

College of Micronesia FSM

Committee Minutes Reporting Form			
Committee or Working Group		<i>Student Success Working Group</i>	
Date	Time	Location	
Friday, 31 October 2014	13:00	Board Conference Room	
Members Present			
Titles/Reps	Name	Present	Absent
Chuuk campus	TBD		
FSM-FMI	Alex Raiuklur		Tech issues
FSM-FMI	Augustino Sanemai		Tech issues
Kosrae campus	TBD		
National campus	Dana Lee Ling	x	
National campus	Faustino Yarofaisug	x	
National campus	Marlene Mangonon		x
National campus	Michael Muller	x	
National campus	Patrick Werthog		x
National campus	Penselynn Sam	x	
National campus	Ringlen Ringlen	x	
Pohnpei campus	Cindy Edwin		PNI campus meeting
Pohnpei campus	Kathryn Maloney		PNI campus meeting
Pohnpei campus	Taylor Elidok		PNI campus meeting
SBA representative	Ryan Elwise	x	
Yap campus	Cecelia Dibay		Tech issues
Yap campus	Gertrude Mangarwen		Tech issues
Ex-Officio	Morehna Rettin-Santos		x
Ex-Officio	Maria Dison	x	
Ex-Officio	Joey Oducado	x	
Additional Attendees			
Agenda/Major Topics of Discussion:			
Report on the meeting of the executive with President Daisy			
Report on the Foundations of Excellence/First Year Experience training			
Discussion of Agenda/Information Sharing:			
There was a conflict in the setting up of the conference line that meant the state sites could not			

participate in the meeting. A line had been set up by the administrative assistant to the VPSS but that same line had already been reserved by the VPIA through the receptionist. The receptionist noted that all reservations must be made through them and not through anyone else. The need to work with an external agency, FSMTC, to set up conference calls with the state sites works against efficient, rapid, and cost effective inter-campus communication.

Report on the meeting with President Daisy

President Daisy noted that the potential for committee non-participation to lead to a reprimand being placed in an employee's file and the non-employee status of students was potentially problematic for a student chair of a committee and for the college. The president felt there were issues that could arise and thus he would not approve a student chair of a participatory governance committee at this time.

The president noted that the committee could not have an executive as the committee has not been officially recognized by the administration via an action of the cabinet. The working group agreed to request to be placed on the cabinet agenda for 21 November to seek this approval.

Report on the Foundations of Excellence/First Year Experience training

Dana Lee Ling reported on the Foundations of Excellence program and the student success focus of the upcoming effort. The following, taken from his trip report, capture the gist of his presentation to the Student Success Working Group.

As a member of a team of five, four from the College of Micronesia and one from the University of Maine at Fort Kent, I left Pohnpei on Monday 20 October to attend a Foundations of Excellence® training workshop at the John N. Gardner Institute in Brevard, North Carolina.

The sessions began in earnest on Wednesday with introductions and a background context discussion. After lunch the group learned the Foundations of Excellence® conceptual model and was introduced to a technological support platform called FoEtec. The team also worked on the first three Foundational Dimensions®, philosophy, organization, and learning.

Philosophy refers to an institution that intentionally cultivates learning environments for new students that emerge from a philosophy of two-year colleges as gateways to higher education.

The organization dimension looks at whether an institution provides a comprehensive, coordinated, and flexible approach to the new student experience through effective organizational structures and policies.

The learning dimension examines whether an institution delivers curricular and co-curricular learning experiences that engage new students in order to develop knowledge, skills, attitudes, and behaviors consistent with the institutional mission, students' academic and career goals, and workplace expectations.

Day two began with a video overview of the Foundations of Excellence® program. The video advised that an institution should pitch a big tent. By October all data should be entered. By

November the faculty surveys are ready and dimension groups without student survey components can meet, dimension groups with student survey data will have to meet late November, early December. Intersession work can begin on culling through the action plans from the dimension groups. Action plan should be in place by end of the spring for presentation to boards, senates. Involve everybody. In discussions that followed the video the team from the college noted that these timelines would have to be modified.

The team then received a briefing on the change process and the context in which that change is viewed. John noted that the institute is an advisory organization and is designed to be managed and controlled by the implementing college. Nine areas of focus provide the core of the assessment and the foundation to implementation of change. The institute places a high value on face-to-face communications in change processes, inclusivity, and open communication. The steering and dimension committees should be broadly inclusive and include faculty, staff, and students from across the spectrum of the college. Knowing that administrators come and go, the process heavily involves faculty. Faculty have the longer tenures at a college.

Day two sessions continued with a detailed look at the Current Practices Inventory of programs, policies, practices, committees, councils, and existing assessments. Student data, academic background, retention rates, courses with the highest DFWI rates, high enrollment courses, and intervention programs are also part of the Current Practices Inventory. The building of the CPI inventory will fall heavily on the Institutional Research and Planning Office.

Day two wrapped with a technical overview of the Foundations of Excellence® technology support platform. Note that the development of First Year Experiences predates the existence of the technology platform.

Day three began with consideration of the question, "What would your institution have to do to have an excellent beginning." Note that the Foundations of Excellence® do not start with how to improve retention but rather with a focus on what can the institution do to be excellent. Faculty and staff being used differently is the key to student success. Focus on being excellent. Most efforts on improving retention exist in narrow silos and have a low probability of actually improving retention. The Foundations process asks, "Who is doing what to improve retention?" One of the underlying presumptions is that a college cannot change the students, the college can only change the environment into which the students arrive.

Day three also included a quick look at the remaining six Foundational Dimensions®.

Campus Culture: New students are made a high priority for faculty and staff.

Transitions: Appropriate student transitions are facilitated beginning with outreach and recruitment and continuing throughout the period of enrollment.

All Students: All new students are served according to their varied needs.

Diversity: New students experience ongoing exploration of diverse ideas, worldviews, and cultures as a means of enhancing their learning and participation in pluralistic communities.

Roles and Purposes: Student understanding of the various roles and purposes of higher education and those unique to two-year institutions are promoted, both for the individual and society.

Improvement: Assessment is conducted and associations are maintained with other institutions and relevant professional organizations in order to effect improvement.

* Definitions are from the John N. Gardner Institute Foundations of Excellence® platform, all rights reserved.

Modified timelines were developed during day three. The modifications included compressing the timeline and working around calendar realities such as three holidays in early November and finals in early December. The team has timelines and a plan of action.

Documents Referenced

None

College Web Site Link:

Prepared by:

Dana Lee Ling

Date

Distributed:

11/01/2014

Approval of Minutes Process & Responses:

Submitted by:

Dana Lee Ling

Date

Submitted:

Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities

Action step: Presentation of proposed committee to cabinet tentatively on 21 November 2014.
Next meeting: Friday 28 November 2014