

College of Micronesia – FSM
FY 2013 (*quarter*) Quarter Performance Report¹
(Reporting Period)

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

¹ College of Micronesia – FSM website: <http://www.comfsm.fm/> for additional information contact rschplanning@comfsm.fm

² Additional detail may be found on the college website: <http://www.comfsm.fm/> and IRPO <http://www.comfsm.fm/?q=irpo>. For questions

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.

Emphasize academic offerings in service to national needs

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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

Be financially sound, fiscally responsible, and build resources in anticipation of future needs – Measures of success			
Endowment and Fund balance			
<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> Diversity of revenue sources: Target to set summer 2013. 			

Invest in and build a strong capacity in human capital

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Invest in and build a strong capacity in human capital – Measures of success			
Credentialing			
<ul style="list-style-type: none"> Tracking of faculty and staff credentials based on aspirational credentialing to be set by September 2013 			
Professional Development			
<ul style="list-style-type: none"> 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*

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Become a learning organization through development of a learning culture guided by learning leaders – Measures of success
<p>Learning Organization</p> <ul style="list-style-type: none"> 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). <p>Communications</p> <ul style="list-style-type: none"> CCSSE and CCFSSSE analysis: Targets to be set by September 2013 based on CCSSE and CCFSSSE administered in spring 2013. <p>Policies</p> <ul style="list-style-type: none"> 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
<p>Internal</p> <ul style="list-style-type: none"> Recognition of excellence awards annually. Accreditation reaffirmation <p>External</p> <ul style="list-style-type: none"> 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

Institutional Effectiveness Indicators Update²

(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

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

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