	College of Micronesia – FSM
	<u>Strategic Plan (2013 – 2017) Evaluation Report</u>
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The Strategic Plan Evaluation Report (SPER) covers the period from the approval of the strategic by the Board of Regents in May 2013 to the beginning of the fall semester 2014. The SPER addresses the six strategic goals of plan. Critical data and accomplishments provide the core evidence for the SPER.

Overall, the college is making adequate progress toward achievement the goals of the strategic plan. The college is building strong processes and procedures that focus on student learning and achievement. These processes and procedures provide the foundation for continuous improvement of the college through 2017.

The SPER provides an overview of Intuitional Set Standards and Measures of Success for specific goals in the strategic plan. Second, the SPER addresses individual strategic directions and goals.

Contents

Abbreviation	Name
ACCJC	Accrediting Commission for Community and Junior College (Western Association of Schools and Colleges)
CCSSE	Community College Survey of Student Engagement
CST	Community Services Initiative
CTE	Career and Technical Education
IEMP	Integrated Educational Master Plan
SPER	Strategic Plan Evaluation Report

General Status and Progress Appling to All Strategic Goals

Institutional standards and benchmarks with medium and long-term target provides an overview of status and progress on the strategic plan. Standards are set for student learning, achievement as well as student services, and financial standards.

College of Micronesia - FSM								
Institutional Set Standards & Strategic Plan Measures of Success								
Measures of success standards - fall semesters	**Institutional Set Standard (benchmark)**	**Measures of Success (1-3 year target)**	**Measures of Success (5 year target)**	**Fall 2014**	**Fall2013**	**Fall 2012**	**Fall 2011**	**Fall 2010**
Percent of student enrolled full time (enrolled for 12 or more credits) fall semesters	59.9%	64.6%	66.6%	67.8%	66.6%	66.6%	69.2%	74.6%
Percent of students earning 12 or more credits fall semesters	35.4%	38.1%	39.3%	45.0%	41.1%	36.5%	37.4%	44.6%
Average student credits enrolled (Fall)	10.3	11.1	11.4	11.5	11.4	11.4	11.7	12.0
Average student credits attempted (Fall)	9.2	9.9	10.2	10.5	10.3	10.2	10.4	10.5
Average student credits earned (Fall)	7.9	8.5	8.8	9.4	9.1	8.8	9.1	9.5
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	71.4%	76.9%	79.3%	84.0%	81.2%	79.3%	77.2%	75.9%
Enrollment by gender (Fall) % women	48.6%	52.4%	54.0%	53.3%	51.6%	54.4%	53.4%	53.6%
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	49.6%	53.4%	55.1%	59.1%	63.8%	55.1%	64.90%	65.40%
Course completion (Fall) % ABC or P	61.5%	66.3%	68.3%	72.4%	67.9%	68.3%	68.0%	67.9%
Per withdrawals (not to exceed)	8%	6.6%	6.8%	6.3%	7.8%	6.8%	6.5%	6.2%
Course Student Learning Outcome (CSLO) Completion Rates	TBD	TBD	TBD					
Program Student Learning Outcome (PLSO) Completion Rates	TBD	TBD	TBD					
Enrollment ratios	73.8%	79.5%	82%	78.5%	81.9%	84.6%	87.1%	84.4%
Average Class Size	16.5	17.8	18.3	17.9	18.3	19.3	20.6	20.3
Measure of Success Standards - spring semesters	**Standard**	**Target**	**Target**					
Persistence rate fall to spring	70.6%	76.0%	78.4%	78.4%	78.4%	81.2%	75.3%	83.8%
Average student credits enrolled (Spring)	10.3	11.1	11.4	11.4	11.4	11.7	12	11.9
Average student credits attempted (Spring)	8.8	9.5	9.8	10.6	10.6	10.3	9.8	9.9
Average student credits earned (Spring)	7.4	8.0	8.2	8.9	9.3	8.9	8.2	8.7
Course completion Spring % ABC or P	56.3%	60.6%	62.5%	68.3%	62.5%	66.2%	65.9%	68.7%
Withdrawals	13.9%	12.2%	12.6%	10.5%	12.6%	9.2%	8.2%	9.8%
Course Student Learning Outcome (CSLO) Completion Rates	TBD	TBD	TBD					
Program Student Learning Outcome (PLSO) Completion Rates	TBD	TBD	TBD					
Enrollment ratios	74.7%	80.5%	83%	77.65	83%	82.9%	72.20%	76.40%
Average Class Size	16.8	18.1	18.7	17.2	18.7	19.1	16.7	17.5
				Cohorts				
Measure of Success Fall Cohorts	**Standard**	**Target**	**Target**	**Fall 2010**	**Fall 2009**	**Fall 2008**		
Graduation rate (full time cohort) 100%	**3.6%**	3.9%	**4.0%**	**4.00%**	3.2%	2.9%		
Graduation rate (full time cohort) 150%	11.9%	12.8%	13.2%	13.20%	12.4%	11.9%		
Measure of Success Fall	**Standard**	**Target**	**Target**					
Percent of college revenue coming from Pell Grant								
Measure of Success Fall	**Standard**	**Target**	**Target**	**Fall 2014**	**Fall 2013**	**Fall 2012**	**Fall 2011**	
Retention rates for faculty and staff	92.0%	94.0%	96.0%		97.1%	93.0%	98.4%	
Faculty/staff by state of origin (Micronesian)	73.0%	74.0%	77.0%		76.5%	76.0%	77.1%	
Percent of filled positions	TBD	TBD	TBD					
Instructional faculty work load*	TBD	TBD	TBD					
Student/student services staff ratio*	75.0	67.0	65.0		65.2	67.8	74.7	
Resident Hall Occupancy Rate Fall Semesters	**Standard**		**Target**	**Fall 2014**	**Fall2013**	**Fall 2012**	**Fall 2011**	
Male Resident Hall	72.0%	77.6%	80%	74.7%	92.0%	92.0%	80.0%	
Female Resident Hall	72.0%	77.6%	80%	69.3%	88.0%	102.7%	101.3%	

The college's quarterly performance report format provides an overview of activities, accomplishment and outcomes against the strategic goals and the Integrated Educational Master Plan (IEMP). In most cases, the indicators and targets overlap with the standards and measures of success associated with the strategic plan. College quarterly performance reports are available at http://www.comfsm.fm/?q=irpo-quarterly-performance-reports.

Focus on student success

The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between "access and success" with appropriate career pathways for learners.

> Strategic Plan Goal 1.1: Providing collaborative institutional support to advance student success by promoting student engagement and Institutional Student Learning Outcomes.

Status and Progress on Goal

The college is on track in developing and enhancing its capacity and data on student success with expanded information on student achievement and developing necessary processes and procedures to capture information against student learning outcomes at all levels. Mechanisms for linking the data and information on student achievement and learning to revise programs and services are also on track through program assessment, reviews and prioritizations.

Student Learning Outcomes

The college is measuring student success on multiple levels including course, program and institution. These measures include both student learning outcomes and student achievement.

Assessment of student learning outcomes against targets is progressing with institutional, program and course level assessment processes and procedures in place. Currently, the general education program is the leader in student learning outcomes assessment with other programs coming up strongly. Generally, programs are accessing half of their learning outcomes each year with the complete cycle over two years. The College has recently published (December 29, 2014) COM-FSM Institutional Student Learning Outcomes Academic Assessment Report Academic Year 2013-2014 http://www.comfsm.fm/assessment/Institutional_Assessment_Report_2014_Final-1.

Institutional Student Learning Outcomes

The College revised its Institutional Student Learning Outcomes to the following:

1. **Effective oral communication:** Capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
2. **Effective written communication:** Development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
3. **Critical thinking:** A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

4. **Problem solving:** Capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
5. **Intercultural knowledge and competence:** A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
6. **Information literacy:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
7. **Foundations and skills for life-long learning:** Purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
8. **Quantitative reasoning:** Ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

For Academic Year (AY) 2013-2014 the college assessed *effective oral communication* using the AAC&U Value Rubrics.

Summary of ISLO Assessment
Table 1 represents a summary of each program's assessment of *effective oral communication.* Performance level

Table 1

	Organization	Language	Delivery	Supporting Materials	Central Message
Nursing	3.0	3.0	2.6	2.8	2.6
Computer Information Systems	2.5	2.3	2.4	2.4	3.1
Public Health	3.0	2.5	2.5	3.0	3.0
Liberal Arts	2.8	2.6	2.7	2.7	2.9
Pre-Teacher Preparation	2.9	2.9	2.7	2.9	2.8
Micronesian Studies	3.2	3.2	3.1	2.7	2.8
Marine Science	2.5	2.8	2.5	2.3	2.5
Business Administration	2.9	3.0	2.9	2.8	2.8

1.00-1.99 Benchmark	2.00-2.99 Milestone 2	3.00-3.99 Milestone 3

General Education Reports on Student Learning Outcomes at Program and Course levels

General Education Analysis
10 of 16 (62.5%) of the General Education PSLOs have student success rates below 70%. Before any major changes are made to the General Education program, another cycle of assessment will need to be conducted in order to identify specific areas that need improvement.

Targets have been established for a 13 of 16 (81%) PSLOs for the General Education program.

Details are included in the COM-FSM ISLO Assessment Report referenced above.

Retention and Persistence Rates

Retention rates hover around 60% for new student cohorts while persistence rates are at 78.4% for the past two years. These figures are higher than the institutional benchmarks for retention at 49.6% and for persistence at 70.6%. In fall 2014, the college has initiated a project with the John N. Gardner Institute for Excellence. The Gardner Institute's Foundations of Excellence Program provides the framework for surveying students and staff to gather information leading to the design and implementation of a first year college experience in fall 2015.
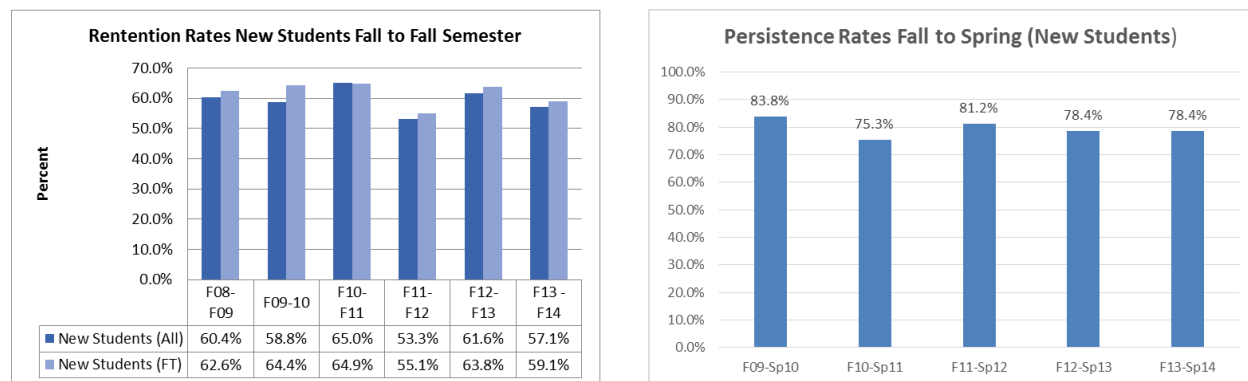

Figure 1 Retention and Persistence Rates

Graduation Rates

Graduation rates report on the full time new student cohorts from fall semesters who graduate at 100% of time (2 years for an associates program) and 150% of time (3years for an associates program). Current graduation rates are above the three-year institutional benchmarks for 150% of 11.9%. Changes in Pell grant eligibility increase the importance for students to graduate in a timely manner (150% of time).

Table 1 Graduation Rates

	Cohorts		
Rate	Fall 2010	Fall 2009	Fall 2008
100% (2 years)	4.0%	3.2%	2.9%
150% (3 years)	13.2%	12.4%	11.9%

Course Completion and Withdrawals Rates

Course completion for students obtaining ABC or P grades is averaging around 70% for the past six years with a higher rate for ABCD or P grades. Current course completion rates are above the institutional benchmark for fall semester of 61.5% and spring semester of 56.3% while the current withdrawal rates are below the institutional benchmark for fall semester of 8% and spring semester

of 13.9%. While, ABCD or P grades are considered passing in the college catalog, a number of critical general education and major requirements do require an ABC or P grade to gain credit.

Student withdrawals from are generally higher in spring semesters. Again, with the changes in Pell grant eligibility, it is important for students to stay in class and successfully complete their courses.
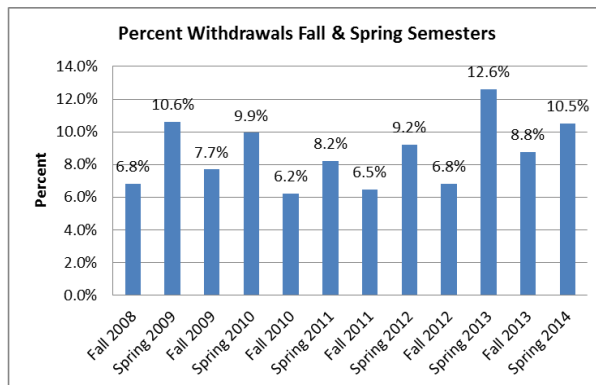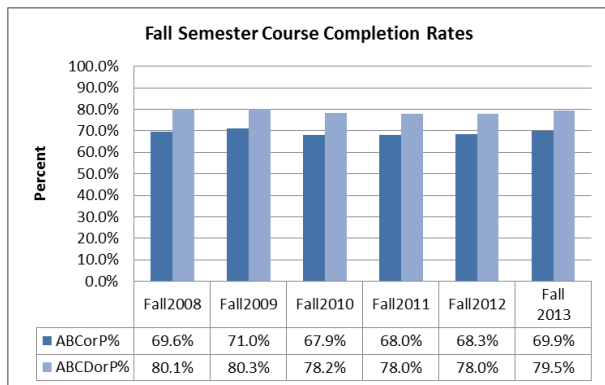

Fall Semester Course Completion Rates

	Fall2008	Fall2009	Fall2010	Fall2011	Fall2012	Fall 2013
ABCorP%	69.6%	71.0%	67.9%	68.0%	68.3%	69.9%
ABCDorP%	80.1%	80.3%	78.2%	78.0%	78.0%	79.5%

Percent Withdrawals Fall & Spring Semesters

Fall 2008: 6.8%, Spring 2009: 10.6%, Fall 2009: 7.7%, Spring 2010: 9.9%, Fall 2010: 6.2%, Spring 2011: 8.2%, Fall 2011: 6.5%, Spring 2012: 9.2%, Fall 2012: 6.8%, Spring 2013: 12.6%, Fall 2013: 8.8%, Spring 2014: 10.5%

Figure 2 Course Completion and Withdrawals

Course Completion by Program

Detailed data on course completion by program are available at http://www.comfsm.fm/?q=prog-review . There is significant variation on course completion from course to course and program to program.

Community College Survey of Student Engagement (CCSSE)

The college participated in the CCSSE in spring 2013 and 2014. CCSSE measures student's satisfaction levels with instructional techniques, information on course requirements, satisfaction and importance with student services, other institutional support services, and extensive demographic information to allow desegregation of information by critical categories. The CCSSE results are used to improve program design and delivery. Reports and details of the surveys are available at the following links:

Report for CCSSE 2014 at http://www.comfsm.fm/?q=irpo-survey-reports

Report for CCSSE 2013 at http://www.comfsm.fm/?q=irpo-ccsse-reports

Emphasize academic offerings in service to national needs

The College of Micronesia-FSM will increase the number of 4-year program opportunities while also strengthening the career and technical educational opportunities for non-college-bound students.

Strategic Plan Goal 2.1: Increase the number of 4-year program opportunities by

- Increasing the number of articulation agreements;

- Increasing the number of partnership programs; and
- Exploring distance learning opportunities.

Status and Progress on Goal

The college has a wide range of articulation agreements with other Institutions of Higher Education. Strategies in the IEMP also call for increasing the number of articulation and partnership programs.

Articulation

The college maintains the following articulation agreements with other institutions of higher education with a goal of adding one articulation each year.

Table 2 Articulation Agreement

Institution	Agreement Type	Location of Additional Course Transfer information
Chaminade University	Articulation Agreement (1993) Renewed in 2004	General Education Transfer course list
Hawaii Pacific University	Articulation Agreement (1995) Renewed in 2003	
University of Guam	Articulation Agreement (1995, updated 2011) Partnership BA in Education (1998) Articulation Agreement on the 3rd year Programs in Accounting and General Business (2004)	UOG course articulation matrix
Guam Community College	Articulation Agreement (1995) Vocational Program Articulation (2001)	GCC/COM-FSM course by course matrix (2010)
University of Hawaii-Hilo	Articulation Agreement (1996)	BA Degree in Marine Science Bachelor of Business Administration Degree BS Degree in Nursing BA Degree in Environmental Studies
Honolulu Community College	Articulation Agreement (1996)	
Easter Oregon University	Articulation Agreement (1997)	
University of Idaho	Articulation Agreement (2001)	

University of Phoenix Online Campus	Articulation Agreement (2003)	Transfer Articulation Agreements: Course by Course Transfer Guide
BYU/Hawaii	Articulation Agreement (2003)	BYU Hawaii Transfer Agreement Site
National University	Articulation Agreement (2003)	
BYU Provo/UTAH	MOU for Articulation (2004)	
PPEC Institution	Pohnpei Accord (2004)	UOG - Regional Partnership

There have been no new articulation agreements since 2004.

Partnership programs

The college maintains a Bachelor program in Education with the University of Guam and a Bachelor's and Master's degree programs with San Diego State University (SDSU) (via a hybrid distance learning program). In academic year 2013-14, there were 23 graduates from the BA program in education with the University of Guam and 30 graduates from the Master's program with SDSU in Educational Leadership.

Distance Learning

The college currently only offers a course in Introduction to Art via distance learning as well as the participation in the Bachelor's and Master's degree programs with SDSU. To strengthen distance learning at the college, a distance learning coordinator is being recruited in fiscal year 2015.

> Strategic Plan Goal 2.2: Strengthen career, technical, and community-based educational opportunities for non-college-bound students by
>
> - Exploring opportunities with agencies and NGOs;
> - Increasing training opportunities with existing partners;
> - Exploring provision for certification examinations;
> - Focusing on programs and courses to support career and technical education development benefitting both students and future employers; and
> - Implementing training programs that result in the adoption of new skills that are designed to improve the quality of life of participants.

Status and Progress on Goal

CTE programs are actively working with NGOs and community organizations to expand program services and align those programs with industry standards and needs of the state and nation.

Career and Technical Education (CTE)

The CTE program developed a Community Services Initiative (CST) where respected programs provide services to the community while providing hands on practice in real world situations for student.

The Board of Regents established a Board of Visitors at its August 2014 meeting to advise on programs and services at the college.

A MOA was established between COM-FSM and Office of Environment and Emergency Management (OEEM) to provide training and support to the college on meeting requirements of the Montreal Protocol to assist the Refrigeration and Air Condition (RAC) Program. Through the active collaboration between COMF-FSM and OEEM program staff and students have developed technical skills and knowledge aligned with industry standards for refrigeration and air conditioning. An additional impact is improved understanding of RAC impact on climate change and the ozone layer. Strengthening of the RAC program design is a direct result of the MOA.

A MOA was established between COM-FSM, Arizona State University (ASU) and University of the South Pacific (USP) where by COM-FSM instructors were trained and provided with updated skills for installing and assessing solar systems. Strengthening of the electrical program design is a direct result of the MOA.

Developing operating procedures for improved design and delivery of workforce and short-term training are in place.

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

The College of Micronesia-FSM will generate diversified revenue sources, create an allied foundation, and accumulate reserves and endowment assets.

Strategic Plan Goal 3.1: Maintain a financially sound, fiscally responsible institution by:

- Generating diversified revenue sources;
- Creating an allied foundation;
- Accumulating reserves;
- Accumulating endowment assets; and
- Improving allocation of resources based on results of assessment and evaluation linked to planning.

Status and Progress on Goal

The college is seeing decline in enrollment and revenue and is taking steps to enhance first year college experience to increase retention and persistence of students. Implementation of multi-year increases in tuition and fees alleviates reductions in revenue to some degree. Increasing endowment contributions is the focus of a new Allied Foundation. Long term planning for facilities and total cost of ownership is addressed through a major facilities plan developed with assistance of the Beca Corporation.

Diversified Revenue Sources

The college has increased tuition and fees over the last 3 years, but the primary sources of revenue remain as Pell grant (primary source of funding for tuition and fees), Compact of Free Association funds (Education Sector Grant and Supplemental Education Grant) along with funding from the FSM National Government. The college is maintaining a total of $3,800,000 from Compact and FSM resources, but the Compact share is being reduced $1,000,000 with the FSM National Government assisting the college by maintaining total funding at $3,800,000.

Allied Foundation

The college has created an allied foundation "Friends of the College of Micronesia – FSM" to assist with fund raising and increasing the college's endowment fund. The college has provided the Foundation with startup investments of $600,000 plus an amount for operational expenses.

Student Costs

Total student costs to the college continue to be reasonable with a slight increase in AY 2013/14 and AY 2012/13 due to tuition and fees increases.

Table 3 Student Costs

Student Cost	AY 2013/14	AY 2012/13	AY 2011/12
On campus	10534	9345	9345
Off campus (not with family)	9220	8031	8031
Off campus (with family)	7660	6471	6471

Percent of First Time Full Time Students receiving Financial Aid and Average Award

In 2013, 97% of new full time fall semester students received financial awards (primarily Pell grant) with 100% of students receiving awards in 2012, 2011 and 2010. Average Pell grant awards are above $2,500 per student per year.

Table 4 Percent of New Student Receiving Pell Awards

Year	PerCent	Average Award
2013	97	2636
2012	100	2622
2011	100	2717
2010	100	2641

Endowment Fund (long term)

As of June 2014, the college endowment fund was at $4.162 million dollars.

Student Enrollment

Student enrollment the college has been in decline since fall 2011. The decline occurs at all campuses and in the different student types (new, returning and continuing).
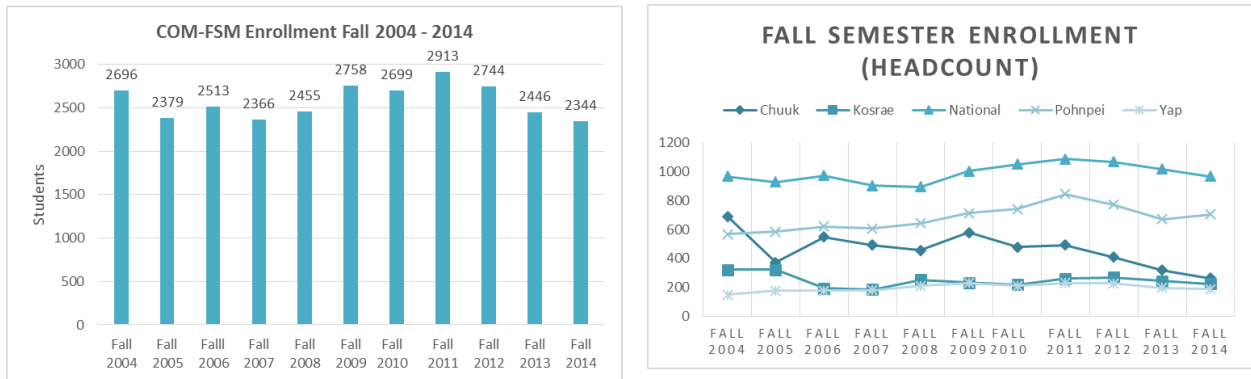

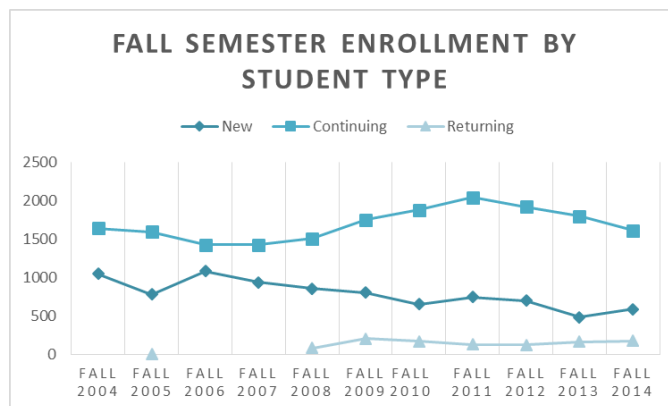*Figure 3 Fall Enrollment by Institution and Campus*

Figure 4 Fall Enrollment by Student Type

Cost Per Credit Hour Fall 2013 and Spring 2014 Combined

The college average cost per credit hour for the combined fall 2013 nd spring 2014 was $73. There is significant variation per program and the cost per credit hour is heavily influened by class size and instructors salaries and benefits. A full report on cost per credit hour (including cost per credit hour per program) is available at http://www.comfsm.fm/?q=program-seat_cost.

Table 5 Cost per Credit Hour

campus	fall 13	spring 14	summer 14	fall13&sp14 Combined
Chuuk	77	87	60	81
Kosrae	70	91	58	78
National	75	80	57	77
Pohnpei	59	67	47	63
Yap	66	73	58	69
college	70	77	56	73

Average credits

Average credits per student has declined since fall 2010 from a high of 12.0 credits per student to the current level of 11.5. Note that there is considerable variation over average credit per student across the campuses and across the different semesters. Increasing average credits per student would increase college revenue and potential assist student with more timely graduation.
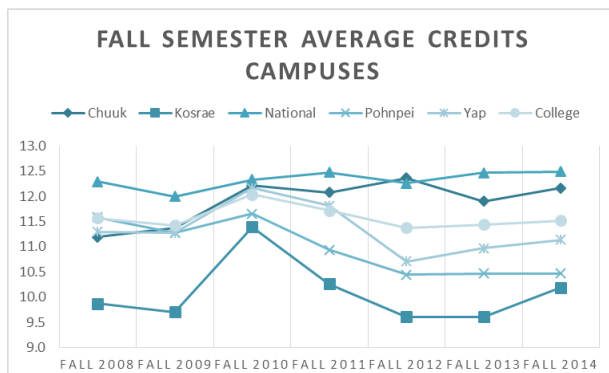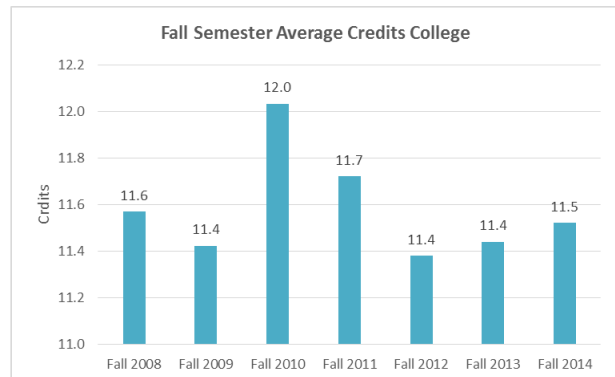

Figure 5 Fall Semester Average Credits Campuses and Institution

Average section fill ratios and class size

Both section fill ratios (actual enrollment/maximum enrollment) and average class size has been in decline since fall 2011. Current levels are 78.5% section fill ratio (down 8.6%) and average class size at 17.9 (down 2.7 students per class). Current section fill ratio is higher than the institutional

benchmark of 73.8% and average class size of 16.5%. Increasing section fill ratios and average class size (to a college set standard).
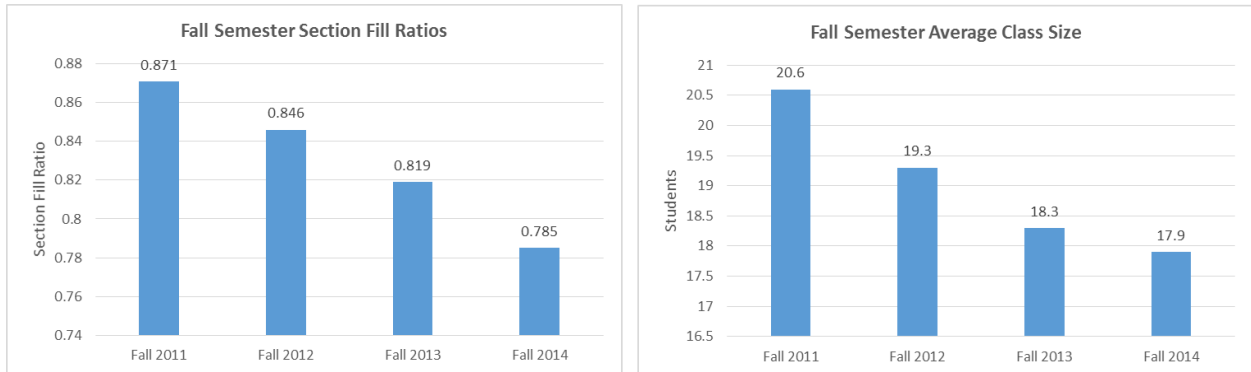

Fall Semester Section Fill Ratios
Fall 2011: 0.871
Fall 2012: 0.846
Fall 2013: 0.819
Fall 2014: 0.785

Fall Semester Average Class Size
Fall 2011: 20.6
Fall 2012: 19.3
Fall 2013: 18.3
Fall 2014: 17.9

Figure 6 Fall Semester Section Fill Ratios and Average Class Size

Average Credits Enrolled, Attempted and Earned

On average, over the past four years, students tend to earn 2.7 fewer credits per student compared to the total credits enrolled. Note enrolled credits are the average credits students have at the end of add/drop, attempted credits are those after student withdrawals are subtracted and earned credits are the average credits student earn in that semester.
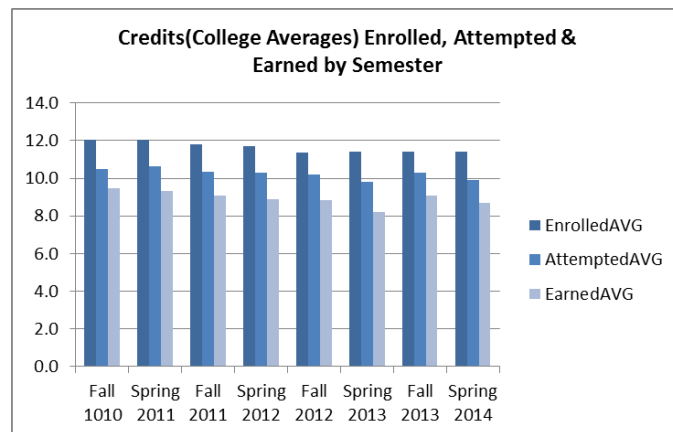

Figure 7 Comparison of Average Credits Enrolled, Attempted, and Earned

Endowment and Fund Balance

The following graph from the college financial advisors provides the long-term progress on endowment funding since 1998. There has been a significant increase in the value added to college investments.
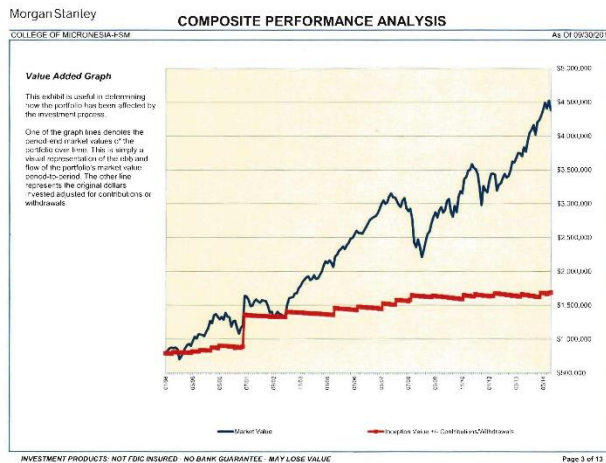
Figure 8 General Trends in College Investments

As of June 2014, the college endowment fund was at $4.162 million dollars.

Total Cost of Ownership

The college has calculated total cost of ownership and the information has been included in a comprehensive study by the Beca Corporation on facilities construction and maintenance. The college's 2014 supplemental report to ACCJC dealt extensively with the space utilization study that addressed broad range of facilities and costing issues
http://www.comfsm.fm/accreditation/2014/Supplemental_Report_May_2014_Final.pdf.

Invest in and build a strong capacity in human capital

The College of Micronesia-FSM will support and strengthen faculty, staff, and administrators through establishment of aspirational goals for credentialing and funding professional development and building upon organizational and leadership capacity.

Strategic Plan Goal 4.1: Supporting and strengthening faculty, staff, and administrators by establishing aspirational goals for credentialing.

Decisions on faculty, staff, and administrators should take into account:

- *Diversity*
- *Equity*
- *Inclusion*

Modifications of Strategic Goal 4 requested by the Human Resources Office.

Status and Progress on Goal

Employee retention rates for the college continue to be high. Ratios of Micronesians in the college work force are being maintained at approximately 76 - 77%. Surveys on students perceptions of the college help improve response to student needs.

Retention Rates and State Origin

The retention rate for college staff is consistently above 90%. Micronesians represent approximately 76% to 77% of the total employees of the college.

Table 6 Retention Rates and State of Origin of Faculty/Staff

Measure	Fall 2013	Fall 2012	Fall 2011
Retention rates for faculty and staff	97.1%	93.0%	98.4%
Faculty/staff by state of origin (Micronesian)	76.5%	76.0%	77.1%

Percent of Faculty Meeting Accreditations Standards for Credentials

One hundred percent of faculty meet credentialing standards established by ACCJC.

Student Perceptions of College

The Community College Survey of Student Engagement (CCSSE) provides details of student perceptions on instruction and student support services at the college. In spring 2014, 90.6% of students indicated they would recommend the college to friends or family members. Reports and detailed tables for CCSSSE are available at http://www.comfsm.fm/?q=irpo-ccsse-reports.

Student Satisfaction Survey (program level) Spring 2014

A survey of student satisfaction with their program (major) is available at http://www.comfsm.fm/?q=student-satisfaction.

Strategic Plan Goal 4.2: Support professional development that builds upon organizational and leadership capacity by;

- Assessing organizational and leadership capacity needs;
- Prioritizing identified organizational and leadership capacity needs;
- Addressing identified capacity needs; and
- Allocating resources to support capacity building with implementation.

Status and Progress on Goal

To ensure cohesive planning and maximizing of existing resources, Vice Presidents oversee professional development programs and planning starting with FY 2015.

Professional Development

The college's Staff Development Committee reviews and addresses professional development needs of faculty and staff based on established priorities of the college. Staff development report summary is available at (add link). On average, the Staff Development Committee awards $75,000 per annum. Additionally, each staff as part of their performance evaluation develops an annual performance objectives and development plan, which is monitored by the employee supervisor.

Regular faculty workshops start each semester and the college conducts an annual Professional Training Day each spring.

The college also participates in various trainings and conventions related to higher education.

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

The College of Micronesia-FSM will operate under the assumptions that learning is a skill and is worthy of investment and mastery, and that the communication of information and participatory governance are pivotal to organizational success. There will be support of the time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement through double-loop learning and systematic thinking.

Strategic Plan Goal 5.1: Become a learning organization by:

- Fostering mastery of life-long learning skills;
- Allocating time, energy, and resources to foster critical reflection and experimentation;
- Supporting learning leadership; and
- Demonstrating double-loop learning and systematic thinking.

Status and Progress on Goals

Systematic planning and assessment through use of TracDat, programs assessment and reviews and training are also supporting development of a learning organization.

Learning Organization

Program assessment are conducted annually and documented in TracDat while and program reviews are conducted biannually for academic and nonacademic programs at the college.

Double-loop learning and systematic thinking are applied to the college self-evaluation (for confirmation of accreditation status). The process includes review of current and revised accreditation standards, descriptors of status and gap analysis between the revised standards and current college performance.

The college additionally incorporates learning organization into its annual Professional Development Day.

The college annual Visioning Summit in 2014, provided training for faculty and staff to engage in double-loop learning and systematic thinking in context of review a case study for the "College of the Whimsy Isles" addressing student learning and achievement, financial constraints, enrollment trends. Group work allowed skills developed to analyze institutional (and campus) level data, draw conclusions, and plan out and budget for interventions to address real world problems in a non-threatening manner. The summit report is available at
http://www.comfsm.fm/irp/Reports/Summits/Fiscal_&_Accreditation_Summit_2014_Report.pdf
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Strategic Plan Goal 5.2: Achieve and strengthen purposeful dialogue by:

- Embedding appropriate communication practices and guiding principles in the objectives of each college program, governance body, and administrative office;
- Adopting a continuous improvement model to measure progress in these communication practices and guiding principles within the college's ongoing assessments;
- Ensuring that college communications are accessible, accurate, timely, clear, and understood by their intended internal and external stakeholders;
- Developing technology to improve communications among all campuses of the college; and
- Developing and maintaining a centralized database of college policies and procedures.

Status and Progress on Goal

College manuals, process and procedures, and the governance structure provide the foundation for purposeful dialogue at the college.

Dialogue and structure

The college has a series of manuals to achieve and strengthen purposeful dialogue at the college. Key manuals Strengthening Purposeful Dialogue, Publications Manual, Budget Procedures Handbook, and Program Assessment and Program review Procedures Manual. All manuals are available at http://www.comfsm.fm/?q=manual-and-handbook. Evidence of purposeful dialogue is available in the standing committee's minutes available on the college's wiki http://www.comfsm.fm/?q=manual-and-handbookm.

College policies are reviewed and codified on the college's Board of Regents webpage http://www.comfsm.fm/?q=board-policies. A policy manual is available at the same site.

Surveys

A wide range of survey are administer by the college including CCSSE http://www.comfsm.fm/?q=irpo-ccsse-reports , student satisfaction http://www.comfsm.fm/?q=irpo-survey-reports , orientation and registration and other relevant surveys. Follow up evaluation of major activity the Visioning Summit are also conducted http://www.comfsm.fm/?q=irpo-summits. These surveys are used for overall and program specific improvement at the college.

The college is continually working the FSM Telecommunications Corporation to increase bandwidth and access to Internet resources. Earlier this year, Yap, Chuuk and Kosrae campuses primary connections were change to ADSL with downloads of 1537 and uploads of 768 kbps (3rd Quarter Performance Report 2014).

Evoke an image of quality

The College of Micronesia-FSM will be viewed as a model institution for best practices exhibited through quality, excellence, and integrity of both employees and graduates. The college will maintain regional accreditation without sanction for the maximum six-year cycle allowed by the Accrediting Commission for Community and Junior Colleges: Western Association of Schools and Colleges.

Strategic Plan Goal 6.1: Achieve recognition as a best practices institution by:

- Exhibiting quality, excellence, and integrity through employees, students, and graduates;
- Meeting and/or exceeding accreditation standards at all times; and
- Exploring additional models of quality assurance.

Status and Progress on Goal

The college is fully accredited. Ongoing program assessment, reviews and prioritization as well as expansion of programs in areas of data, surveys and alumni relations are evidence of continual improvement at the college.

Accreditation

On July 3, 2013, the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed accreditation for the College of Micronesia – FSM http://www.comfsm.fm/accreditation/2013/results/07_03_2013_College-of-Micronesia-FSM.pdf .

Quality Assurance

The College of Micronesia-FSM adopted an Academic Quality Model to guide quality assurance for evidence of educational quality.

Program Assessment and Reviews

Program assessment is conducted annually by all programs of the college and documented in TracDat. Academic and nonacademic program reviews are conducted in alternate years http://www.comfsm.fm/publications/handbook/Program-Assessment-and-Program-Review-Procedures-Manual.pdf.

Prioritization of Academic and Non-Academic Programs

Prioritization of academic programs has occurred in spring 2012 and 2014. Prioritization of nonacademic programs occurred in spring 2013 and will occur again in spring 2015.

Updating Course Outlines

The college's Curriculum and Assessment Committee (CAC) is reviewing and updating course outlines to incorporate latest instructional and assessment strategies for enhancing student learning and achievement. Course outlines are available at http://www.comfsm.fm/?q=node/180.

Community College Survey of Student Engagement (CCSSE)

The college administered CCSSE in spring 2013 and 2014. CCSSE measures student's satisfaction levels with instructional techniques, information on course requirements, satisfaction and importance with student services, other institutional support services, and extensive demographic information to allow desegregation of information by critical categories. The CCSSE results are used to improve program design and delivery

Report for CCSSE 2014 are available at http://www.comfsm.fm/?q=irpo-survey-reports.

Report for CCSSE 2013 are available at http://www.comfsm.fm/?q=irpo-ccsse-reports

College Surveys

The college conducts a wide range of surveys (registration, orientation, graduation, student and faculty satisfaction, etc.) which help inform planning and improvement activities at the college. College surveys are available at http://www.comfsm.fm/?q=irpo-survey-reports.

Recognition of Excellence
The college holds an Incentive Award Day annually in the spring to recognize high performing employees. For 2014, the College conducted Incentive Ceremonies to recognize staff and faculty for

their outstanding performance and achievements throughout the month of May. Pohnpei Campus presented 46 awards, Chuuk Campus presented 16 awards, National Campus presented 46 awards, Kosrae Campus presented 12 awards, FMI Campus presented five awards, and Yap Campus presented nine awards. See the full listing of awards at http://www.comfsm.fm/myShark/news/item=938/mod=03:01:46 .

Alumni Relations

Coordination of the Alumni Working Group is charged to the college's Chief of State with assistance from IRPO, IT, Sports and Recreation, and Maintenance. Establishment of an active Alumni Association in the FSM is the current goal of the Alumni Working Group. A recent activity held at Club Cupid in Nett, Pohnpei allowed alumni and college staff to drink sakau, gather status of alumni and promote the alumni association.