.	12	
31.	o Dedicate your time, energy, and enthusiasm.	12	
32.	o Contribute your best and inspire others to do the same.	12	
33.	o Give back when you can.	12	
34.	o Connect, participate, and be involved.	12	
35.	o Work to make a difference.	12	
36.	o Anticipate what is needed and do that work without being	12	

		Total # Agree	Total # Disagree
	asked.		
37.	**This statement, captures our core value of <u>Community</u>:** 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 [Excellence, Professionalism, Teamwork, Learner-Centeredness, & Commitment] and to demonstrate them through the following best practices [referring to all those provided on the handout].	**12**	
38.	The principles of best practices, as listed for each core value, are representative of beliefs that would influence employee and student behavior.	**12**	
39.	The principles of best practices, as listed for each core value, serve to guide behavior over time.	**12**	

Recommended changes to the COM-FSM Core Values and Principles of Best Practices.
Other Comments: • **Statements where some group members disagreed with were due to statements being too vague and in some cases were not applicable according some group members.**   • **Statement number 23 & 24 could be combined.**

MISSION STATEMENT EVALUATION:

Team Chair Mission Statement Review Worksheet

Guiding Questions	Team Responses
9. Does the mission statement clearly define the **broad educational purposes** of the college? (what we do) Are there suggestions for modifying the mission statement to better meet this criterion?	*See Group I responses*
10. Does the mission statement clearly define the **intended student population**? (who we serve) Are there suggestions for modifying the mission	*See Group I responses*

Guiding Questions	Team Responses
statement to better meet this criterion?	
11. Does the mission statement articulate the **types of degrees and other credentials COM-FSM offers**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	*See Group I responses*
12. Does the mission statement articulate COM-FSM's **commitment to student learning and student achievement**? (how we serve) Are there suggestions for modifying the mission statement to better meet this criterion?	*Yes - 13* *N0 - 0*
13. Briefly examine the 2013-2017 Strategic Plan. Does that plan align with and support the mission? How?	*Yes (13). All areas*
14. How are we **distinctive**? And, is that captured by the COM-FSM mission statement?	*We are culturally diverse, uniquely Micronesian and globally connected. No!!!*
15. For any changes the team has suggested for the mission statement, please go back to those responses and discuss how COM-FSM would specifically measure those statements to evidence mission fulfillment to our stakeholders and accrediting agency.	*See Group I responses*
16. As a team, discuss: What is the relevancy of our mission against our intended markets and the range of essential services necessary to	*See Group I responses*

Guiding Questions	Team Responses
adequately serve those markets?	
Other team comments on mission:	

Team Chair COM-FSM Mission Fulfillment Indicator Review

College of Micronesia-FSM 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.	0 = Strongly Disagree 1 = Disagree 2 = Uncertain 3 = Agree 4 = Strongly Agree

Mission Statement Aspect	**Measures of Success**					
The College of Micronesia-FSM is a **learner-centered** institution of higher education	Indicators measuring SLO attainment at the course level and program level;	0	1	2	*3*	4
	100% of faculty will complete an assessment of student learning for each course taught for every semester they teach;	0	1	2	3	4
	Student faculty interaction benchmark (CCSSE[5]);	0	1	2	3	4
	Support for learners benchmark (CCSSE)	0	1	2	3	4
	Percent credit hours taught by full time faculty (NCCBP[6]);	0	1	2	3	4
	Average credit section size (NCCBP);	0	1	2	3	4
	Percent full time students (NCCBP)	0	1	2	3	4

Team Recommendations for the Measures of Success (Mission Fulfillment Indicators) for learner-centered institution of higher education

Add team recommendations here:

Mission Statement Aspect	**Measures of Success**					
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	0	1	2	3	4
	Number of students annually graduating (completing programs) from career programs prepared for workforce	0	1	2	3	4
	Percent of students that completed a career program and are employed in related field	0	1	2	3	4
	Programs linked to FSM developmental priorities as specified in the FSM Infrastructure Development Plan (IDP).	0	1	2	3	4

Team Recommendations for the Measures of Success (Mission Fulfillment Indicators) for committed to the success of the FSM

Add team recommendations here:

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[5] CCSSE: Community College Survey of Student Engagement
[6] NCCBP: National Community College Benchmark Project

College of Micronesia-FSM 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.		0 = Strongly Disagree 1 = Disagree 2 = Uncertain 3 = Agree 4 = Strongly Agree				
Mission Statement Aspect	**Measures of Success**					
by providing **academic, career** and **technical educational** programs characterized by **continuous improvement** and **best practices**.	Active and collaborative learning benchmark (CCSSE)	**0**	1	2	**3**	4

	Academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring feedback, and ongoing support at each step along the pathway with the outcome to increase graduation and transfer rates--thus measures of success are:
	   o Guided pathways,
	   o Graduation rates, and
	   o Transfer rates
		0	1	2	3	**4**

	Fall to fall persistence rate	**0**	1	2	**3**	4
	Percent full-time, first-time students that completed in 3 years (150%)	**0**	1	2	**3**	4
	Institution-wide credit grades success rates-completion rates (NCCBP);	**0**	1	2	3	**4**
	Institution-wide credit grades success rates (NCCBP	**0**	1	2	**3**	4
	Meeting or exceeding Accreditation Standards	**0**	1	2	3	**4**
Team Recommendations for the Measures of Success (Mission Fulfillment Indicators) for providing academic, career and technical educations programs characterized by continuous improvement and best practices.						
Add team recommendations here:						

INSTITUTION SET STANDARDS (ISS):

Team Chair ISS Worksheet

Directions: YES - If the standard meets the criteria, NO - If the standard does not meet the criteria and provide recommendations on how to improve the standard.			
Measures of success	Appropriate for its student population	Reflect Improvement	Support the mission

		Standard	Goals	
Percent of students enrolled full time (enrolled for 12 or more credits) fall semesters	NO	60%	65%	Yes
Percent of students earning 12 or more credits fall semesters	NO	36.0%	40%	Yes
Average student credits enrolled (Fall)	NO	10.3	11	Yes
Average student credits attempted (Fall)	NO	9.0	10	Yes
Average student credits earned (Fall)	NO	8.0	9	Yes
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	NO	72.0%	80%	Yes
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	NO	50.0%	55%	Yes
Course completion (Fall) % ABC or P	NO	62.0%	70%	Yes
Percent withdrawals (not to exceed)[7]	NO	≤10.0%	≤10.0%	Yes
Course Student Learning Outcome (CSLO) Completion Rates (General Education)	Yes	65.0%	65%	No Available Data
Program Student Learning Outcome (PSLO) Completion Rates (General Education)	NO	65.0%	66%	Yes
Persistence rate fall to spring	NO	71.0%	85%	Yes
Graduation rate (full time cohort) 100%	NO	4.0%	5%	Yes
Graduation rate (full time cohort) 150%	NO	12.0%	14%	Yes

Suggested Standard for Inclusion	Rationale

STRATEGIC PLANNING:

Strategic Planning Team Worksheet

Current Strategic Direction	Recommended for use in new	If YES, Provide your rationale for

---

[7] Percent withdraws ideally decrease, thus yellow is within +3% points of standard/target, and red is higher than +3% points of standard/target

	strategic plan (YES or NO)	inclusion or exclusion
Focus on student success	YES	Highest priority in higher ed.
Emphasize academic offerings in service to national needs	YES	Academic offerings should be geared toward nation's needs
Be financially sound, fiscally responsible, and build resources in anticipation of future needs	YES	Need to continually develop, improve, and build resources for the future of FSM
Invest in and build a strong capacity in human capital	YES	Capacity building or human resource development is also geared toward national needs and this is an obligation for any higher learning institution
Become a learning organization through development of a learning culture guided by learning leaders	YES	Be a model higher learning institution with the highest quality instructions and learning leaders
Evoke an image of quality		

Team Ranking TOP Five (5)	Suggested Strategic Direction	Rationale for inclusion in new Strategic Plan	What are potential indicators and measures of success that can track your recommended strategic direction?
1	Student Success	Reflects our Mission	Surveys,
2	Financial Independence	Accreditation requirement	Fund balance, assets, persistent increment of endowment fund
3	Strong capacity in human capital	Quality of services; meet ISS	Evaluations, survey
4	Update academic offerings in service to meet national needs	Supports Mission	Articulation agreements, partnership programs, MOUs,
5	Evoke an image of quality	Reflection of our mission	Accreditation status

APPENDIX I

College of Micronesia-FSM Kosrae Campus
Mini–Summit

August 26 & 27, 2016 Lecture Room 1 & 2

P R O G R A M M E

Day 1 (Friday)
Morning

8:00 – 8:30 AM Registration   and breakfast
8:30-12:00 PM
Moment of Silent Prayer

Recitation of College Mission

Opening Remarks ---——**Mr. Nena Mike**
Dean , COM-FSM Kosrae Campus

Session 1: Case Study (Kawan Islands Comm. College) -------------------------------------- **Mr. Nena Mike & Eileen Nena**

-- LUNCH BREAK ---——————————————————————
Day 1 (Friday)
Afternoon
1:00–5:00 PM

Session 2: Core Values -----------------------------——————————————————————**Mr. Nena Mike & Mrs. Eileen Nena**

Session 3: Mission Evaluation ———- - - - - - - - - - - -——- —— —- - - - — - —————————**Mr. Nena Mike & Mrs. Eileen Nena**

Mini-Summit Day 1 Assessment

--————————————--End of Day 1---————————————————————————

Day 2 (Saturday)
Morning
8:00–8:30 AM
Registration   and breakfast

8:30-12:00 PM
Moment of Silent Prayer

Recitation of College Mission   ———————————————————————————— **Mrs. Eileen Nena**

Session 4: Institutional—set– Standards 'ISS' --——**Mr. Nena Mike & Mrs. Eileen Nena**

-- LUNCH BREAK --————————————————-
Day 2 (Saturday)
Afternoon
1:00–5:00 PM

Session 5: Strategic Planning   - —- — —— —- —- - —- —- - — —— ————————————**Mr. Nena Mike & Mrs. Eileen Nena**

Closing Remarks/Updates/Announcements-- ———--**Mr. Nena Mike**

Mini-Summit Day 2 Assessment

--End of Day 2---

APPENDIX II

KC Mini-Summit Participants
August 26-27, 2016

1. Maver Jonathan…………………………………..Peer Counseling
2. Meryulyn Livae………………………………...Health Clinic Dispensary
3. Alik J. Phillip………………………………….…..Fiscal Management
4. Ted Bueno……………………………………….Security & Maintenance
5. Murphy Ribauw………………………………...Instructional Services
6. Michael Williams…………………………………Learning Resources
7. John S. Johnnyboy………………………………...Refrigeration-AC Maintenance/Services
8. Tara Y. Tara………………………………….....Instructional Services
9. Lyte Chapap……………………………………....Instructional Services
10. Miako Sahm…………………………………….…Human Resources
11. Srue Charley…………………………………….…Maintenance Services
12. Dokowe George………………………………..Student Services
13. Rosalinda Bueno……………………………….Instructional Services
14. Elsa Cornelius………………………………….Fiscal Management
15. Sharon Oviedo………………………………….Instructional Services
16. Hiroki Noda……………………………………….Information Technology Communications & Services
17. Jackson Albert………………………………….Cooperative Research & Extension Services
18. Mary Sigrah……………………………………Instructional Services
19. Tolenna Tolenna……………………………….Maintenance Services
20. Lanson Alik…………………………………….Security Services
21. Renton Isaac………………………………….....Information Technology Communications & Services
22. Tinteru Tilfas………………………………….....Security Services
23. Skipper Ittu…………………………………..Instructional Services
24. Wiggen Sigrah…………………………………..Instructional Services
25. Henry Alokoa………………………………...Security Services
26. Samuel Palik…………………………………….Learning Resources
27. Marlyn Kephas………………………………….Maintenance Services
28. Eileen Nena…………………………………..Financial Aid Services
29. Nena Mike……………………………………Administrative Services

KC Mini-Summit Assessment Results
August 26-27, 2016
Day 1 Outcomes Achieved

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Case Study: Kawan Islands Community College (KICC)						
1.	Team members created a 50-word story describing how their work role would translate to, and contribute to, Student Success at KICC.	9	8	1		
2.	Team members shared and discussed their 50-word stories.	10	7	1		
3.	The team compiled and transcribed those stories into a folder.	9	4	4	1	
4.	The team analyzed and interpreted comparative institutional data in the context of a college's mission and its published definition of Student Success, with special focus on graduation/transfer out rates at 150% of normal time.	9	7	2		
5.	The team developed action plans and strategies—along with Student Success targets—that formed the basis for the Project Design and Work Plan of an AANAPISI grant application.	12	3	2	1	
6.	The team communicated results of the activity with at least one other team.	5	7	4	2	
7.	The team compiled a portfolio of the action plans and strategies into a folder.	6	6	5	1	
Core Values: Within teams, participants:						
8.	Assessed the COM-FSM Core Values and discussed if they are representative of beliefs that would influence employee and student behavior.	10	7	1		
9.	Assessed the COM-FSM Core Values and discussed if they are representative of the essence or "heart" of the college.	11	6	1		
10.	Assessed whether the COM-FSM Core Values are principles that best guide behavior over time.	9	6	3		
11.	Assessed the COM-FSM Core Values to identify any gaps in the beliefs and principles that require consideration for revision.	6	10	2		
Mission Evaluation: Within teams, participants:						
12.	Reviewed the required components of the mission statement and discussed how well the mission aligns with, and meets those, criteria.	13	5			
13.	Reviewed the mission fulfillment indicators and evaluated whether or not COM-FSM delivers on its promise.	9	8	1		
14.	Discussed the mission fulfillment measures of success and determined if those are the best measures of mission delivery, and/or if alternative measures should instead be considered.	9	9			
15.	Discussed the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.	7	8	3		

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16. What did you enjoy <u>the most</u> about the Visioning Summit today?

- *All of the activities*
- *The process of doing this as a team*
- *The core values segment*
- *Group activity*
- *Discussion component was worth doing!*
- *Learning how to disagree agreeably, and working different viewpoints with colleagues*
- *Being involved with other participants*
- *Hearing different points of views from the participants with the fact that some studies were in fact discussed and compared to COM-FSM's status*
- *Discussions and sharing of the college's Institution-Set Standards*
- *Excellent food*
- *Sharing of information*
- *The food*
- *Strategic Plan*

18. Do you feel that your working team upheld the principles of best practices for the *Teamwork* core value?

- *Absolutely*
- *Yes*
- *Yes*
- *Yes, certainly!*
- *Yes*
- *Tried to*
- *Yes*
- *60%*
- *Yes*
- *Yes*

17. What did you enjoy <u>the least</u> about the Visioning Summit today?
- *No comment*
- *The KICC segment was hard to do on computer because we had to move back & forth between pages and documents*
- *More time advancing the documents to us to better prepare us before commenting on the given topics*
- *Intensive reading at one sitting*
- *Scheduling*
- *Too long*
- *Re-evaluating the college's Mission Statement (ok with the current statement)*
- *Time allotted per activity*
- *Time allotted for group work*
- *The long breaks*

18. What would you have improved for a better experience today?
- *Punctuality of all participants*
- *Would have done the KICC segment with paper handouts*
- *Everything is ok!*
- *Better planning and organization*
- *Giving advanced information of summit requirements, and availing soft-copy of excel work.*
- *Scheduling*
- *Overall percentage of participation is OK*
- *Have all employees participate in the summit…teamwork*

Day 2 Outcomes Achieved

Outcomes.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Institution-Set Standards: Participants will:					
1. Review ACCJC Commission Recommendation 1 (ACCJC Action Letter).	10	6	2		
2. Be able to define the term Institution-Set Standards (ISS).	8	9	1		
3. Be able to describe how ISS are used.	8	9	1		
4. Discuss more vigorous ISS and stretch targets, and commit to "trying" for their achievement.	9	9			
5. Understand trying to improve and failing is okay, but failing to try is not okay.	8	8	2		
Strategic Planning: Participants will:					
6. Review the current strategic plan and strategic directions.	9	7	2		
7. Briefly review the Quality Focus Essay (QFE).	7	10	1		
8. Be able to describe the use of the Strategic Plan.	9	8	1		
9. Identify components of the Strategic Plan still relevant to us as a community and a college.	9	9			
10. Identify and prioritize five potential strategic directions for 2018-2023.	9	7	2		

For your additional comments.

11. What did you enjoy <u>the most</u> about the Visioning Summit today? • *All is enjoyable* • *Group interaction* • *Mission statement* • *Group work* • *Every topic* • *Discussion in detail about work* • *Discussion on the ISS* • *Team members individual discussions* • *Challenging tasks* • *The case study on KICC* • *Core values (COM-FSM)* • *Everything* • *Potential strategic directions*	13. Do you feel that your working team upheld the principles of best practices for the *Teamwork* core value? • *Yes* • *Yes* • *Yes! Our chair was great* • *Yes* • *100%* • *Yes* • *Yes* • *No* • *Yes* • *Only 50%* • *Yes* • *Yes* • *Yes* • *We have learned a lot.*
12. What did you enjoy <u>the least</u> about the Visioning Summit today? • *No comment* • *Limited time to carry out all the activities* • *None* • *Scheduling* • *Learning* • *Too long breaks* • *Somewhat very tiring to establish mini-summit* • *No comment* • *None* • *Group participation*	14. What would you have improved for a better experience today? • *Punctuality* • *No comment* • *Food* • *Scheduling* • *Enjoy every part of the topic presentation* • *None* • *More time on discussion and sharing with other groups* • *Better participation expected next summit* • *Be more strict on allotted time per activity* • *All's ok* • *More time*

KC Mini-Summit Photos
August 26-27, 2016