

MINI VISIONING SUMMIT REPORT

September 15-16, 2016

Yap Campus

COLLEGE OF MICRONESIA-FSM

YAP CAMPUS

&

FSM FISHERIES AND MARITIME INSTITUTE

Outcomes of the mini visioning summit:

For the Morning session: September 15, 2016

Outcomes.
Core Values: Participants will:
1. Assess the COM-FSM Core Values and discussed if they are representative of beliefs that would influence employee and student behavior.
2. Assess the COM-FSM Core Values and discussed if they are representative of the essence or “heart” of the college.
3. Assess whether the COM-FSM Core Values are principles that best guide behavior over time.
4. Assess the COM-FSM Core Values to identify any gaps in the beliefs and principles that require consideration for revision.
Mission Evaluation: Participants will:
5. Review the required components of the mission statement and discussed how well the mission aligns with, and meets those, criteria.
6. Review the mission fulfillment indicators and evaluated whether or not COM-FSM delivers on its promise.
7. Discuss 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.
8. Discuss the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.

For the afternoon session: September 15, 2016

Institution-Set Standards: Participants will:
9. Review ACCJC Commission Recommendation 1 (ACCJC Action Letter).
10. Be able to define the term Institution-Set Standards (ISS).
11. Be able to describe how ISS are used.
12. Discuss more vigorous ISS and stretch targets, and commit to “trying” for their achievement.
13. Understand trying to improve and failing is okay, but failing to try is not okay.
Strategic Planning: Participants will:
14. Review the current strategic plan and strategic directions.
15. Briefly review the Quality Focus Essay (QFE).
16. Be able to describe the use of the Strategic Plan.
17. Identify components of the Strategic Plan still relevant to us as a community and a college.
18. Identify and prioritize five potential strategic directions for 2018-2023.

For the afternoon session: September 16, 2016

Case Study: Kawan Islands Community College (KICC): Groups will:
19. Create a 50-word story describing how their work role would translate to, and contribute to, Student Success at KICC.
20. Share and discuss their 50-word stories.
21. Compile and transcribe those stories into a folder.
22. Analyze and interpret 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.
23. Develop 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.
24. Communicated results of the activity with at least one other team.
25. Compiled a portfolio of the action plans and strategies into a folder.

Participants

A total of 151 participants comprised of faculty and staff (57), students (29), government officials, traditional leaders and public and private sector employees (60), Board of Regent and Former Board of Regent (2), and Parents (3) attended the first day summit (Appendix 3). A total of 50 faculty and staff from Yap Campus and FSM FMI attended the 2nd day summit (Appendix 4). Participants were divided into 5 groups with corresponding two facilitators, and one recorder (Appendix 2).

Mini visioning summit process

Agenda of the mini summit is included in Appendix 1. The event consisted of the following:

1. Registration: A sign-in sheet where participants signed in and picked up meeting agenda, summit handouts and an evaluation form
2. Opening remarks from Campus Dean, Ms. Lourdes Roboman.
3. Four main topics were discussed by all the groups and these were: Core Values, Mission Evaluation, Institution-Set Standards, Strategic Planning, and Case Study: Kawan Islands Community College (KICC).
4. A reporting session in which representative of each group presented their responses to all summit participants.
5. An assessment of visioning summit outcomes was done by participants (Appendix 5)

Guiding principles

Participants followed certain guiding principles for the entire summit process to be successful. The mini summit ground rules were:

- Everyone participates
- Active questioning and dialogue is encouraged
- Facilitator retains the right to move along
- Start on time
- Engage, share, explore, dialogue
- Listen, learn, consider
- Respect, support, encourage, validate
- Follow directions, ask for clarification
- Agree to disagree
- Create, inspire, and hope
- Silence means agreement
- Have some fun

SUMMIT RESULTS

CORE VALUES WORKSHEET

Opinion Poll was conducted regarding the level of agreement of participants regarding the principles of best practice articulated for each of the following core values : Excellence, Professionalism, Teamwork, Learner-Centeredness, Commitment, and Community.

Core Values	Number of principles of best practice	Number of items in the Questionnaire
1. Excellence	5	Numbers 2-6
2. Professionalism	6	Numbers 7-12
3. Teamwork	10	Numbers 13 - 22
4. Learner Centeredness	7	Numbers 23-29
5. Commitment	7	Number 30-36
6. Community	1	Number 37
Total	36	

Number 1: Excellence, learner-centeredness, commitment, professionalism, teamwork, and community are core values that represent the “heart and soul” of COM-FSM.

Number 38: The principles of best practices, as listed for each core value, represent beliefs that would influence employee and student behavior.

Number 39: The principles of best practices, as listed for each core value, serve to guide behavior over time.

Based on the results of the survey, at least 96% of the participants agreed with the principles of best practice articulated for each of the 6 core values (numbers 2-37 including numbers 1, 38, and 39).

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?	<p>- Yes; however “success” is too general and broad in nature. Subjective. Change to betterment or development. Need to define success; what is it saying? What is the Success? Need to define; can change and have a different meaning.</p> <p>“Success” is not alluding to college but rather the FSM as a whole, how do we define success? Is it jobs? Are we meeting State needs?</p> <p>Additional Suggestion: The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the FSM by providing successful academic, career, and technical educational programs characterized by continuous improvement and best practice. (Shifts focus to programs)</p> <p>- <i>Take into consideration FSM strategic development plan.</i></p> <p>- Yes, it is a learner-centered institution of higher education (compared against past performance longitudinally)that is:</p> <ul style="list-style-type: none"> o Committed to the success of the FSM; o by providing ACADEMIC, CTE programs; o by continuous improvement and best practices through;

Guiding Questions	Team Responses
	<ul style="list-style-type: none"> ▪ guided pathways-local; ▪ at least at the medium graduation rate
<p>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?</p>	<p><i>-Yes clearly defined</i> - change to all others...but all others are a product of the school that represent the school if attended... **change to: instead of FSM, let's place to ALL... or residents of the FSM... -Mission statement clearly states intended student population being from the FSM; however, the college should take into consideration serving all FSM, inclusive of residents and others regardless of their nationality. The college continues to upgrade to meet requirements of accreditation and fund-providers.</p>
<p>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?</p>	<p>- Need to specify types of degrees offered; need to state the ultimate objective specifying the types of degrees earned by end of students educational program. - Possibly having labor skills instead of looking outside... **FMI is accredited but the courses in FMI are not accredited by WASC / ACCJC.</p>
<p>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?</p>	<p>- Yes, it covers already - Yes. (Learner centered institution of higher education. programs characterized by continuous improvement and best practices. - continues improvement for best practices implies everyone... - Mission statement is good as it is; however, it would be embraced more by the local communities if it's also reflective in their own local vernaculars/writings. A classic example would be PCC in Palau and others. Language is OUR CULTURE. But if culture is not part of the criteria then we withdraw our comment. - College should have the flexibility to switch programs offered as the need arises, especially programs at State Campuses, to make sure graduates are qualified, competent, and employed/employable. College needs to be flexible to address the needs of the State; selected programs at National Campus should be made available at State campuses at certain periods of time to meet needs of each individual state. Vocational programs are important and should be the focus at State Campuses. College should produce more graduates who are able to create more jobs in FSM instead of looking for jobs. College should design a program(s) that put out graduates who create jobs; this will assist in private sector development. Need to produce a segment of graduates to set up companies thereby improving/ developing private sector.</p>
<p>5. Briefly examine the 2013-2017 Strategic Plan. Does that plan align with and support the mission? How?</p>	<p>- Echo the mission and focus on student, the nation, and continuous improvement. - All agree with the Strategic Plan, but there were minor changes on the arrangements of the plan:</p> <ol style="list-style-type: none"> 1. 1 and 4 together stating focus on student success and invest in and build a strong capacity in human capital. 2. 2, emphasize academic offerings in service to national needs. 3. 3, be financially sound, fiscally responsible, and build resources in anticipation of future needs. 4. 5, become a learning organization through development of a learning culture guided by learning leaders. <p>- Yes and to successfully implement the strategic plan, the COM must address by taking the corrective action on the indicator.</p> <p>* They suggested that in the future submit the data that are not available now should be presented. - College should produce entrepreneurs; College needs to be more focused on vocational and career programs; Strategic #2 speaks of National Needs – there should be emphasis on State Needs too; It is also about academics – how about</p>

Guiding Questions	Team Responses
	vocational and technical?; Strategic #3 is also important because of the need to be financially secured in order to improve the college.
6. How are we distinctive ? And, is that captured by the COM-FSM mission statement?	<ul style="list-style-type: none"> - <i>COM-FSM has five state campuses, each state has their unique culture.</i> - Team discussed about changing the Federated States of Micronesia to something broader which involves outsiders living in Micronesia. -* Geographical locations(composed of many islands) *Programs offered are different from other states (Example: Voc Ed. classes at FMI campus) *Learner centered institution and application of best practices -- Not distinctive because of Strategic direction #2, specifically National Needs (there should be state needs) and academic (there should be vocational and career) in the strategic direction; <ul style="list-style-type: none"> - Programs should be available also at the State campuses; - should be cheaper to the student not having to go out of state for college; - Mission statement – guide us; accomplish criteria that is required for accreditation; - Multicultural (one college for four island groups); - Only college of FSM; - Respect for local traditions and culture of each islands; - Only Maritime Institute of FSM and region; - “Uniquely Micronesian and Globally connected” – opening our doors. College mission statement should have mention of this in it; - Learner – centered, institution of higher education that focus on the learner (the culture that goes with him despite the academic culture).
7. 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.	<ul style="list-style-type: none"> - Suggestions on statement: Federated States of Micronesia change to Federated States of Micronesia and other nationals who resides in Micronesia. -Work towards point of allowing for online classes thru COM to outside learning institutions for Graduate and Post Graduate degrees <ul style="list-style-type: none"> • Strengthen link and access of secondary students to the college • Link to FSM IDP as guiding plan/document for National and state priorities • Offering needed/required classes more regularly e.g., Teach training group; Survey -Employment opportunities for graduates of the college; <ul style="list-style-type: none"> - Employment data (how many graduates are employed and in their field of study?); - Feedback system from stakeholders (employers) how graduates are employed and their performances; - Career match (course to career match; Education programs will produce teachers); - Suggestion – can be able to measure the percentage of certificates or degree programs completed; - Example - # of enrolled in which kind of degree and certificate programs/percentage of those completed (completion rates); - Make available more programs to meet state needs for periods of time. (Example, train # of carpenters....); - Scholarship as incentive to top performers.
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?	<ul style="list-style-type: none"> - Health is addressed. CAN-Certified Nurse Assistant LPN- Licensed practical nurse. (Course/Program are relevant) Medical Program: -Lab Tech. – Medical Record –Radiologic Tech - Suggestions on improving programs for students by providing educational programs on vocational courses to give improve the market demand in the field of mechanic, sea time, electrical, etc. - Number of graduates should be increased and should satisfy the employment requirements for both public and private sectors. <ul style="list-style-type: none"> Suggestion: Modify Mission Statement to ensure graduates return and serve the nation and for the nation to create and stimulate economy for more employment to COM graduates 1. Does the college conduct periodic job market survey and use other economic indicators be align it’s programs to address the socio-economic needs of the FSM and Micronesia? 2. “Institution of Higher Education?” Or Vocational Education? <ul style="list-style-type: none"> Need to rephrase to accommodate both side of the spectrum for academically challenge and those who are not. Establish safety not to capture the small population of students who are not meeting requirement. 3. Must consider state economic priority to transfer easily transition into the workforce.

Guiding Questions	Team Responses
	<ul style="list-style-type: none"> - Serve needs at the State level; <ul style="list-style-type: none"> - Need for vocational and career programs based on individual state needs; - Offering more programs at the State level, especially degree programs; - Certificate programs may no longer be appropriate for the workforce needs. Do certificate programs produce graduates with employable skills and knowledge?
<p>Other team comments on mission:</p> <p>Group 2 <i>It is relevant, but the college needs to conduct a survey (State-Wide) survey to identify and prioritize state or FSM demands. This will help the college to focus and help develop programs for the college to educate or train our young people or future generation to fill the gaps in the workforce(Both government and private sector).Needs to identify the job needed by the community</i></p> <ul style="list-style-type: none"> -Address the job market requirements/need(demand) -Based on program review. <p>Group 3</p> <p>Group 4 None at the moment...</p> <p>Group 5 <i>Overall discussion for this item, most of them agreed with the mission statement however the participants emphasized that the college should include "state needs" in the mission statement. Discussions went on to what happened with high school graduates/students who aren't meeting the requirements to enroll. Further discussed that the majority of the students in certificate programs are placed based on COMET results. Certificate programs at state campuses are designed for workforce. There is no certificate program to help those students prepare for degree programs.</i></p>	

COM-FSM MISSION FULFILLMENT INDICATOR REVIEW WORKSHEET

College of Micronesia-FSM Mission Statement			0 = Strongly Disagree-SD 1 = Disagree-DA 2 = Uncertain-U 3 = Agree-A 4 = Strongly Agree-SA	0 0.1-1 1.1-2 2.1-3 3.1-4
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.				
Mission Statement Aspect 1	Measures of Success	Groups		Average Weighted Mean
The College of Micronesia-FSM is a learner-centered institution of higher education	1.Indicators measuring SLO attainment at the course level and program level;			3.13-SA
	2. 100% of faculty will complete an assessment of student learning for each course taught for every semester they teach;			3.59-SA
	3. Student faculty interaction benchmark (CCSSE ¹);			3.28-SA
	4. Support for learners benchmark (CCSSE)			3.16-SA
	5. Percent credit hours taught by full time faculty (NCCBP ²);			3.22-SA
	6. Average credit section size (NCCBP);			3.22-SA
	7. Percent full time students (NCCBP)			3.4-SA
Mission Statement Aspect 2	Measures of Success	Groups		

¹ [CCSSE](#): Community College Survey of Student Engagement

² [NCCBP](#): National Community College Benchmark Project

College of Micronesia-FSM Mission Statement			0 = Strongly Disagree-SD 1 = Disagree-DA 2 = Uncertain-U 3 = Agree-A 4 = Strongly Agree-SA	0 0.1-1 1.1-2 2.1-3 3.1-4
			Average weighted Mean	3.31- SA
that is committed to the success of the Federated States of Micronesia	1. College provides higher education (HE) access to all four states of the FSM			3.39- SA
	2. Number of students annually graduating (completing programs) from career programs prepared for workforce			2.95-SA
	3. Percent of students that completed a career program and are employed in related field			3.10- SA
	4. Programs linked to FSM developmental priorities as specified in the FSM Infrastructure Development Plan (IDP).			3.10-SA
			Average Weighted Mean	3.14- SA
Team Recommendations for the Measures of Success (Mission Fulfillment Indicators) for committed to the success of the FSM				
	<p>-Do survey of areas of need in Yap state.</p> <p>-How can we offer other programs needed like Public health, Pharmacy, Lab tech. and others /secure employment on ships; many are taxi cab drivers. How can COM meet FSM and community's organic, real, and evolving technical and career needs?</p> <p>-Need to identify the work demands for both gov't and NGO's.</p> <p>-There were a couple of graduate students when applying for job are struggling. "When they get the job, internship" With government departments for practical or hand on experience.</p> <p>-After a variety of programs to meet job demands.</p> <p>-Need to focus on the needs of the state in terms of contributing to the improvement of government areas?</p> <p>-A group member voiced concern that many college graduates return "to the nation" and find no jobs. Job creation is part of government (Not College) accountability, another team member reminded. However, there remained overall an interest in tracking the data for alumni placed in gov't jobs. Also, I am aware that FMI grads particularly do not know .</p>			
Mission Statement Aspect 3	Measures of Success			
by providing academic, career and technical educational programs characterized by continuous improvement and best practices .	1. Active and collaborative learning benchmark (CCSSE) 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: <ul style="list-style-type: none"> o Guided pathways, o Graduation rates, and o Transfer rates 			2.904- A 2.89-A
	2. Fall to fall persistence rate			3.06-A
	3. Percent full-time, first-time students that completed in 3 years (150%)			
	4. Institution-wide credit grades success rates-completion rates (NCCBP);			2.88-A
	5. Institution-wide credit grades success rates (NCCBP)			2.89-A
	6. Meeting or exceeding Accreditation Standards			2.87-A
			Average Weighted Mean	2.92 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.				
	- Define "success." If alluding to FSM as a nation might be better to change to "development" or "betterment"			

<p align="center">College of Micronesia-FSM Mission Statement</p> <p>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.</p>		<p>0 = Strongly Disagree-SD 1 = Disagree-DA 2 = Uncertain-U 3 = Agree-A 4 = Strongly Agree-SA</p>	<p>0 0.1-1 1.1-2 2.1-3 3.1-4</p>
	<p>align with State priorities. Prioritize and offer more technical programs based on State needs Relevant cultural aspects to be reflected to make it uniquely Micronesian.</p> <ul style="list-style-type: none"> - Need to focus on the need of the state in terms of contributing to the improvement of the workforce, demands in various professions can be identified and its measuring indicator is how many graduates being employed in those specific areas. - Group states that there are no data collected or does not apply. - They suggested that available data should be provided on those indicators that were lacking. 	<p>General Weighted Mean-</p>	<p>3.12 SA</p>

The three Mission Statement aspects that were evaluated are: 1. The College of Micronesia-FSM is a learner-centered institution of higher education, 2. by providing academic, career and technical educational programs characterized by continuous improvement and best practices. and 3. by providing academic, career and technical educational programs characterized by continuous improvement and best practices. The first aspect has 7 measures of success, second aspect has 4 measures of success, and the third aspect has 7 measures of success. Based on the level of agreement of participants as to the first aspect, it was strongly agree with a weighted mean of 3.31, second aspect was strongly agree with a weighted mean of 3.14, and third aspect was agree with a weighted mean of 2.92. A general weighted mean of 3.12 which is strongly agree was computed for the level of agreement of participants on the 18 measures of success of the three aspects of Mission Statement. Group recommendations were given in the 2nd and 3rd aspects of the Mission statement (see the table).

INSTITUTIONAL SET STANDARDS

Measures of success (criteria)	Institutional Set Standards	Range Preferred
Percent of students enrolled full time (enrolled for 12 or more credits) fall semester	60%	60-75%
Percent of students earning 12 or more credits fall semesters	36.0%	36-45%
Average students credit enrolled (Fall)	10%-10.3%	10.3-13%
Average students credits attempted (Fall)	9%	9.5-12%
Average students credits earned (Fall)	8%	8.5-10%
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	72%	72-85%
Retention Rates (percent of new full time students in fall semester who return to school the next fall semester)	50%	50-70%
Course completion (Fall) % ABC or P	62%	72-80%
Percent withdrawals (not to exceed) ¹	Less than or equal to 10%	5-10%
Course Students Learning Outcome(CSLO) Completion Rates (General Education)	65%	65-80%
Program Students Learning Outcome (PSLO) Completion rates (General Education)	65%	65-80%
Persistence rate fall to spring	71%	71-91%
Graduation rate (full time cohort) 100%	4%	4-10%
Graduation rate (full time cohort) 150%	12%	12-24%

All groups agreed that Institutional set standards need to be increased. This is because, the current data showed the college is achieving higher than the target set standards in most of the measures of success (criteria). Setting high standards will challenge the college to aim high in measuring success of our students. One group suggested that there is a need for the college to collect data on the achievement in course student learning outcome completion rate (general education) for comparison. All groups agreed that all measures of success support the mission of the college. CTE-Licensure examinations for teachers, nurses, or in vocational education can be included in measuring the success of students.

STRATEGIC PLANNING

Current Strategic directions	If YES, provide your rationale for inclusion or exclusion
1.Focus on student success	<ul style="list-style-type: none"> -Because our mission statement, focus on students -No student, No college -Students must focus on their education - Still our main focus should be on student success - Priority of every instructor including COMFSM. Student success is center focus. The institution to make the guided pathways as first priority.
2. Emphasize academic offering in service to national needs.	<ul style="list-style-type: none"> -But include career and technical offering as well as indicated in mission statement -Affect the employment rate and other issues like effective pay scale/rate. -Broaden courses offering in certificate programs in vocational courses. - In case students decide to pursue degree to a 4 yr. Institution/university & include CTE as a current part of core curriculum based educational program. Include state needs in both public & private sector. Will retain students completing their degrees to state instead of going out of country. Higher learning for state need -Include both academic and vocational (CTE) education to meet both national and state needs.
3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs.	<ul style="list-style-type: none"> -Need money. Endowment Fund efforts -More teachers, better salary. -Resources for the college. -To sustain the operation of the college. - Facilities shall expand to accommodate more students. -In any institution fiscal resources are always the # 1 to consider given the many revenue source opportunity. Diversity to become more financially sound given decrease in compact source funding. Building resources is important for some students who may be financially challenged. State/National economic priority. Especially for matching funds.
4. Invest in and build a strong capacity in human capital.	<ul style="list-style-type: none"> - Need qualified people. We should include -Qualification of faculty and other staff. -Good leaders/Make better decisions, good team work. -Consistent of mission of being learner centered: with faculty members also showing institutional commitment to develop learning skills. - Having qualified faculties can improve student learning - Upgrade to a four year institution with staff/admin higher qualification (PhDs). Strong human capital and capacity to meet needs & excel. To enforce top level teaching. For inclusion to be accessible to students in their respective states (Yap for example). -Offer trade programs that meet certification level of skills in each field to promote quality of workmanship. This is the most important resource for FSM (capacity building/human capital). Strong workforce provide quality outputs.
5. Become a learning organization through development of a learning culture guided by learning leaders.	<ul style="list-style-type: none"> -Participatory governance . For Institutional effectiveness - Invest on our own resources. Local manpower development. - Learning culture for student's success. Ensure qualified personnel and hired to sustain quality education provided to students. Creating role model. -Train future FSM leaders.

6. Evoke an image of quality	<ul style="list-style-type: none"> - Standard & Quality kept for the good of the students –better school –Pell eligible. Good optics help secure trust and external stakeholders. - Set and promote a foster image of quality. Know what you teach. -College must strive to be known for quality ; Recognition in the academic community in the region and the world.
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Table above shows the summarized responses of groups on the question, which current strategic directions might be considered to be used in the new strategic plan and the rationale for its inclusion? All groups agreed on using the current strategic directions in the new strategic plan.

Responses of participants on this activity : Rank (1, 2, 3, 4 & 5) your top 5 recommended priorities and provide your group’s rationale as to why these are your top priorities. In addition, would your recommendations affect the Institution Set Standards or Mission Fulfillment Indicators?

Ranking TOP Five (5)	Suggest strategic direction	Rationale for inclusion in new strategic Plan	What are potential indicators and measures of success that can track your recommended strategic directions?
1.Students Success	Expand the degree programs at the state campuses past education degree to liberal arts degree. More majors and get associates degree (Perhaps online via national) as cost-effective solution for students unable to leave family/transfer out. Expand the curriculum to align courses to state needs, e.g. health careers in addition to public health and nursing: Radiology, pharmacy, and medical technology.	Part of the Mission statement	Enrollment and graduates of expanded degree programs
2.Be Financially Sound	Do a cost-benefit analysis of monetary loss to COM FSM when students aren’t able to complete their degree programs. (To address low percent students coming out in a timely fashion)	Accreditation standard	Graduation rate Cost –benefit analysis
3.Evoke an image of quality	Maintain the accredited status of the college	Mission statement	Accredited status
4.Invest human resources	Within student success focus, make sure the college has enough instructors to teach so that enrolled students don’t have to stay at COM FSM past 3 years to fulfill degree requirements and graduate.	Mission statement	Number of qualified faculty in all areas offered programs/courses

Recommendation: With respect to current strategic #2, the “national needs” should be defined and directly aligned with socio-economic needs of the individual states in the FSM. National needs must be reflective of the strategic priorities and aspirations of the 4 state governments. In this regard, it is proposed more focus should be given to the provision of relevant vocational education course offerings that can directly enhance economic growth and development throughout FSM. COMFSM should try to schedule in its priorities the development of vocational training for the workforce. Add an internship component to academic offerings/journeyman certification. In one group, most participants would like to emphasize that the focus would be based on state/national needs.

Case Study Report

of KICC

Only the faculty and staff of both Yap Campus and FSM FMI Campus participated in the Kawan Islands Community College Case Study.

Participants responses on the first Activity: All five group members participated in writing 50-word story describing their role in promoting student success at KICC. Here are examples of the stories:

- *(Reporter 1)* My role as a nurse is to promote students success by assisting students with health issues and promoting preventing care. I do planned activities to inform students of health issues and diseases out there and how to better care for themselves. Also I planned activities to give students opportunity to be checked by a health care provider. Counseling is also included here.
- *(Reporter 2)* In the morning when I come to work, I have to clean the dorm, the students do too. Sometimes but when they're busy, I clean the recreation, hallway, restroom and shower rooms. At 9:00am I help the quarter master do the room inspection, it's important this areas to be clean for the students health. I clean for them and they can continue to be successful.
- *(Reporter 3)* –Safety of students. To routine check after 30 minutes for safety of cadets. I work for the safety of cadet's every day and night when they are on campus. Make sure they are safe before sleeping and make sure to sign-out before they leave campus. And also making sure that the student checks in with security when they come back from off campus. My role as a Security Officer is to keep the students safe.
- *(Reporter 4)* The balancing act is tough, but I try to keep it central and maintained: Enter class with forethought and prep behind me; solicit views and critiques from the students about what we do, how we do it, after two weeks, after 4. Immediately compile their evaluations of our class pace and activities, and immediately start the new activity require of their requests. We try this give and talk for one reason only; them, they are the students. COM is students-centered. And part of teaching is flexibility and techniques to mold curriculum and instructions around where the students are and where they're going.
- *(Reporter 5)* Continuous & effective recruitment efforts (communities and high schools for recruitment, grade schools for awareness).Improved & quality services and support offered to students by counseling (career, guidance, and academic), supplemental financial assistance (grants, scholarships), tutoring program, job placement, internship, on the job training, and on/off-campus activities including community services. To Increased retention, collaboration between relevant parties (instructors, tutors, staff), identification, monitoring, and advisement of at-risk students early on, and seminars and workshops for students to enhance skills (study, time management, etc.)

Group responses on the second Activity: Reflecting on Mission and Profile factors and Developing Focus Area for Action.

Group 1

Causes	Effects
↑ % tested into remedial	↑ % graduating @ 150% or more (of the normal time)
Shortage of qualified instructors	
Recommendations:	
<ul style="list-style-type: none"> • HS to offer various college prep courses/ collaborate w/ high schools • Provide supplemental programs to prepare HS students to be college ready 	

<ul style="list-style-type: none"> • Provide more trainings (for upgrading) to teachers • Offer better incentives for teachers 	
Geography (Setting/ Isolation)	Communication is a challenge (impact on recruitment)
	Out migration = better opportunities= ↓ 24 yrs and under (college-aged)
	Transportation to be good if limited and schedule is unreliable= negative effects on recruitment & retention. (Students are known to drop classes- with or w/out officially withdrew- to go on trips.)
Recommendations: <ul style="list-style-type: none"> • Boarding and housing arrangements to be offered • Seek other communication service providers • ↑ # of opportunities, ↑ attractive incentives • Collaboration and alignment of schedules between college and transportation agency 	

Groups 2 and 3

Diagram showing cause and effect relationships at play:

1. Migration-----> Low enrollment-----> Grant-----> improve recruitment
2. Migration-----> Low enrollment-----> Career Orientation-----> work with High Schools and Government agencies
3. Very Low Graduation Rate----->Program Management--> increased retention, student advisement and course offerings to national needs.

- Defined areas: More effective recruitment and enrollment programs, and Increased retention of entering students in fall-to-fall terms.
- Which existing offices or departments on campus will you need to involve in working on these issues/opportunities?

Answer: Recruitment/Retention- Student Services; Assessment- Research –IRPO; IT- Advertisement, Business Office- Grant; Academics -Instructional

ACTION PLAN

Defined areas: More effective recruitment and enrollment programs, and Increased retention of entering students in fall-to-fall terms.

Title: Recruitment and Retention

Main focus was on **Recruitment** and **Retention**. Based on the group discussion, these are the main items that harms our current status in college. Without recruiting and retaining students to extend their education, the college will not meet their needs. Therefore, below is a table that specify our goals, tasks, and strategies:

Goals	Tasks	Strategies
1. Stop out Migration	a. Public consultation	-Community Meeting
		-Island Chat (Radio)
		-Career orientation for High school students
		-Layout programs and conduct survey
		-Students' speakers or officers of the college.
		-Video presentation
	b. School Promotion	-Outdoor Competition(Sports, academic competition)
		-College sponsoring events for High school students.
		-Construct sports facilities

2. Retention	a. Limit Drop outs	-Provide effective tutoring
		-Provide learning facilities
		-Career counseling & advising
	b. Internship Job sites	-Linkage with government agencies and private agencies
	c. Work-study inside and outside college	-Same as above. Link with Government and Private agencies
	d. Campus Radio station	-Student with campus podcast
	e. Provide transportation/dormitory	-Free Transportation/Build Dorm
	f. Provide cafeteria	-Build cafeteria or cater

Group 4

This group came up with more effective way to improve the college and its mission statement. Gathering the data provided and the college mission statement, the group discussed using the cause and effect method. Below are the list of Causes and Effects:
CAUSE:

1. Lack of limited programs, instructors, and funds.
2. No internship or limited help from our community.

EFFECTS:

1. Students cannot graduate on time and they have not completed their course of 150% or normal time.
2. Lack of job opportunities after college.

The group discussed that if we have a more effective recruitment and enrollment programs involving the STUDENT SERVICES, INSTRUCTIONAL AND ADMINISTRATION, than our student success would increase. Here are the strategies below:

1. We begin recruitment from the junior year/continue to senior year at least 2x a sch. Year.
2. We work with the counselors at the high school to prepare the schools for college.
3. We increase a vocational training using the community to help by providing internship or on the job training to earn hours in any particular field.

Group 5

1. Examinations of graduates output over total population catering to the student demographic production. Realizing best practices and embrace it. Initiate cause and analysis to determine root cause of low turn in 2 year course. Create solid plan to address needs. Retention program to capture the students who are exhilarating issue in maintaining requirements. Establish tutoring program to resolve issue. Set scope tutoring to student's development. Student data is vital to determine when and how reshape initial plan. Case funding for top students to be specifically tailor toward a define program.

2. Action Plan:

- a. Core problems-analyze strengths/weaknesses
 - Programs are the backbone of the college
 - The college must have good/quality product in order to find buyers-"need base"
 - Review and assess programs for the college

There may be many factors that contributed to the problems, however, if KICC can list those factors and identify the **core problems** then prioritize which should be implemented first, it would paint a clear picture of where to begin. As we know, programs are the backbone of any institutions. KICC needs to provide the **right** products (programs) to its students based on needs. For underprepared student, the college needs to work with the high schools to “bridge the gap”. The College should have a certificate program that can help prepared students who want to go into degree programs. If KICC provides the **right programs**, retention and graduation rates can increase.

I will use Yap Campus as an example. Yap Campus offers mostly certificate programs. Certificate programs are designed for those students who want to work after completion. *That is not the case with our current students, most of our students in certificate programs want to go into degree program, but because of placement of COMET, they're placed into certificate programs.* We do not have any certificate program that can prepare them for degree programs. State Campuses at state level have the targeted student population with various needs. If we focus more on state level to provide the right programs, more students will remain in school and complete. At the same time, more students will be in degree programs who will eventually transfer to National Campus.

Reflecting on Mission And Profile Factors

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



Student success-ACTION PLANS

1st- Have available data as a tool to analyze-weaknesses and strengths

- ✓ Programs alignment-create new certificate programs (State, National, Student needs)

2nd -Recruitment/Marketing/Promoting

3rd - Retention-Provide quality services/instruction

- ✓ Programs expandable to include civil society, NGO and Community
- ✓ User friendly textbooks/availability and other materials
- ✓ Human resources development/capacity
- ✓ Fund generating programs or activities
- ✓ Facility improvement

4th -Student Success with core values

Presentation:

Action Plan for KICC Story

The KICC is in business to sell the **right products** available for its customers, satisfy its customers (students). First, the college needs to analyze strengths/weaknesses by taking the inventories of products (programs) available in stock to make sure the products are what the students need. There will be a lot of work to do, so all employees have to take part in it. When the right products (programs) are available, the college can promote them. Active marketing with quality products and services can attract a lot of customers (students). When the college receives students, the college needs to retain them so when they leave, they are satisfied. This is when all the services including all the resources available put to use, to make sure the quality services are provided. When they complete/graduate/transfer/work, they are the quality product of KICC.

Appendix -1

Summit Program and Agenda

Mini Visioning Summit
September 15, 2016, 8:30-3:30 PM & September 16, 2016, 2:30-5:00 PM

September 15, 2016, 8:30- 3:30 PM (Including External Stakeholders)

8:00-8:30 AM	Sign in & Breakfast
8:30-8:45 AM	Opening Remarks Dean Lourdes Roboman
8:45-10:45	<p>Mission Evaluation: Outcomes:</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ Review the mission fulfillment indicators and evaluate whether or not we deliver on our promise. <p>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.</p>
10:45-11:45	<p>Core Values: Outcomes:</p> <ul style="list-style-type: none"> • Assess the COM-FSM Core Values and discuss if they are: <ul style="list-style-type: none"> ○ 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 <p>Are there important gaps in those beliefs or principles that require consideration for revision?</p>
11:45-1:00 PM	Group Reporting / raffle / games / Lunch
1:00-1:45	<p>Institution-set Standards (ISS): “caught trying” Outcomes: Participants will:</p> <ul style="list-style-type: none"> • 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.
1:45-3:15	<p>Strategic Planning: Outcomes:</p> <p>In preparation for the development of Strategic Plan 2018-2023, participants will:</p> <ul style="list-style-type: none"> • 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 <p>Identify and prioritize five potential strategic directions for 2018-2023.</p>
3:15-4:00 PM	Group reporting & Assessment & grand raffle drawing

September 16, 2016 2:30- 5:00 PM (COM FSM Yap Campus and FSM FMI Faculty and Staff Only)

2:30 PM	Sign in
2:30-4:00 PM	<p>Case Study and Workshop: <i>Kawan Islands Community College: Using Data to Develop Action Plans and Strategies for an AANAPISI Grant to Improve Student Success.</i> Outcomes:</p> <ul style="list-style-type: none"> • Having team members create a 50-word story describing how their work contributes to Student Success at KICC; <ul style="list-style-type: none"> ○ 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.
4:00-5:00	Group reporting & Assessment & raffle

Appendix -2

Committee Planning

Mini-summit Chair Lourdes Roboman
Vice Chair Joy Guarin

Committees:

I Program & Invitation	Lourdes Roboman Joy Guarin	IV Facilities and Set UP Moses Namneg John Gimem Ezra Choor and Pius Mirey Louis Kobab Francis and Patrick G. All security officers at both campuses
II Docs & Publication	Dr. Murukesan Susan Guarin Pius Mirey Eva Buthung Lourdes R./ Joy G.	
III Registration	Rosemary Manna Monica Rogon Gertrude Mangarwen Regina Faimau Clotida Dugwen Emma Rutnag	V Refreshments Connie Rulyag Sharon Ourun Angela Figir Anastacia Rimang Ruerungun and Grathia Vincent and Leemed

Participants will be assigned to a total of 5 groups with 2 facilitators and a recorder per group.

❖ **Group 1**, Science Lab Classroom

Facilitators: Joe Falmed & Serphin I.

Recorder: Eva Buthung

❖ **Group 2**, Admin 2

Facilitators: Joy Guarin & Julie Waathan

Recorder: Angela Figir

❖ **Group 3**, Rooms 106-107

Facilitators: Steven Young-uhk & Lourdes Roboman

Recorder: Regina Faimau

❖ **Group 4**, Faculty Center

Facilitators: John Giltamngin & Jovita Masiwemai

Recorder: Sarah Mooteb

❖ **Group 5**, Student Lounge

Facilitators: Cecilia Dibay & Rhoda Velasquez

Recorder: Monica Rogon

September 16th, 230 – 5pm, Classroom Block

Participants: All faculty & staff at Yap Campus & FSM FMI

Appendix -3

Attendance Groupings Friday, September 16, 2016

COM-FSM, YAP CAMPUS

MINI SUMMIT

September 15, 2016



Group 1 - (SCIENCE LAB)

<u>Name</u>	<u>Agency/Office</u>	<u>Sign-up sheet Morning Contact# & Email Address</u>	<u>Sign-up sheet Afternoon Contact# & Email Address</u>
1 Joseph Defngin	FMI		
2 Serphin Ilesiyalo	Yap Campus		
3 Eva Buthung	FMI		
4 Rosemary Manna	Yap Campus		
5 Martin Ruwniyol	CRE		
6 Sharon Ourun	Yap Campus		
7 Mark Googag	CRE		
8 Selven Wolelmal	CRE		
9 Benjamin Spour	FMI		x
10 Helen Ruerungun	FMI		
11 Jensky Rikrik	SBA Officer Yap Campus		
12 Roger Kimel	FMI Student		
13 Frank Rigag	YC Student		
14 Bayllenbut T	YC Student		
15 Angelino Y	YC Student		
16 Emerald F	YC Student		x
17 Casey Jibemai	V6AI Radio		
18 Jonathan Marmar	Public Works & Transportation	350-2175	x
19 Jesse Salalu	BOR	350-2155	
20 Drake Logoty	YC Student		x
21 Lovetta Rungun	Lead Tutor		
22 Bernard Gorong	WED, Dept. of Resources & Development	350-2182	
23 Naz Ganangred	Maap School		x
24 Joshua Falluwem	YC Student		x
25 John Sangog	Colonia Middle School	350-2153	x
26 Dominic Fanasog	Dept. of Education	350-2285	
27 Geraldine Mitagyow	Small Business Dev. Center	350-4801	



Group 2 - (ADMIN 2)

<u>Name</u>	<u>Agency/Office</u>	<u>Sign-up sheet Morning Contact# & Email Address</u>	<u>Sign-up sheet Afternoon Contact# & Email Address</u>
1 Joy Guarin	Yap Campus		
2 Julie Waathan	Yap Campus		
3 Angie Figir	CRE		

4	Clotilda Dugwen	FMI		
5	Raymond Permitez	Yap Campus		
6	Alvin Sinem	FMI		
7	Jacqueline Whitfall	Yap Campus		
8	Moses N. Faimau	Yap Campus		
9	Ignathio Tamagchoy	CRE		
10	Grace Mitray	FMI		x
11	Lenson Dum	FMI student		
12	Mary Berngn Figir	Former BOR	mbfigir@yahoo.com	
13	Regina Laagsag	Legal Service	rlaagsag@mlscnet.org	
14	Genevieve F You	Yap Investment Trust	ggilmoon@yapstategov.org	
15	Merlyn Guchol	Public Works & Transportation	publicworksao@gmail.com	x
16	Thomas Filemal	Governor's Office	tomfilemal@gmail.com	
17	Jonaitha Letasurtill	YC student		x
18	Maria Marfel	Health Services	mmarfel@fsmhealth.fms_tamagken@gmail.com	
19	Sebastian Tamagken	Media & Protocol Div.	m	x
20	Martin Kenmed	Marine Resources Div.	350-2350	
21	Anna Boliy	Health Services	350-2110	
22	Concepcion A Arles	Office of Public Auditor	caarles@auditoryap.org	x
23	Brian Southwick	Scholarship Office	southyap@yahoo.com	
24	Sabino Sauchomal	Yap Campus	350-2198	
25	Anne-Marie Laamar	JCCO	350-8681	x
26	John Faimau	JCCO	350-8681	x
27	David Rulul	YC student		x
28	Jesse Haglelfeg	Dept. Health Services	350-3446	x
29	Elizabeth M Phal	Div. of Personnel	350-2142	x
30	Doris Laeiumaeng	YC student	350-8746	x

Sign-up sheet Morning

Sign-up sheet Afternoon

Group 3 - (CLASSROOM BLOCK)

	<u>Name</u>	<u>Agency/Office</u>	<u>Contact# & Email Address</u>	<u>Contact# & Email Address</u>
1	Lourdes Roboman	Yap Campus		
2	Steven Young-Uhk	CRE		
3	Regina Faimau	FMI		
4	Rosa Tacheliol	Yap Campus		
5	Semesa Senikuraciri	FMI		
6	Susan Guarin	Yap Campus		
7	Joachim Gaeb	CRE		
8	Edmund Wogthuth	FMI		
9	Emmy Rutnag	CRE		
10	Francis Lubumad	FMI		
11	Mary Mootinag	Yap Campus		
12	Barkley George	FMI student		
13	Marcus Blame Sermai			x
14	Michael Wienceh	Yap Catholic High School	ychsprincipal@gmail.com	x
15	Margaret M Rikrik	Yap Women's Association	morikrik@yahoo.com	
16	Dominic Gilfen	Yap Cooperative Association	dgilfen@yahoo.com	
17	Vincent Figir	Former Governor	350-2731	
18	Sebastian Anefal	Embassador, FSM DM		

19	Devon Mirey	YC Student		x
20	Charles Yalaarow	Dept. of Education	350-2152	x
21	Lucy G Gilmeem	YC Student		
22	Aileen Tareg	Dept. of Health Services	350-2174	
23	Peter J Tairuwepiy	Community		
24	Marie Laamar	Yap Chamber of Commerce	ycc_director@mail.fm	x
25	Teresa Filepin	Dept. of Education	tfilepin77@gmail.com	x
26	Jonathan Fathal	Office of Planning & Budget	jffathal@gmail.com mfathal@yapstategov.o	
27	Moses Fathal	Office of Attorney General	rg	
28	Tommy Tamangdad	FSM Postal Service	fsmpostalyp@mail.fm	
29	James Limar	Small Business Dev. Center	350-4801	x
30	Coreen Laeguilug	Parents	350-5444	
31	Ignathius Maluchelmar	YC Student		

Group 4 - (FACULTY CENTER)

Sign-up Sheet Morning
Contact# & Email Address

Sign-up sheet Afternoon

<u>Name</u>	<u>Agency/Office</u>		
1	John G. Giltamngin	FMI	
2	Jovita Masuwemai	Yap Campus	
3	Sarah Mooteb	CRE	
4	Gertrude Mangarwen	Yap Campus	
5	Matthias Ewarmai	FMI	
6	Elijah Tarofalmal	CRE	x
7	Pius Mirey	Yap Campus	
8	Randy Yarofelug	CRE	
9	Patrick Gicheg	FMI	
10	Annastasia Rimang	Yap Campus	
11	James P Falag	SBA Officer Yap Campus	
12	John Biyowtamdad	FMI student	
13	Lenson Dum	FMI student	
14	Twilla Leyarofsug	YC Student	
15	Courtney Lailmar	YC Student	
16	Jerwin T Fanasog	Yap State Election Comissioner	350-6130
17	Junior Siugwemal	YC Student	
18	Francis Itimai	Dept. of Youth & Civic Affairs	350-2168
19	Jonathan F W Chugen	Office of Attorney General	350-2105
20	Charles Matam	YC Student	x
21	Carol Tinam	Yap High School	350-2158
22	Robert Yinmed	FSM Immigration	350-2126
23	Quintina Letawerpiy	Public Defender	350-2163
24	Tony Giltmag	Fanif Comm. School	350-44.14
25	Tom Fetan	MR&T Enterprises	350-4000
26	Erick Ruepong	FSM Social Security Admin.	350-2309
27	Vincent Tafileluw	Yap Visitors Bureau	350-2298
28	Ryan Tamngig	YC Student	
29	Genista Kadannged	National Election Comissioner	350-4217
30	Valentino Orhailil	Dept. of Agriculture & Forestry	350-2183

Sign-up Sheet - Morning

Sign-up Sheet - Afternoon

Group 5 - (STUDENT CENTER/LOUNGE)

Name Agency/Office Contact# & Email Address Contact# & Email Address

1	Cecilia Dibay	Yap Campus		
2	Rhoda Valesquez	Yap Campus		
3	Monica Rogon	Upward Bound		
4	Robert Yangerlou	Yap Campus		
5	Alex Raiuklur	FMI		
6	Ezra Choay	Yap Campus		
7	George Chuwmai	CRE		
8	Connie Lubueg	Upward Bound		
9	Rufus Yaisolug	FMI		
10	Louis Kobab	Yap Campus		
11	Tarsila Rutneg	Yap Campus		
12	Nichelle Yinugtamag	SBA President – YC		
14	Christopher Hackson Adrienne-Renee	FMI Student		
15	Legalishtip	YC Student		
16	Philip T Ranganbay	WCHC	pranganbay@fsmhealth.f	
17	Nicholas Figirlaarwon	Senator – YSL	quincy_somar@yahoo.co	
18	Quincy Somar	UB tutor Environmental Protection	m	
19	Christina Fillmed	Agency	epayap@mail.fm	
20	Preston Defan	YC Student	350-4719 mlefagochog@fsmhealth.f	
21	Margaret Lefagochog	Dept. of Health Serv.	m	
22	Calisio Rawel	Dept. of Public Safety Yap Historical Preservation	350-5041	x
23	Francis Reg	Office	yaphop@mail.fm	x
24	Tony R Torwan	WED, Dept. of R&D	ttorwan@yapstategov.org	
25	Lorenzo Sartilug	Dept. of Education	lsartilug@gmail.com oas_ppm@yahpstategov.o	
26	Juliana Gurwan	OAS, P&PM	rg	
27	Raphaela Tinngin	Dept. of Agriculture & Forestry		x
28	Lourdes Ilemangmal	Parent Yap Historical Preservation		
29	John Runman	Office	350-4226	
30	Domeita Lemangirik	Parent Early Childhood Education		
31	Cindy Lawichyang	Office	lawichc@yahoo.com	
32	Denitha Wichilbuch	YC Student		
33	Erika Yelingmai	YC Student	350-2060	

Total for AM- 151, for PM- 107

Appendix -4
Attendance
Groupings Friday, September 16, 2016

Group 1 - BLUE (SCIENCE LAB)

1. Joseph Defngin	FMI
2. Serphin Ilesiyalo	Upward Bound
3. Eva Buthung	FMI
4. Rosemary Manna	Yap Campus
5. Martin Ruwniyol	CRE
6. Sharon Ourun	Yap Campus
7. Mark Googag	CRE
8. Selven Wolelmal	CRE
9. Helen Ruerungun	FMI

Group 2 - RED (ADMIN 2)

10. Joy Guarin	Yap Campus
11. Julie Waathan	Yap Campus
12. Angie Figir	CRE
13. Clotilda Dugwen	FMI
14. Raymond Permitez	Yap Campus
15. Alvin Sinem	FMI
16. Jacqueline Whitfall	Yap Campus
17. Moses N. Faimau	Yap Campus
18. Ignathio Tamagchoy	CRE
19. Grace Mitray	FMI
20. John Berry	FMI

Group 3 - GREEN (CLASSROOM BLOCK)

21. Lourdes Roboman	Yap Campus
22. Steven Young-Uhk	CRE
23. Regina Faimau	FMI
24. Semesa Senikuraciri	FMI
25. Susan Guarin	Yap Campus

26. Joachim Gaeb	CRE
27. Emmy Rutnag	CRE
28. Francis Lubumad	FMI
29. Mary Mootinag	Yap Campus

Group 4 - BROWN (FACULTY CENTER)

30. John G. Giltamngin	FMI
31. Jovita Masuwemai	Yap Campus
32. Sarah Mooteb	CRE
33. Gertrude Mangarwen	Yap Campus
34. Matthias Ewarmai	FMI
35. Elijah Tarofalmal	CRE
36. Pius Mirey	Yap Campus
37. Randy Yarofelug	CRE
38. Patrick Gicheg	FMI

Group 5 - BLACK (STUDENT CENTER/LOUNGE)

39. Cecilia Dibay	Yap Campus
40. Rhoda Valesques	Yap Campus
41. Monica Rogon	Upward Bound
42. Robert Yangerlou	Yap Campus
43. Alex Raiuklur	FMI
44. Ezra Choay	Yap Campus
45. George Chuwmai	CRE
46. Connie Lubueg	Upward Bound
47. Rufus Yaisolug	CRE
48. Louis Kobab	Yap Campus
49. Tarsila Rutneg	Yap Campus
50. Philip T Ranganbay (Stakeholder)	Waab Community Health Clinic

Total Yap Campus- 35

Total FSM FMI-14

Stakeholder- 1

Total - 50

Appendix -5

ASSESSMENTS

Assessment of Visioning Summit Morning Session.

Scale: Strongly disagree(SDA)- 0.1-1; Disagree(DA) 1.1-2; Neutral (N)2.1-3; Agree(A) 3.1-4; 4.1-5 Strongly Agree.(SA)

Outcomes: Core Values	Group	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	WEIGHTED MEAN	DESCRIPTION
1. Assessed the COM-FSM Core Values and discussed if they are representative of beliefs that would influence employee and student behavior.	Group 1	4	11	1			4.19	SA
	Group 2	8	7				4.53	SA
	Group 3	8	13	2			4.26	SA
	Group 4	7	14	2			4.22	SA
	Group 5	3	8	1			4.17	SA
Average weighted Mean							4.27	SA
2. Assessed the COM-FSM Core Values and discussed if they are representative of the essence or “heart” of the college.	Group 1	4	11	1			4.19	SA
	Group 2	9	6				4.60	SA
	Group 3	15	18	2			4.04	SA
	Group 4	4	14	5			3.96	A
	Group 5	2	9	1			4.08	SA
Average Weighted Mean							4.174	SA
3. Assessed whether the COM-FSM Core Values are principles that best guide behavior over time.	Group 1	4	10	2			4.125	SA
	Group 2	10	5				4.67	SA
	Group 3	7	14	2			4.22	SA
	Group 4	4	17	2			4.09	SA
	Group 5	3	4	5			3.83	A
Average Weighted Mean							4.187	SA
4. Assessed the COM-FSM Core Values to identify any gaps in the beliefs and principles that require consideration for revision.	Group 1	5	9	2			4.19	SA
	Group 2	9	6				4.6	SA
	Group 3	3	19	1			4.09	SA
	Group 4	4	17	1	1		4.04	A
	Group 5	4	6	2			4.17	SA
Average Weighted Mean							4.218	SA
Outcomes: Mission Evaluation								
5. Reviewed the required components of the mission statement and discussed how well the	Group 1	6	8	2			4.25	SA
	Group 2	10	5				4.60	SA
	Group 3	11	9	3			4.35	SA
	Group 4	7	14	2			4.22	SA
	Group 5	4	6	2			4.17	SA

mission aligns with, and meets those, criteria.								
Average Weighted Mean							4.318	SA
6. Reviewed the mission fulfillment indicators and evaluated whether or not COM-FSM delivers on its promise.	Group 1	6	9	1			4.30	SA
	Group 2	9	6				4.60	SA
	Group 3	8	12	3			4.21	SA
	Group 4	5	13	5			4.00	A
	Group 5	4	5	3			4.08	SA
Average Weighted Mean							4.236	SA
7. 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.	Group 1	8	5	3			4.30	SA
	Group 2	9	5	1			4.53	SA
	Group 3	6	14	2	1		4.09	SA
	Group 4	5	12	5	1		.3.70	A
	Group 5	4	7	1			4.25	SA
Average Weighted Mean							4.174	SA
8. Discussed the relevancy of our mission against our intended markets and the range of essential services necessary to adequately serve those markets.	Group 1	4	10	2			4.13	SA
	Group 2	8	7				4.53	SA
	Group 3	6	15	1	1		4.13	SA
	Group 4	5	14	4			4.04	A
	Group 5	3	6	3			4.00	A
Average Weighted Mean							4.166	SA
Outcomes: Institution-Set Standards								
11. Review ACCJC Commission Recommendation 1 (ACCJC Action Letter).	Group 1	5	6	1			4.33	SA
	Group 2	7	5	3			4.27	SA
	Group 3	5	17	1			4.17	SA
	Group 4	5	6	3			4.14	SA
	Group 5	3	9				4.25	SA
Average Weighted Mean							4.232	SA
12. Be able to define the term Institution-Set Standards (ISS).	Group 1	5	6	1			4.33	SA
	Group 2	7	6	2			4.33	SA
	Group 3	6	17				4.26	SA
	Group 4	4	8	2			4.14	SA
	Group 5	3	8	1			4.17	SA
Average Weighted Mean							4.246	SA
13. Be able to describe how ISS are used.	Group 1	5	5	2			4.25	SA
	Group 2	5	8	2			4.5	SA
	Group 3	9	14				4.39	SA
	Group 4	3	7	4			3.93	A
	Group 5	4	7	1			4.25	SA

Average Weighted Mean							4.264	SA
14. Discuss more vigorous ISS and stretch targets, and commit to “trying” for their achievement	Group 1 Group 2 Group 3 Group 4 Group 5	4 6 9 2 3	6 7 14 7 9	2 2 5			4.17 4.27 4.39 3.79 4.25	SA SA SA A SA
Average Weighted Mean							4.174	SA
15. Understand trying to improve and failing is okay, but failing to try is not okay.	Group 1 Group 2 Group 3 Group 4 Group 5	6 7 10 3 5	5 5 12 6 5	1 3 1 5 2			4.42 4.27 4.39 3.86 4.25	SA SA SA A SA
Average Weighted Mean							4.238	SA
Outcomes: Strategic Planning								
16. Review the current strategic plan and strategic directions.	Group 1 Group 2 Group 3 Group 4 Group 5	5 9 7 5 4	5 5 16 8 6	2 1 1 2			4.25 4.53 4.30 4.29 4.17	SA SA SA SA SA
Average Weighted Mean							4.308	SA
17. Briefly review the Quality Focus Essay (QFE).	Group 1 Group 2 Group 3 Group 4 Group 5	4 10 5 3 5	5 4 16 7 5	3 1 1 4 2	1		4.08 4.60 4.09 3.93 4.25	SA SA SA A SA
Average Weighted Mean							4.19	SA
18. Be able to describe the use of the Strategic Plan.	Group 1 Group 2 Group 3 Group 4 Group 5	3 9 4 5 4	8 4 18 8 6	1 2 1 1 2			4.17 4.47 4.13 4.29 4.17	SA SA SA SA SA
Average Weighted Mean							4.246	SA
19. Identify components of the Strategic Plan still relevant to us as a community and a college.	Group 1 Group 2 Group 3 Group 4 Group 5	4 7 7 5 5	7 7 14 8 5	1 1 2 1 2			4.25 4.4 4.22 4.29 4.25	SA SA SA SA SA
Average Weighted Mean							4.282	SA
20. Identify and prioritize five potential strategic directions for 2018-2023.	Group 1 Group 2 Group 3 Group 4 Group 5	2 11 7 4 4	8 4 15 9 6	2 1 1 2			4.00 4.73 4.09 4.21 4.17	SA SA SA SA SA
Average Weighted Mean							4.24	SA

11. What did you enjoy the most about the Visioning Summit today?

Group 1

- the Mission statement
- Core values (2)
- discussion of ideas on how and what changes or additional information needs to be included into our mission statement
- core values and strategic planning
- Feedback from stakeholders
- Discussion; hearing opinions of others
- Teamwork and sharing of information
- Listening and get new ideas
- Mostly, the activities and also some important things about COM that we all talk about

Grup 2

- enjoyed and learned from discussion with others and see different point of view.
- the fact that I am a student, make it enjoyable. Moreover, teamwork was well interesting
- interaction, optimistic of all, especially coming together to discuss ways to improve our education system.
- I did enjoy learning and etc.
- working together on plans and programs of the college.
- meeting different people-stakeholders with a very good/intelligent opinions/comments
- discussions and different point of views and suggestions from the members.
- discussion about core values and strategic planning
- the institution-set standard
- knowing more about COM campus
- working in groups
- the discussions
- meeting new people; learning and using details of how COM builds its institutional practice(s)

Group 3

- Visions of the participants for future improvement of COM
- wider participation of participants from different sectors
- that because I want to know more about strategic directions
- at least for the group I was in, the open discussion was great.
- grouping activities; food and snacks!
- Evaluation of the whole plan.
- The fact that how the college as one and the plans in place to better the production in service.
- discussion of the mission statement and the ISS. Data presented are interesting.
- group discussion
- group work
- there is no school today, but I learn some new things from summit
- group discussions, and of course the refreshment
- group work
- understanding the core values, evaluating mission statement, etc.
- discussions and activities
- I enjoy everything, I get to know where the COM-FSM are at and program that offer student and will benefit them.
- group discussion
- mission evaluation, institution-set standards and strategic planning

Group 4

- enjoyed the frank contributions
- the opportunity to learn/s interact with faculty/stakeholders
- food catering was great! There was always refreshments. Good Job guys!

- the enthusiasm of participant and especially the stakeholders working together.
- I enjoyed the effort of all members of this team, especially from our community.
- enjoying strategic planning and COM FSM core values
- refreshment
- discussion regarding the five potential strategic directions
- the part about student success
- the different contributions given by people in the group along with the food.
- I enjoyed listening to people's comments.
- I really enjoy everything about the summit

Group 5

- the group discussion with different perspective and rationales behind them
- about the mission statement
- the diverse feedback
- learning, listening
- more on the core values
- raffle, group discussion, snack and lunch
- the group discussion and dialogue in regards to the topic at hand
- hearing people's ideas.... different. It was educational and useful to me-

12. What did you enjoy the least about the Visioning Summit today?

Group 1

- None (2)
- Strategic Planning
- Raining
- All were good
- Less time
- It is about strategic planning

Group 2.

- it is along day.
- the speaking of high vocabulary. I was with well educated, comprehension was not the same.
- nothing, I have enjoyed every moment spent here.
- I enjoy refreshment
- the weather
- None
- too many topics in a short time.
- lot of information to digest in a short time frame.
- the prize activity
- felt rushed to go through all the information
- the time went so quickly

Group 3

- Should have been more prepared in terms of amount of time I reviewed the materials.
- I enjoy teamwork.
- N/A
- Handouts should be stapled so as to be organized for each session. Paper clips are not enough to keep papers from being mixed up especially when some didn't have pages numbered.
- I enjoyed every aspects of it.
- the fact that I was not able to be on the same page with the group, I mean I was lost.
- too much paperwork, limited to go over all of them.
- sharing ideas
- No prize for me during raffle
- I enjoyed this summit, coz I met some new people and learned some new things.
- Not enough time and information to help with forming decisions

- No a/c
- timing- too long
- I did not like the weather
- sharing ideas
- core values

Group 4

- materials that presenters had minimal knowledge on
- the weather
- none
- confusion
- I enjoyed everything being discussed
- ok
- nonsense question

Group 5

- The presenters are not prepared and waste a lot of time trying to _____ through the presentation
- Discussion on strategic planning (2)
- not enough raffles
- eating food, enjoy being
- None
- not understanding what I'm reading. Too much information

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

Group 1

- Yes (8)
- perfect
- Yes, lots of collaboration going on

Group 2

- pretty much
 - Yes (10)
- For the most part, Yes

Group 3

- Yes (10)
- Yes! Definitely.
- Not really, coz only a few expressed their views and ideas, but not others.
- Yes, of course.
- Yes. Everyone is encouraged to participate.
- Yes, working as a team is better than individual.
- somewhat, some of the mix vague instructions and form with quiet personalities was not conducive to full discussion.
- Yes, it is
- Yes, I do.
- The teamwork was excellent

Group 4.

- Yes (11)
- I guess
- I believe the team did the best they could with little resources (data) they had

Group 5

- Yes (6)
- Yes, outputs were shared and discussed
- teamwork were very; accurate and sharp

14. What would you have improved for a better experience today?

Group 1

- Cultures
- Learned more about our college
- The summit was good and well organized from my point of view
- Both session went well
- Better preparation; more organize next time.
- All were ok.
- More time
- Somegood things about COM-FSM

Group 2

- have courage to continue for better practices.
- teamwork
- people that were invited to be sure to attend, and complete what we are set out to do, not to live the day is over.
- not very much else
- none
- more time
- maybe more discussions on what are the contributing factors to rates success and more brain storming for ideas.
- read, understand, and execute contents of this summit
- perhaps allowing more time to pour through all information and thoroughly digest.

Group 3

- familiarizing myself to materials and stats.
- improved on what we done on strategic planning
- enough time for all the reading material. Important to know before hand what is to do!
- moderator could make sure we were all on the same page before beginning his explanations. Use of a microphone.
- more realistic and holistic approach to reflect the reality of today.
- If only I know more, I could add in a penny to discussion.
- documents should be give a day or two before summit so we could scrutinize them and be more active in discussions.
- nothing. everything perfectly (2)
- all was good
- I experienced that COM-FSM would be a better college by this summit.
- Allow more time or explain more background info especially regarding COM programs and actual practices.
- need intro to college system and makeup; PPT and highlights of data; less papers or at least booklet style with page numbers for everything.
- no improvement need
- this campus grade standard
- we should have music entertainment during lunch time.
- not much

Group 4

- more frequent summits
- organization
- acquire more data from local and national campus
- participants to be well-informed about information in order to make the best decision.
- more time to read the documents in our folder, to be more qualified to make recommendations and suggestion
- well prepared.
- more discussions and enough materials provided

-for this kind of stuff need more time or (length of time)

-Prizes, more phone cards

-I wish more people share more.

-extend to 1 week workshop.

Group 5

-Facilitators should be well prepared

-SLO

-better document orientation to avoid confusion on participants.

-to keep good discussion as much as we can to help our system grow better.

-another summit if possible

-increase the numbers of staff.

September 16, 2016, 2:30-5:00 PM

Outcomes.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean
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.	24	17	3	1		4.49- SA
2. Team members shared and discussed their 50-word stories.	23	19	3			4.51- SA
3. The team compiled and transcribed those stories into a folder.	20	21	2			4.42- SA
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.	24	18	1			4.53-SA
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.	25	15	3			4.51-SA
6. The team communicated results of the activity with at least one other team.	27	15		1		4.56-SA
7. The team compiled a portfolio of the action plans and strategies into a folder.	23	16	3	1		4.40-SA
AVERAGE WEIGHTED MEAN						4.49- SA

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

-Yes (30)

-We did okay

-I suppose. It is difficult not to rush in and fill the silences when most members won't talk

-Yes, I do.

-absolutely yes

-our team was the best. No. 1

-we tried

-I think so. We did a lot of intelligent discussions

-Yes, we sure did

-some, yes-

9. What did you enjoy the most about this afternoon's activity?

- sharing ideas
- outline of team action plan
- group discussion (9)
- being in Julie's group, she's very patient about team member short-comings and catching one up.
- talking and sharing ideas
- Yes, best discussion
- learn more about college were
- about the 50 words story
- working with others
- summit meeting
- I enjoyed the discussion because it stimulate thought and have learned a lot.
- sharing of story
- the involvement of everyone in developing an action plan (teamwork)
- gathering and discussions
- group discussion/sharing ideas
- comparison with male and female enrollment, retention of both success and failures, ____to jobs on hand
- all
- Group presentation
- presentation of reports from all groups. It was a good learning experience.
- group report at the end of the summit
- discussion on those data would be success with our students
- more understanding and diplomatic knowledge
- the fact that we tried to put something on paper although we do not fully comprehend the work.
- the interactions and intelligent discussions of the team seeing/comprehending the bigger picture.
- discussion and cooperation from other members
- group presentations and group discussion
- discussion and analyzing of data; group work
- collaboration
- I enjoy whatever were doing in this classroom
- Mirroring the case study to our institution
- comparing group reports results

10. What did you enjoy the least about this afternoon's activity?

- Too short
- diverse discussion
- Rushing
- very short
- tired-too hot
- hot room
- At first it was very hard to get some members to participate (later they participated)
- room temperature
- I don't really know where to begin in formation of a plan of action
- the confusion in our group
- none(5)
- nothing much
- not enough time
- too,little time to work on an action plan
- very hot, noisy fan (5)
- writing story

- It's too hot to focus on what were discussed
- everything is okay
- the more learn in the morning
- time of day/ hot
- the temperature in the room was not conducive to working condition
- need more time for in depth discussion for a well organized and well thought out action plan.
- the reading
- know more about the needs of the college
- meeting with others
- afternoon activity
- group discussion

11. What would you have improved for a better experience today?

- better setting, too hot. Noisy unable to hear the speaker
- more time to discuss

- None
- The room was too hot. Maybe move the summit to an aircon room. Better environment, better thinking.
- this kind of work needs more time, and in a cooler place (2)
- excellent- no comment
- I need to have another summit year to come
- need more time and do more activities
- more time allotted for analyzing data and coming up with an action plan.
- place and a little bit more time
- group discussion
- cultural activities
- to share info and discuss what needs to be best to serve our students
- to have it in the morning
- more time needed
- about how we improve students
- need longer time
- better time of day to conduct / more time to work on activity
- provide a venue where working condition is conducive and provides an atmosphere for working.
- More time (2)
- more ventilation. It is very hot in the room
- very hot today
- have facilitators explain more so everyone in the team can better understand and may contribute
- selected few to work on this item after general (whole group) discussions
- my job
- improve service and bets practices
- understanding
- n/a
- have ice cream at the beginning and also at the end.
- this is very good summit, need to have more time in the future.
- no changes