**The College of Micronesia-FSM**

**Strategic Plan 2013-2017**

**April 19, 2013**

**Vision**

***Existing:*** *The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally connected, accountable, healthy and able to live in harmony with the environment and the world community*.

**Vision**(proposed options)

College of Micronesia-FSM Aspires: Our goal over the next five years is to transform COM-FSM into a learning organization that is a financially sound, premier community college recognized for exceptional student experience, exceptional employees, and our contributions to national success. (Second Highest Ranked)

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. (Highest Ranked)

~~College of Micronesia-FSM will be a best practices higher learning community committed to the development of an educated citizenry.~~



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| Answer Options | 1 | 2 | 3 | Rating Mean | Response Count |
| Option A | 82 | 71 | 51 | 1.85 | 204 |
| Option B | 88 | 88 | 28 | 1.71 | 204 |
| Option C | 34 | 45 | 125 | 2.45 | 204 |

**Board Endorsed Strategic Directions:**

The College of Micronesia-FSM has focused on six strategic directions for the COM-FSM vision of where we want to go as an organization over the next five years.

*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 FSM students.

*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.

*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.

*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.

*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.

*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.

*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 FSM students.

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

Measures of Success

* Evidence of new pedagogy
* Evidence of new curricula
* Retention/persistence rates (year by year enrollment)
* Graduation rates
* Number of students who transfer to four-year degree programs
* Internship experiences
* Exit interview assessments
* Job placement of graduates
* CCSSE survey results
* ISLO assessment
* Longitudinal graduate surveys

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| * Original
 | Suggested |
| * Evidence of new pedagogy
* Evidence of new curricula
* Retention/persistence rates (year by year enrollment)
* Graduation rates
* Number of students who transfer to four-year degree programs
* Internship experiences
* Exit interview assessments
* Job placement of graduates
* CCSSE survey results
* ISLO assessment
* Longitudinal graduate surveys
 | **Student Performance*** Student success rate in core academic skill areas (course completion and course retention rates)
* College course success rate (course completion and course retention rates)
* Student academic standing by major
* Developmental student success rates (course complete ion and course retention rates)
* Developmental student success in first college-level course
* Impact of new pedagogy on student success
* Impact of new curricula on student success
* College level grade distributions
* General Education Assessment
* Intuitional Student Learning Outcomes Assessment
* Distance learning outcomes (as they become available)

**Completion and Transfer*** Certificate and degree complete rates (@ 100%, 150%, & 200%)
* Transfer rates (external - PPEC schools)
* Performance at transfer institution (external - PPEC schools)
* State campus transfer rates (internal – from state campuses to national campus)
* Performance of state campus transfer students at national campus

**Retention and Persistence*** Fall-spring persistence and Fall-fall retention rates

**Job Market*** Career program completer’s employment status (within FSM)
* Employer rating
* Internship experiences

**Satisfaction and Engagement*** CCSSE & CCFSSE
* College satisfaction surveys

**Other Institutional Effectiveness Measures*** Average credit section size
* Cost per credit hours and FTE students
* Student/faculty ratio
* Student/student services staff ratio
* Instructional faculty load
* Percent of program reviews meeting college quality standards
* Assessment of “best practices” against Micronesian society and culture
 |

*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.

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| 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.
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Measures of Success

* Articulation agreements
* Partnership programs
* Viable distance learning options

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| Original | Suggested (note: future articulation and partnership agreements need to have data exchange built into the agreements – gathering data on current agreements may be difficult ) |
| * Articulation agreements
* Partnership programs
* Viable distance learning options
 | * Articulation agreements (Number of agreements and number of students who take advantage of those agreements)
* Partnership agreements (Number of agreements and number of students who take advantages of those agreements)
* Number of courses and credit hours delivered via distance learning (Also include student success related information under strategic indicative 1 once distance learning program is in place)
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| Strategic Plan Goal 2.2: Strengthencareer and technical 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; and
* Focusing on programs and courses to support career and technical education development benefitting both students and future employers.
 |

Measures of Success

* Viable opportunities with agencies and NGOs development
* Training opportunities
* Viable opportunities for increased student access to certification examinations
* Evidence of new pedagogy
* Evidence of new curricula
* Job placement
* Number of internships
* Employer surveys of graduates/interns

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| --- | --- |
| Original | Suggested |
| * Viable opportunities with agencies and NGOs development
* Training opportunities
* Viable opportunities for increased student access to certification examinations
* Evidence of new pedagogy
* Evidence of new curricula
* Job placement
* Number of internships
* Employer surveys of graduates/interns
 | **Certification examinations*** Descriptive statistics of certification examinations available, percent passing the examinations and impact on employment.

**Training and Opportunities*** Descriptive statistics for training by category (out of school youth, non-college bound students, national, state and private sector existing workforce upgrading, etc.) including job placement.
* Assessment of impact of training on work performance.
* Assessment of training opportunities program design and impact.
* Descriptive statistics regarding internships including intern performance and related job placement.
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*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.

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| Strategic Plan Goal 3.1: Maintain a financially sound, fiscally responsible institution by:* Generating diversified revenue sources;
* Creating an allied foundation;
* Accumulating reserves; and
* Accumulating endowment assets.
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Measures of Success

* Established allied foundation
* Revenue sources
* Reserve fund balance
* Endowment asset balance
* Investments
* Grants
* Other revenue sources we should include?

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| Original | Suggested |
| * Established allied foundation
* Revenue sources
* Reserve fund balance
* Endowment asset balance
* Investments
* Grants
* Other revenue sources we should include?
 | **Students financials*** The number rand percent of recent FSM High School graduates who attend COM-FSM.
* Percent of students receiving US financial aid and average financial aid received.
* Dollar amount and percent of students receiving either FSM national or state grants assistance and average amount received.
* Affordability of the college tuition, fees and other costs.
* Percent of students in good financial standing for US and FSM aid programs.

**Endowment and Fund balance*** Dollar amount and percent change in fund balance per year.
* Dollar amount and percent change in endowment per year.
* Descriptive statistics for investment related to college funds.

**Revenue Sources and Allocations*** Diversity of revenue sources
* Impact of alternate revenue schemes for financing higher education in the FSM.
* Tracking of CTE revenue for training programs.
* Amount, impact and analysis of cost benefit of grant programs for the college.
* Tracking revenue against budget projections.
* Tracking allocation and expenditures against cost categories.
* Evidence of linkage of program review to resource allocation

**Other Institutional Effectiveness Measures*** Average credit section size
* Cost per credit hours and FTE students
* Student/faculty ratio
* Student/student services staff ratio
* Instructional faculty load
* Performance accounting of costs.
* Comparing cost and impact of distance learning against regular instructional programs.
* Tracking Total Cost of Ownership for facilities and equipment.
* Assessment of viability of college programs against National and State Plans and Needs
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*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.

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

Measures of Success

* Credentials/degrees/professional designations
* Professional memberships/affiliations
* Aspirational goals
* CCSSE
* Professional contributions (publications, presentations, committee service, etc.)

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| --- | --- |
| Original | Suggested |
| * Credentials/degrees/professional designations
* Professional memberships/affiliations
* Aspirational goals
* CCSSE
* Professional contributions (publications, presentations, committee service, etc.)
 | * Tracking of faculty and staff credentials.
* Tracking of faculty and staff professional memberships and affiliations.
* Diversity of faculty and staff
* Employee turnover for faculty and staff
* Percent of filled positions for the college
* Tracking professional contributions (publications, presentations, committee service, etc.)
* Satisfaction rates for programs.
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| 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.
 |

Measures of Success

* Capacity needs assessment
* Prioritization of capacity needs
* Identified capacity needs with resource allocation
* Assessment of impact
* Professional development achievements
* Meeting accreditation standards
* Consultant use for technical assistance and special projects

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| --- | --- |
| Original | Suggested |
| * Capacity needs assessment
* Prioritization of capacity needs
* Identified capacity needs with resource allocation
* Assessment of impact
* Professional development achievements
* Meeting accreditation standards
* Consultant use for technical assistance and special projects
 | * Percent allocation of professional development funds against prioritized capacity development needs
* Impact of professional development on work performance
* Percent of technical assistance and special projects done in-house and by consultants
* Amount of institutional support per faculty and staff for professional development
* Percent of overall college budget spent for professional development
* Percent of programs and employees with identified professional development plans and progress on completing those plans
* Tracking and impact of professional development completed through “no cost” options such as MOOCs, webinars, etc.
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*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.

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| 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.
 |

Measures of Success

* Assess life-long learning skills
* Plans, policies, and other institutional evidence reflecting allocation of time, energy, and resources for critical reflection
* Program assessments/reviews
* Professional development opportunities
* Evidence of double-loop learning and systematic thinking (gap identification with improvement plans)

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| --- | --- |
| Original | Suggested |
| * Assess life-long learning skills
* Plans, policies, and other institutional evidence reflecting allocation of time, energy, and resources for critical reflection
* Program assessments/reviews
* Professional development opportunities
* Evidence of double-loop learning and systematic thinking (gap identification with improvement plans)
 | * 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.
* Percent and impact of professional development activities developed to developing and enhancing lifelong learning skills of faculty and staff
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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.
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Measures of Success

* Communication assessment/survey
* User testing
* Technology assessment
* Technology upgrades
* Contract with Telecom
* Policies online

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| --- | --- |
| Original  | Suggested |
| * Communication assessment/survey
* User testing
* Technology assessment
* Technology upgrades
* Contract with Telecom
* Policies online
 | **Communications*** CCSSE and CCFSSE analysis
* College satisfaction surveys
* College communication assessment
* Information Technology program assessment and review
* Employer satisfaction surveys

**Policies*** Percent of policies user tested prior to full implementation
* Percent of policies assessed as per policy assessment cycle
* Percent of policies available online
 |

*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.

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| Strategic Plan Goal 6.1: Achieve recognition as a best practices institutionby:* 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.
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Measures of Success

* Recognition of excellence
* Accreditation affirmation
* Employer surveys (of students)
* Employee performance evaluations
* Program reviews (continuous quality improvement)

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| Original | Suggested |
| * Recognition of excellence
* Accreditation affirmation
* Employer surveys (of students)
* Employee performance evaluations
* Program reviews (continuous quality improvement)
 | **Internal** * Recognition of excellence awards
* Accreditation affirmation
* College satisfaction surveys
* Percent of program reviews meeting highest quality standards
* Percent of employee performance evaluations showing improvement in targeted areas

**External*** Employer surveys of graduates
* Employer surveys of interns
* Community surveys
* Alumni surveys
* Survey of FSM political and traditional leadership on perceptions of the college
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**Mission**

***Existing:*** *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.*

**Identified problematic terms: “uniquely,” “committed,” “assisting,” “globally,” and “development.**

**Proposed:**

**Option 1**(Second Highest Ranked)

College of Micronesia-FSM is a continuously improving, learner-centered institution of higher education delivering relevant programs and services that maximize national, student, and stakeholder opportunities.

**Option 2**(Highest Ranked)

Historically diverse and globally connected, the College of Micronesia-FSM is a continuously improving and learner-centered institution 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*.*

**Option 3**(Ranked last, but because the Rating Means were close Executive Committee opted to present all three to the Board of Regents)

The College of Micronesia-FSM is a continuously improving best practices learner-centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs.

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| Answer Options | 1 | 2 | 3 | Rating Mean | Response Count |
| Option A | 64 | 75 | 65 | 2.00 | 204 |
| Option B | 87 | 61 | 56 | 1.85 | 204 |
| Option C | 53 | 68 | 83 | 2.15 | 204 |

**Core Values**

We believe in:



**Institutional Student Learning Outcomes**

**Board Endorsed:**

COM-FSM graduates will demonstrate:

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.

Note to credit AAC&U

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