



College of Micronesia-FSM

Yap | Chuuk | Pohnpei | Kosrae



Strategic Plan 2025-2030

“Students Today, Leaders Tomorrow”

Strategic Plan

Foreword from the President

Kaselehlie maing ko, Mogethin, Ran annim, Lenwo,
KAMORALE!

As we launch our new Strategic Plan 2025-2030, we pay our respects and gratitude to all those who worked tirelessly so that the College of Micronesia-FSM (COM-FSM or the College) could achieve the goals we set in the last Strategic Plan.



The *Strategic Plan 2025-2030* was developed, designed and published in-house from April 2023-September 2024. Undertaken on the premise that ‘no one knows our College better than we do’, the strategic plan development journey also provided the opportunity for all constituent parts to reflect, assess past performances and create the College roadmap together for the next five years. The experience was instructional especially in relation to qualitative data generated through the SWOT analysis sessions facilitated by the five Vice Presidents across all College departments at the six campuses in all four States: Yap, Chuuk, Kosrae and Pohnpei.

Input from the State and National Governments was made available mainly through meetings between State and National Government officials and the COM-FSM Board of Regents and the College President. Community input was garnered through direct involvement with the community at the strategic planning summit.

COM-FSM hosted its Strategic Plan Summit on August 20, 2024 at the FSM-China Friendship Center. The Summit was focused on the College’s new draft Strategic Plan 2025-2030. A total of 262 participants took part in the Summit, with 149 joining the Summit in person, while 113 participated in the Summit through Zoom. The College also used an events app called ‘Whova’, as a tool to engage with the Summit participants throughout the day with registration, the agenda, and discussions¹. The goal of the Summit was to gather feedback from attendees’ responses to focus questions that were based on the three goals of the new Strategic Plan; access, innovation, and resilience. A case study was also designed with focus questions to guide group discussions and the ensuing feedback has been integrated with the Strategic Plan. [The Summit Report](#), compiled after the Summit event is available on the COM-FSM website.

As part of the COM-FSM integrated planning framework, the strategic plan emanates from the mission as the foundational platform and focuses on enhancing learner-centeredness and learner and student support services. Effectively, this approach integrates learning and teaching as THE core business with essential support services provided by the non-faculty sections of the College in the continuous cycle of improvement and best practices.

Performance for all College entities is determined by each Actionable Implementation Plan (ACIP) which derives directly from the strategic plan and will align with each employee's work plan.

The Covid-19 pandemic (2020-2022) as the most significant single, global event that prefaced the development of this plan necessitated the unprecedented and immediate implementation of strategies and practices for learning and teaching and support services to ensure minimal interruptions to the delivery of classes across the six campuses. Education-driven technology particularly CANVAS^[2] as the Learning Management System and Zoom^[3] provided the online platforms through which learning materials, assessments, course information and classes were disseminated. Never before had educators been required to adapt to immediate change at the speed demanded by the pandemic. After the pandemic, the learning and teaching landscape remained forever changed as COM-FSM continued to build on the transformative power of education-driven technology to increase access to education across over 1 million square miles of ocean.

Acknowledging that the Federated States of Micronesia (FSM) is a Large Ocean-Small Islands State necessitates a reframing of the formal education system which is inherited from the United States which is a part of a continent or significant land mass. While the need for land-based professions and occupations has long been recognized, the largely untapped potential of the 'blue Pacific continent'^[4] that surrounds us remains unexplored. As traditional seafarers, our history is steeped in voyaging stories. Our oral traditions traverse both land and seascapes with equal significance. As modern Pacific Islanders, we have become increasingly land-bound with our gaze often characterized more by limitations than opportunity. Our ocean as it has since time immemorial, nurtures sustaining and multiple resources. As the only national College of the FSM, a part of our responsibility as educators is to identify and explore new opportunities and champion change in education. Marine research and development at COM-FSM are two such areas which require renewed and considerable attention. We will continue working with our partners, especially our sister colleges, and the Land and Sea Grant programs to create new courses, programs and research projects that expand our reach. Furthermore, we will also establish and develop new partnerships for innovative marine science initiatives.

The success of the Strategic Plan 2025-2030 will depend predominantly on the following factors:

- Individual commitment and institutional performance;
- Agility and innovative responses to change and resource-creation;
- Ability to engage in collaborative partnerships in alignment with the COM-FSM mission;
- Developing and strengthening human resources and effective infrastructure and financial sources; and
- Ensuring continuity through succession planning and creating durable records and archives systems.

Finally, and very importantly, the rich and diverse cultures and languages of the FSM provide a tapestry of both interwoven and distinctive histories of challenges and accomplishments. Central to Micronesian lifestyles and adaptations is cultural identity. These inform, motivate, protect, direct and question those engaged in the social milieu.

For COM-FSM, being self-aware and self-reflective especially through the diverse multi-cultural lens provides the launchpad for the cycle of improvements and best practices in education which are empowered through this strategic plan.

Sincerely,

Theresa Koroivulaono (Ph. D)
President & CEO
College of Micronesia-FSM.

Executive summary

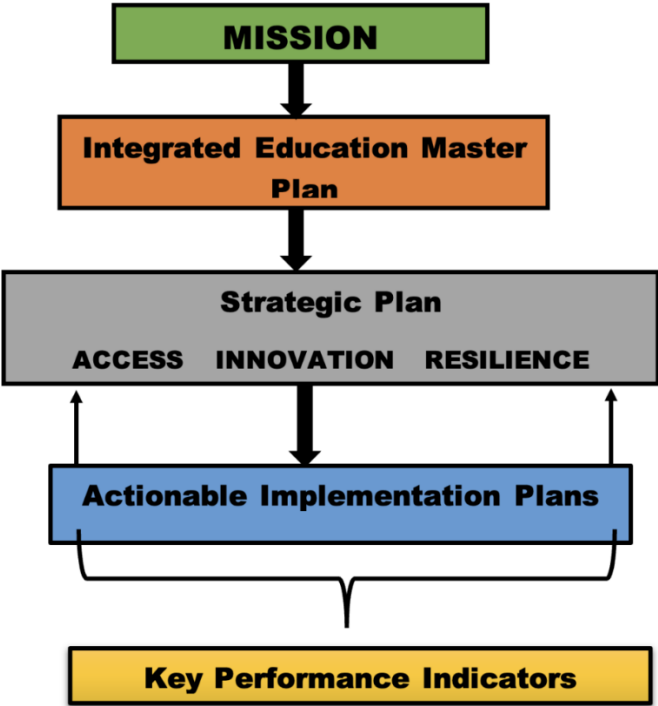
The College of Micronesia-FSM (COM-FSM) reviewed and revised the *Integrated Educational Master Plan (IEMP) 2024 - 2034* in order to inform and drive the *Strategic Plan 2025 – 2030* (the Strategic Plan). The IEMP provides the College’s visioning and aspirations which are operationalized in the strategic plan to move the college forward toward mission fulfillment and vision attainment. Mission-driven the Strategic Plan, which is a living document, integrates all aspects of the college’s

operations into goals, activities and key performance indicators (KPI) over the next 5 years.

A diagram illustrating the college’s strategic planning processes is provided in *Figure 1*. All strategic planning at COM-FSM is mission-driven. The three overarching goals of the Strategic Plan are provided below:

- Access;
- Innovation; and
- Resilience.

Figure 1: THE STRATEGIC PLANNING FRAMEWORK AT COM-FSM 2025 - 2030



As a Large Ocean State with approximately 271 square miles of land distributed over 1 million square miles of ocean, the primary challenge for COM-FSM in the FSM is providing access to higher and career and technical education for all. Being separated by large tracts of ocean require

out-of-the-box strategies and practices. Furthermore, leveraging education-driven technology remains one of the most enabling and empowering solutions.

Secondly, innovation must underscore both learning and teaching and learner and student support initiatives and activities in order to harness and optimize available opportunities. For example, all four States of the FSM place the highest priority on Career & Technical Education (CTE). Providing mechanical and technical workshops for all four States will require considerable funding. Negotiating with local entities like schools and hospitals may result in much more pragmatic and mutually beneficial solutions. For example, many schools and hospitals in all four States need regular maintenance. Identifying selected buildings and spaces for the practical components of CTE training provide ‘real-life’ work spaces as well as ensuring that regular maintenance is implemented.

Finally, to ensure that continuity and institutional memory are not compromised or lost College policies, procedures, agreements, systems and practices will be appropriately documented and also stored electronically and online. Integrated planning at COM-FSM will champion sustainability in all College strategies, initiatives and activities. Withstanding changes in personnel, natural disasters and other threats to institutional resilience will drive College planning and implementation.



COM-FSM STUDENTS



Introduction

The College of Micronesia-FSM (COM-FSM or the College) is located in the Federated States of Micronesia (FSM). As part of the former Trust Territory of the Pacific Islands (TTPI), the FSM maintains a relationship with the US as a Freely Associated State (FAS) and has a Compact of Free Association (COFA) that defines the relationship. The FSM comprises 607 islands spread across approximately 1 million square miles of the western Pacific Ocean. The nation has a population that has slightly increased from 102,843 in 2015 to 105,503 in 2020 (<https://sdd.spc.int/fm>). Despite the small population size, traditional culture is robust with over fifteen distinctive cultures and languages.

The college began in 1963 as the Micronesia Teacher Education Center (MTEC) to provide in-service teacher training opportunities. MTEC changed its focus to pre-service teacher education and the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas such as business management, liberal arts, and continuing education. CCM was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1978. In 1992, the Seventh Congress of the Federated States of Micronesia passed Public Law No. 7-79 establishing the College of Micronesia-FSM as a public corporation under its own Board of Regents. On April 1, 1993, the College of Micronesia-FSM became the Federation's national college. Accreditation was awarded in 1978 and reaffirmed in 1982, 1987, 1992, 1998, 2005, 2013, 2016 and 2023.

COM-FSM is a single institution with six campuses located across the four main islands of the FSM, which are Chuuk, Kosrae, Pohnpei, and Yap. The administrative center of the institution is located at the National Campus in Palikir, Pohnpei. Additionally, the National Campus serves all four states as the primary campus for the delivery of predominantly two-year degree programs. Certificate and two four-year programs^[1] are also available. Each of the four states has what is commonly referred to as a "state campus" which ensures access to higher and continuing education for citizens of all four states. These campuses are respectively Chuuk Campus, Kosrae Campus, the Career and Technical Education Center (Pohnpei), and Yap Campus. The FSM Fisheries and Maritime Institute is located on Yap Island.

In 2020, with the Covid-19 pandemic, many educators world-wide scrambled to create interventions that enabled student learning despite strict and socially inhibiting protocols. Initially, face to face classes were suspended as faculty and administrators alike developed instant policies and procedures to deliver either learning packages (in print) or some form of online materials and instruction or both. The impact of Covid-19 on education at COM-FSM warrants a closer examination as it transformed through a single event, the ways in which the College designed, delivered and supported courses and programs. As life normalized, two years later in 2022, following the Covid-19 pandemic it became clear that returning to pre-Covid-19 norms was not an option.

The College's Covid-19 response provided the foundation on which to continue transforming learning and teaching at COM-FSM. (Refer to the Appendix for more information).

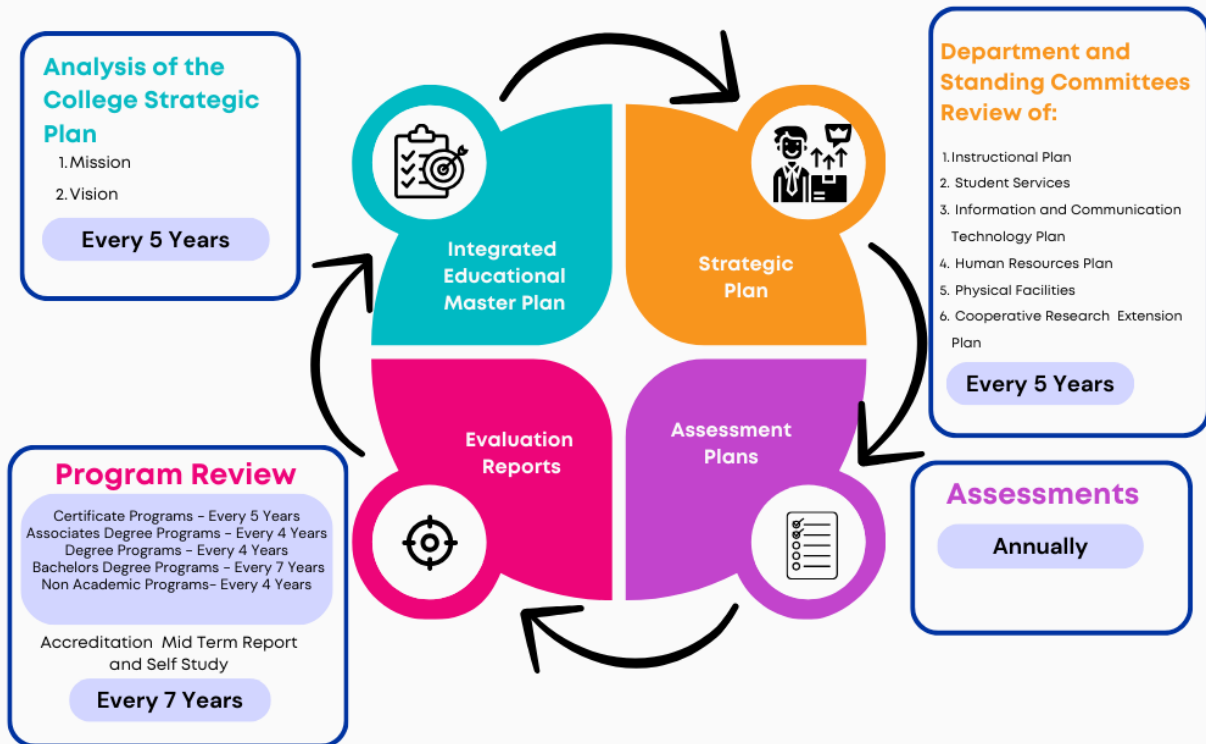
Integrated Planning at COM-FSM

The College of Micronesia-FSM (COM-FSM) reviewed and revised the *IEMP* 2024 – 2034 in order to adequately inform the *Strategic Plan 2025 – 2030* (the Plan). The IEMP provides the College’s visioning and aspirations which are operationalized in the strategic plan to move the college forward toward mission fulfillment and vision attainment. The Plan, which is a living document, integrates all aspects of the college’s operations into goals, activities and key performance indicators (KPIs) over the next 5 years. A diagram illustrating the college’s integrated planning processes is provided in ‘figure 2’.

Visioning for the new strategic plan first acknowledges our position as a Large Ocean State. With approximately 271 square miles of land distributed over 1 million square miles of ocean, the primary challenge for COM-FSM in the FSM is providing access to higher and career and technical education for all. Being separated by large tracts of ocean requires out-of-the-box strategies and practices. Undoubtedly, some if not the most part of our responsibility as educators in a Large Ocean State will demand innovative practices to ensure access and enable resilient systems and structures across all COM-FSM campuses.

Figure 1:

The Integrated Planning Framework



Vision

We provide quality education today for a successful tomorrow.

Mission

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 and career & technical educational programs characterized by continuous improvement and best practices.

Values

We value the higher education community in which we work and the diverse island communities that we serve. As members of these communities, we will model these core values and demonstrate them through the following best practices (listed under each value).

Respect

- Pay our elders, leaders, community, colleagues and students due respect in accordance with Micronesian traditions and practices.
- Be respectful to all those with whom you engage.
- Model and promote respectful dialog, behavior and interactions.

Learner-centeredness

- Be transformative, creative and innovative.
- Collaboratively share information and skills.
- Continuously assess your knowledge, skills, and abilities.
- Dedicate time for learning.
- Explore your curiosity.
- Learn from failures to continuously improve.
- Use every assignment as a learning opportunity.

Commitment

- Anticipate what is needed and do that work without being asked.
- Be dependable by being present and on time.
- Connect, participate, and be involved.
- Contribute your best and inspire others to do the same.
- Dedicate your time, energy, and enthusiasm.

- Give back when you can.
- Work to make a difference.

Excellence

- Aim to meet or exceed standards of best practices.
- Hold yourself accountable to high performance standards.
- Set goals and endeavor to exceed them.

Professionalism

- Accept responsibility for your actions.
- Act in the best interest of the college and the communities you serve.
- Be ethical.
- Be honest and transparent.
- Complete all duties and assignments.
- Develop logical plans and foresee consequences.
- Maintain confidentiality.

Teamwork

- Actively build working and learning relationships.
- Actively listen.
- Appreciate your colleagues.
- Be positive and encouraging.
- Engage and contribute wholly to all team activities.
- Offer your assistance and guidance when necessary.
- Pursue an understanding of diverse points of view and ideas.
- Recognize the needs of others.
- Respect yourself and others.
- Respond respectfully when others disagree with your views.
- Share and use resources responsibly.

Figure 2

COM-FSM VALUES



COM-FSM VALUES



Strategic Plan development

On the platform established by COM-FSM in response to Covid-19, the new wave of transformation heralds the new strategic plan for the next five years, 2025-2030. The multitude of questions that drove the dialog can be condensed and summarized into two main areas of inquiry.

- Are we student-ready?
- What do we want COM-FSM to look like in 20 years' time?

Firstly, through the College-wide, SWOT analysis process led by the Vice Presidents the two questions provided the basis for organizing the SWOT results in direct relation to the COM-FSM mission.

Secondly, the two questions map the outer perimeters for the strategic goals and key performance indicators (KPIs) within which core objectives and activities were developed for the COM-FSM Strategic Plan 2024 – 2029.

Thirdly and finally, analyzing the data from the COM-FSM *Strategic Plan 2018 - 2023* in relation to the key performance indicators (KPIs) provided the launchpads on which to position the cycle of continuous improvement in alignment with the SWOT analysis results.

Characterized by a history of both considerable challenge and nation-defining success, this strategic plan will:

- Champion student achievement and success for work-ready graduates;
- Continue to build and transform education at COM-FSM, by growing exemplar faculty and professionals;
- Leverage education-driven technology to increase robust access to quality education;
- Scale resources and partnerships to create new and innovative programs, learning support systems and flexible learning facilities; and

Ensure strong operational continuity through resilient institutional policies and practices.

Monitoring the Strategic Plan

Lessons learned from the last strategic planning period necessitate the identification of an online strategic plan monitoring system based on a “one-stop-shop” model. A simply designed but effective and easy to use [online monitoring system](#) has been set up. All of the goals, outcomes, KPIs and any other relevant strategic information will be uploaded to the site. A schedule will be set up to regulate updates by task owners on the site. Furthermore, there will be levels of updates so that each department submits their monthly updates which are then subsequently reviewed quarterly by the Senior Leadership Team (SLT)^[1].

For any problematic areas (not achieving their KPIs) mitigating strategies will be applied to eliminate or minimize the challenges or the KPI will be reviewed for potential revision. The online monitoring site will also be enabled to produce disaggregated data, dashboards and other reports as required.

Strategic Goals and Outcomes

The three overarching goals that provide the framework for student achievement and guides our work are:

- **Access;**
- **Innovation;** and
- **Resilience.**

Each department's "Actionable Implementation Plan" (ACIP) will include objectives and activities which emanate from the strategic goals and inform both a section's or department's and individuals' work plans.

Access

GOAL: Provide quality education for all through leveraging partnerships, networks and systems for optimal learning-centered course and program design, development and delivery.

Outcomes

- Ensure that all students have clear and efficient pathways to enroll in college programs and access support services.
- Ensure that learning resources are available equitably across all campuses and to all students, including those in remote areas.
- Embed continuous learning and capacity development for faculty and staff, with a focus on emerging educational technologies and pedagogical strategies.
- Foster collaborative relationships with the public and private sectors, governments, non-government organizations and educational institutions to expand and enhance educational facilities and opportunities, particularly in large ocean states.

Innovation

GOAL: Promote and exemplify innovative learning designs and learning and student support best practices.

Outcomes

- Implement and support flexible learning options, such as hybrid, online, and modular courses, to cater to diverse student needs and preferences.
- Innovate teaching methods and course content to align with current industry standards and ensure that graduates are job-ready.
- Create an environment that encourages entrepreneurship, experimentation and adoption of new practices in teaching and student support.
- Design vibrant and adaptable workspaces that foster creativity and collaboration among employees and students.

Resilience

GOAL: Create learning pathways, institutional memory and context-relevant, continuous improvement, integrated planning cycles.

Outcomes

- Develop flexible and relevant learning pathways that accommodate diverse student needs and career goals. Include options for continuous learning and upskilling.
- Ensure that employee compensation and benefits are competitive and sustainable, contributing to staff retention and satisfaction.
- Incorporate energy-efficient and environmentally friendly practices in campus facilities and learning spaces.
- Establish systems for preserving institutional knowledge and practices, ensuring continuity and informed decision-making for future generations.
- Enhance institutional resilience through improved crisis management and adaptive strategies.

Actionable Implementation Plans

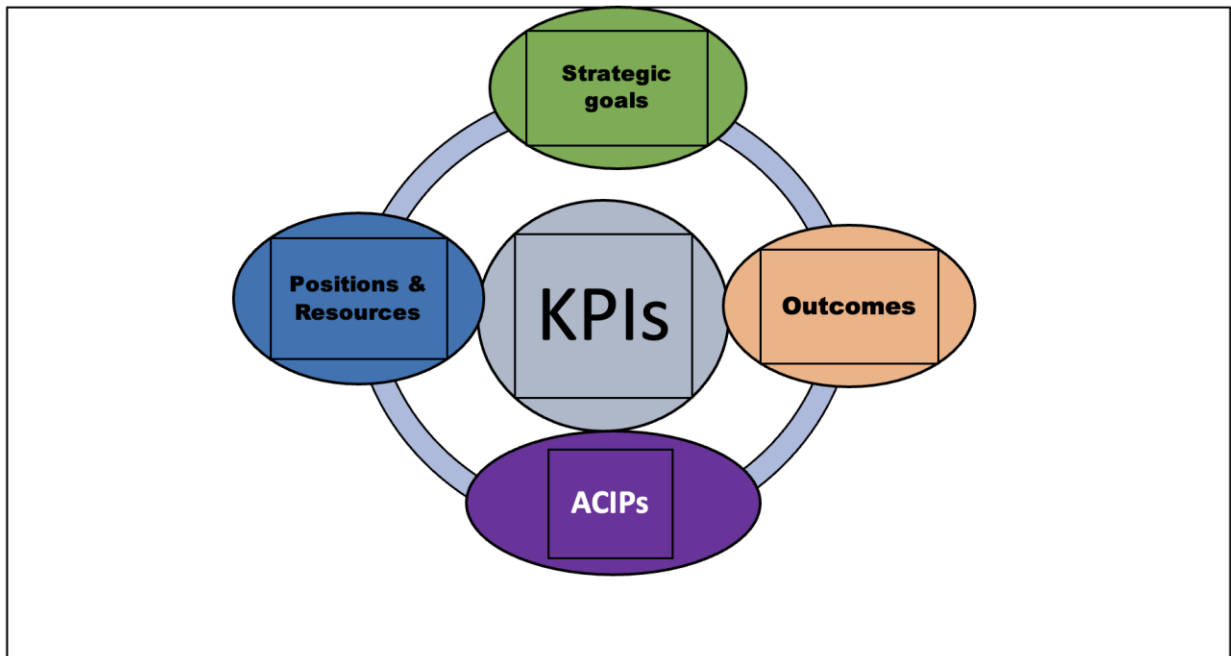
Each of the five Vice Presidents worked with his/her Deans, Directors or Instructional Coordinators to create an Actionable Implementation Plan (ACIP) to operationalize the strategic goals. Objectives, activities and key performance indicators (KPI) will be monitored closely to avoid non-achievement of the strategic goals.

The ACIPs are as follows:

- [Instructional Affairs \(Vice President of Instructional Affairs\);](#)
- [Enrollment Management & Student Services \(Vice President of Enrollment Management & Student Services\);](#)
- [Institutional Effectiveness & Quality Assurance \(Vice President of Institutional Effectiveness & Quality Assurance\);](#)
- [Cooperative Research & Extension \(Vice President of Cooperative Research & Extension\);](#) and
- [Administrative Services \(Vice President of Administrative Services\).](#)

The ACIPs will also map directly to individual work plans which in turn will be evaluated annually. An important part of this planning cycle is the application of performance-based budgets against the achievement of the strategic goals through ACIP activities. A prioritization matrix is proposed to assess whether or not an activity is either high or low priority in relation to fund allocations. In an environment where competition for resources is increasingly high, prioritization is a necessity to ensure accountability and transparency of institutional processes.

Primarily, strategic objectives are translated into implementation tasks. Identified responsible positions provide the required oversight and supervision to complete the tasks either individually or in collaboration. Resources are also allocated. Within the stated timeline, the key performance indicators provide the means to measure success in meeting the outcomes to achieve the goals.



Strategic Directions, Reviews & KPIs

Following the review of the IEMP and the Measures of Success under the two Strategic Directions from the COM-FSM Strategic Plan 2018-2023, the available data on the college's performance has been summarized in the tables below.

<p>Measures of Success</p> <p>I. Innovate academic quality to ensure student success</p> <p>1. All five CCSSE benchmarks are exceeded.</p>	<p>II. Strengthen resources to meet current and future needs</p> <p>1. Operating costs reduced by 5% by innovating and streamlining services and processes.</p>
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<p>2. Institution-set Standards are met.</p> <p>3. 80% of total students are enrolled full time</p> <p>4. Average student semester credits earned is 12.</p> <p>First Time, Full Time</p> <p>5. Persistence rate (fall to spring) is 95%.</p> <p>6. Persistence rate (fall to fall) is 80%.</p> <p>7. Graduation rate 100% is 12%.</p> <p>8. Graduation rate 150% is 29%.</p> <p>9. Graduation rate 200% is 35%</p>	<p>2. Balanced budget maintained.</p> <p>3. Enrollment increased by 5%.</p> <p>4. Reserve maintained at 40%.</p> <p>5. Current levels of government financial support are annually maintained or exceeded.</p> <p>6. Aggressive energy conservation measures in place reducing total annual cost by 20%.</p> <p>7. Infrastructure upgraded in accordance with Phase I of the Facilities Master Plan.</p> <p>8. Invest in employee development and capacity building to improve practices.</p> <p>9. Average college employee attrition rate is less than 5% annually.</p> <p>10. Employee job satisfaction survey yields overall 85% Satisfaction Rate.</p> <p>11. Employee recruitment process is revamped to significantly reduce time from recruitment to hiring.</p>
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Figure 5: The 2018-2023 Strategic Directions

Institutional Set Standards Overview

Strategic Direction 1: Innovate academic quality to ensure student success

YEARS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ISS Targets Met/13	10	10	6	8	6
ISS Targets Not Met/13	3	3	7	5	7
Stretch Targets Not Met/13	3	4	7	5	5
Stretch Targets Met/13	1	3	3	1	3

Table 1: Strategic Direction 1 ISS OVERVIEW

Outcomes Achievement Overview

Strategic Direction 2: Strengthen resources to meet current and future needs

DEPARTMENT	NUMBER OF OUTCOMES	MET	UNMET
Instructional Affairs	10	9	1
Enrollment Management & Student Services	1	0	1
Administrative Services	24	19	5
Cooperative Research & Extension	3	3	0
TOTAL	38	31	7

Table 2: Strategic Direction 2 Outcomes Achievement OVERVIEW

The overall results gained from the reviews of the Strategic Plan 2018-2023 and the IEMP show that despite the mammoth challenges the college faced especially in the Covid-ridden years (2020-2022), institutional performance remained above 50%. It is on this informed platform that the new plans were built from 2023 and which inform the creation of the new KPIs.

The evaluation of COM-FSM’s performance in direct relation to the following areas that focus on student achievement and success are captured in the Institutional Set Standards (ISS) which also appear as KPIs in the following tables.

- student enrollment;
- completion;
- credits taken;
- persistence;
- graduation;
- transfer;
- graduate employment; and
- teacher certification.

Key Performance Indicators & ISS

*The KPIs & ISS are listed cumulatively from one year to the next. There are 2 numbers or percentages for each outcome. The top number is the first target. The bottom number is the stretch target.

GOAL 1: ACCESS					
Provide quality education for all through leveraging partnerships, networks and systems for optimal learning-centered course and program design, development and delivery.					
OUTCOME	KPI 1: Percentage of time to degree completion for first-time, full-time enrollments				
Ensure that all students have clear and efficient pathways to enroll in college programs and access support services.	2026	2027	2028	2029	2030
	[Preparatory	Phase]	10%	12%	14%
			12%	14%	16%
ISS 1	KPI 2: 90% of total students are enrolled full time.				
	2026	2027	2028	2029	2030
	70%	75%	80%	85%	90%
	75%	80%	85%	90%	95%
ISS 2	KPI 3: Average credits earned per student is 12				
	2026	2027	2028	2029	2030
	9	10	11	12	12
	10	11	12	15	15

Table 3: Goal 1 ACCESS Outcome 1, ISS 1 & 2

GOAL 1: ACCESS					
Provide quality education for all through leveraging partnerships, networks and systems for optimal learning-centered course and program design, development and delivery.					
ISS 5	KPI 4: Course completion percent ABC or P				
	2026	2027	2028	2029	2030
	70%	72%	74%	76%	80%

	72%	74%	76%	80%	82%
ISS 12	KPI 5: Examination pass rates (Teacher Certification)				
	2026	2027	2028	2029	2030
	75%	79%	83%	87%	95%
	79%	83%	87%	95%	100%
ISS 13	KPI 6: Transfer rate to 4-year college/universities				
	2026	2027	2028	2029	2030
	5%	6%	7%	8%	10%
	6%	7%	8%	10%	12%
OUTCOME	KPI 7: Percentage of time that Learning Resources & Support are utilized				
Ensure that learning resources are available equitably across all campuses and to all students, including those in remote areas.	2026	2027	2028	2029	2030
	20%	30%	40%	50%	50%
	30%	40%	50%	60%	60%

Table 4: Goal 1 ACCESS ISS 5, 12 & 13, Outcome 2

GOAL 1: ACCESS					
Provide quality education for all through leveraging partnerships, networks and systems for optimal learning-centered course and program design, development and delivery.					
OUTCOME	KPI 8: Number of PL & CD training sessions at all campuses				
Embed continuous learning and capacity development for faculty and staff, with a focus on emerging	2026	2027	2028	2029	2030
	3	6	6	12	12
	6	9	9	15	15

educational technologies and pedagogical strategies.					
OUTCOME	KPI 9: Number of formalized collaborative partnerships for scaling educational facilities and programs				
Foster collaborative relationships with the public and private sectors, governments, non-government organizations and educational institutions to expand and enhance educational facilities and opportunities, particularly in large ocean states.	2026	2027	2028	2029	2030
	2	4	6	8	10
	4	6	8	10	12

Table 5: Goal 1 ACCESS Outcomes 2 & 3

GOAL 2: INNOVATION					
Promote and exemplify innovative learning design, learning and student support best practices.					
OUTCOME	KPI 10: Number of innovative multi-modal learning and student support programs				
Implement and support flexible learning options, such as hybrid, online, and modular courses, to cater to diverse student needs and preferences.	2026	2027	2028	2029	2030
	3	4	5	6	8
	4	5	6	8	10
OUTCOME	KPI 11: Percentage of graduates who are placed in employment within 12 months				
Innovate teaching methods and course content to align with current industry standards and ensure that graduates are job-ready.	2026	2027	2028	2029	2030
	40%	50%	60%	70%	80%
	50%	60%	70%	80%	90%

Table 6: Goal 2 INNOVATION Outcome 1

GOAL 2: INNOVATION					
Promote and exemplify innovative learning design, learning and student support best practices.					
OUTCOME	KPI 12: Percentage of project/event management that showcases innovative planning, implementation and sustainability				
Implement and support flexible learning options, such as hybrid, online, and modular courses, to cater to diverse student needs and preferences.	2026	2027	2028	2029	2030
	5%	7%	10%	12%	15%
	7%	10%	12%	15%	17%
OUTCOME	KPI 13: 35% Innovative learning and work space design and implementation by 2030				
Innovate teaching methods and course content to align with current industry standards and ensure that graduates are job-ready.	2026	2027	2028	2029	2030
	10%	15%	20%	25%	30%
	15%	20%	25%	30%	35%

Table 7: Goal 2 INNOVATION Outcomes 2, 3 & 4

GOAL 3: RESILIENCE					
Create learning pathways, institutional memory and context-relevant, continuous improvement, integrated planning cycles.					
OUTCOME	KPI 14: 30% Multi-entry and exit points in flexible learning pathways				
Develop flexible and relevant learning pathways that accommodate diverse student needs and career goals. Include options for continuous learning and upskilling.	2026	2027	2028	2029	2030
	5%	10%	15%	20%	30%
	10%	15%	20%	30%	35%
	KPI 15: Persistence rate for fall – spring is 95%				

ISS 3	2026	2027	2028	2029	2030
	80%	85%	90%	95%	95%
	85%	90%	95%	100%	100%
ISS 4	KPI 16: Persistence rate for fall – fall is 80%				
	2026	2027	2028	2029	2030
	60%	65%	70%	75%	80%
	65%	70%	75%	80%	85%
ISS 6	KPI 17: Graduation rate of first-time, full-time students at 100%				
	2026	2027	2028	2029	2030
	10%	10%	12%	15%	16%
	12%	12%	15%	16%	17%

Table 8: Goal 3 RESILIENCE Outcome 1; ISS 3, 4 & 6

GOAL 3: RESILIENCE					
Create learning pathways, institutional memory and context-relevant, continuous improvement, integrated planning cycles.					
ISS 7	KPI 18: Graduation rate of first-time, full-time students at 150%				
	2026	2027	2028	2029	2030
	25%	27%	29%	30%	30%
	27%	29%	30%	32%	32%
ISS 8	KPI 19: Graduation rate of first-time, full-time students at 200%				
	2026	2027	2028	2029	2030
	30%	32%	34%	36%	42%
	32%	34%	36%	38%	44%

ISS 9	KPI 20: Number of Bachelor's degrees awarded				
	2026	2027	2028	2029	2030
	20	22	24	26	28
	22	24	26	28	30
	KPI 21: Number of Associate degrees awarded				
	2026	2027	2028	2029	2030
	260	268	276	284	292
	268	276	284	292	300
ISS 10	KPI 22: Number of certificates awarded				
	2026	2027	2028	2029	2030
	100	115	130	145	160
	115	130	145	175	
ISS 11	KPI 23: Graduate employment rates for certificate and CTE degrees				
	2026	2027	2028	2029	2030
	35	37	39	41	45
	37	39	41	45	50

Table 9: Goal 3 RESILIENCE ISS 7, 8, 9, 10 & 11

OUTCOME	KPI 24: By 2030, COM-FSM will raise salaries and benefits by 30%				
Ensure that employee compensation and benefits are competitive and sustainable, contributing to	2026	2027	2028	2029	2030
	10%	15%	20%	25%	30%
	15%	20%	25%	30%	40%

staff retention and satisfaction.					
OUTCOME	KPI 25: 40% of learning spaces and practices are green economy-compliant				
Incorporate energy-efficient and environmentally friendly practices in campus facilities and learning spaces.	2026	2027	2028	2029	2030
	5%	10%	20%	30%	40%
	10%	20%	30%	40%	50%
OUTCOME	KPI 26: 50% of institutional memory banks are online.				
Establish systems for preserving institutional knowledge and practices, ensuring continuity and informed decision-making for future generations.	2026	2027	2028	2029	2030
	10%	20%	30%	40%	50%
	20%	30%	40%	50%	60%

Table 10: Goal 3 RESILIENCE Outcomes 2, 3 & 4

GOAL 3: RESILIENCE					
Create learning pathways, institutional memory and context-relevant, continuous improvement, integrated planning cycles.					
OUTCOME	KPI 27: Crisis management and adaptive strategies are improved by 80% in 5 years				
Enhance institutional resilience through improved crisis management and adaptive strategies.	2026	2027	2028	2029	2030
	40%	50%	60%	70%	80%
	50%	60%	70%	80%	90%

Table 11: Goal 3 RESILIENCE Outcome 5

Risks and risk mitigation

Risk	Risk mitigation
Declining enrollments	<ul style="list-style-type: none"> ● Intrusive recruitment and promotions ● Innovative retention programs
Insufficient human resources	<ul style="list-style-type: none"> ● Highly motivational team leaders and teams ● Competitive salaries and benefits
Challenging financial resource levels	<ul style="list-style-type: none"> ● Performance Review Development System ● Grants Office ● Auxiliary services ● Endowment Fund
Climate change	<ul style="list-style-type: none"> ● Resilience-building and energy efficient practices ● Disaster recovery plans

Table 12: Risks & risk mitigation

Reviewing the Strategic Plan

Rapid change has characterized the educational landscape the world over since the advent and ubiquity of computers and the internet. To ensure that this strategic plan is current and relevant the review process must also be responsive and agile while preserving the integrity of the overarching three goals; access, innovation and resilience.

Consequently, a review of the Strategic Plan will take place every 12 months or if there is a significant event that requires a review of some part or the all of the strategic plan. The procedure for review will be created through and by the COM-FSM participatory governance committees.

Summary

As COM-FSM prepares to launch this new strategic plan, fundamental and potentially overwhelming challenges are already becoming increasingly evident. College funding in 2024 has for the first time in many years considerably decreased with very little notice. At the same time, JEMCO^[1] negotiations have been protracted and not as issue-free as expected. For COM-FSM the overarching challenge is to uphold and honor the mission despite the obstacles. The cycle of continuous improvement that underlines the ACIPs is of paramount importance.

College leaders must exemplify the goals of access, innovation and resilience so that their teams continue to strengthen ownership of the activities and initiatives that will enable the achievement of the key performance indicators and institutional set goals. Agility and resourcefulness are key to overcoming any challenges, especially inadequate funding levels that may negatively impact the achievement of the strategic goals.

Diversifying funding sources through aggressive drives for grant funding, program reviews to evaluate and revise resource allocations against outcomes and rethinking or reframing organizational structures and functions are potential revenue generators. Collaborative partnerships are also fertile areas for growth, support and resources. Twenty-first century education requires creative and innovative approaches that can discourage twentieth century mindsets.

Resilience however has been a defining element of COMFSM's response to adversity (e. g. resolving serious accreditation issues in past years). As Einstein once stated, "In the middle of difficulty lies opportunity"^[2] and each time, COMFSM has learned to grow from uncertainty to positions of strength. Scaling our resources through our partnerships is another opportunity for exponential growth which focuses directly on student success and achievement. So, in moving forward with the *Strategic Plan 2025-2030*, continuous improvement of learner-centered services with best practices as the ultimate goal to ensure student success will drive the COM-FSM canoe.

[1] The Joint Economic Management Committee which engages in Compact of Free Association discussions with the goal of securing a COMPACT agreement between the FSM and the U. S.

[2] <https://dreddieoconnor.com/blog/150-overcoming-adversity-quotes/>