

Substantive Change Proposal



Revised Developmental Education Program

College of Micronesia-FSM

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A. Description of the proposed change and the reasons for it

The College of Micronesia-FSM (COM-FSM) proposes to implement a revised approach to developmental education based on best practices to address better the needs of underprepared students intending to pursue an academic track at the college. The proposed development education program for students will replace the defunct Intensive English Instruction approach and replace the currently running Certificate of Achievement in General Studies, a year long certificate program.

Most of the high schools across Micronesia do not conduct exit testing nor is it feasible for the students to sit for common tests such as SAT, ACT, or TOEFL. Presently at COM-FSM, new students are admitted to the college based on their performance on the COM-FSM Entrance Test commonly referred to as COMET. The COMET is administered at all high schools across the Federated States of Micronesia (FSM) to approximately 1,800 students each year. This test is comprised of three components- an essay, a reading comprehension test using the Gates McGinitie AR Reading Test, and a 40-item locally developed math component. Based on combined and scaled scores, students are accepted as “degree”, “certificate” or, “non admit” status. Attached in Appendix A.5 is the 2008 statistical report of the high school COMET testing. Approximately 400 students were accepted as “degree” students who may be placed into one or more developmental level reading, writing, or math classes while also pursuing degree level course work. Students accepted as “certificate” level students may choose to enroll in a one-year vocational or technical certificate program, or the one-year long certificate of achievement in general studies program. Currently, this general studies certificate program, by de facto a developmental program, enrolls approximately 500-600 students annually across the four COM-FSM sites that offer this program. COMET test score data combined with data obtained from a baseline study of reading comprehension levels of enrolled students revealed that the students in the one year certificate of general studies program have reading comprehension and writing levels below 7th grade. With further testing, the college learned that many of these certificate level students have vocabulary and reading comprehension grade equivalents ranging from as low as 2rd grade equivalent up to 7th grade. Many certificate level students are simply too underprepared to be able to reach an adequate level for transition and acceptance into the regular degree level programs at COM-FSM. Many of these students after spending two years or more in the general studies certificate program simply leave the program and the college. (Appendix A.2 A.3, A.4).

COMET testing data and information, program reviews, a study of student reading comprehension grade equivalency rates, and a review of the readability levels of college textbooks provided information about needs and challenges for under prepared students seeking to enroll at the college. Improved data collection now possible through the college’s recently implemented Student Information System (SIS) database also helped to provide evidence and documentation about the retention and persistence rates of under prepared students and in particular, the general studies certificate program students. A longitudinal study of a cohort of 352 students in the general studies program tracked the students for 6 semesters. Of the hundreds of students who began the program, after 6 semesters, very few

students, about 31 total out of the 352 students tracked were eventually able to transition into degree level status. A vast majority left the program on academic suspension, financial aid suspension or both. (Appendix A.2 pg. 14). The evidence gathered pointed to the conclusion that the existing one year general studies program as a developmental education program has a dismal success rate in assisting students to gain regular admission into an academic track at the college.

The information gathered from COMET reading comprehension test ,essay writing data, and math test scores showed that a significant portion of students exiting FSM high schools and seeking admission to the college were functioning at grade level equivalents below 5th grade in reading comprehension, essay writing, and math. The college recognizes the gap between the level of the student and the need for developmental education to bring the student to a level ready to benefit in a college level curriculum for many students. The gap is too significant to be addressed in the one-year framework of the certificate in general studies. The existing program cannot sufficiently meet the needs of the many under prepared students in this group. Therefore, the college proposes to discontinue this certificate program and adjust its admission criteria.

A series of inter campus collaborative meetings and workgroups that included developmental math, reading, and writing faculty with representative from 5 campus sites and student services staff led to the recommendation to change the college entrance criteria and implement the proposed developmental education program. Based on best practices, the proposed program “Achieving College Excellence”, or ACE, will target and accept students for academic degree bound status. The proposed program establishes revised entrance criteria, sets definite exit criteria, addresses placement and tracking, incorporates a more integrated advising approach, and proposes an instructional framework based on intensive 6-8 week long modules integrating the development of language skills, math skills, study habits, critical thinking, and life skills.

The proposed developmental education program will target and assist students to move on an academic degree track into a regular college degree program within a reasonable time period. Further, the college intends to adjust entrance criteria for participation in the developmental education program. The college proposes a minimum reading comprehension score at 8th grade equivalent, an essay score of 35 or higher based on the COMET scoring rubric , and a math placement of MS 096 Intermediate Algebra or higher for acceptance into the proposed developmental program for academic track students. Exit criteria from the developmental program into a regular college degree programs will require the student to demonstrate at least a 10th grade equivalent reading comprehension, an essay score of 45 or higher, and demonstrate readiness for MS 100, College Algebra. Students not eligible to participate in the academic track will be encouraged to participate in other vocational or technical certificate programs offered by the college.

The college recognizes that the proposed changes will have a significant impact on the number of high school students currently exiting school and seeking admission to the college. Annually over 1,800 high school students take the COMET. Every year, 100 to 200 students are not

admitted. Degree bound students accepted as regular college admission status make up about 25% of the newly enrolled students. The remaining are admitted as certificate level students. Certificate level students are the largest group admitted to the college annually between 700-800. (Appendix A.5). While some of the certificate level students choose to enroll in a vocational certificate program, the majority choose the general studies certificate program. A good number however are simply either not prepared at all or not sufficiently prepared to meet the demands of the lowest levels of developmental courses the college offers no less function within a college level curriculum.

The proposed changes are expected to have an initial significant impact on enrollment at the college and financial implications. The college has incorporated this potential decline in enrollment into an updated enrollment management plan with expectations and strategies to target increases in returning students, recruiting new, non-traditional students, and improving retention rates.

The proposed developmental education program and associated changes in entrance test score criteria will mean a significant number of students will not be eligible for enrollment. The college is working on collaborative efforts with the FSM national department of education and the each state department of education to develop special programs for these displaced students. The college will collaborate with the K-12 education sector to design and provide opportunities for remedial programs or other externally funded “pre-college” institutes.

- **Evidence of a clear relationship to the institution’s stated mission**

The proposed developmental education program aligns with the mission of the College of Micronesia-FSM and in particular the college’s strategic goals 1 and 2.

The College of Micronesia-FSM Mission Statement reads-

“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 education opportunities for student learning.”

The college 2006-2011 strategic plan goals number 1 and goal number 2 specifically address the college’s role and commitment to developmental education. They are excerpted below and found in Appendix B.

College of Micronesia – FSM Strategic Plan 2006 – 2011

Strategic goal 1: Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively

<p>1B: Make developmental courses an institutional priority</p>	<p>1B1: Encourage best practices including interdisciplinary instruction and problem-based learning in developmental education 1B2: Establish a comprehensive approach to developmental preparation of students through learning communities. 1B3: Provide training to faculty and staff in assisting students in developmental courses 1B4: Track, evaluate and report on progress of developmental students</p>
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Strategic goal 2: Provide institutional support to foster student success and satisfaction

<p>2A: Promote strategic enrollment management for the college</p>	<p>2A1: Develop and implement a strategic enrollment management plan based on ability of student applicants, availability of services, facilities and faculty with emphasis on student recruitment and retention 2A2: Provide training in academic advisement and guidance for support staff 2A3: Enhance capacity of staff for continuing improvement based on assessment and evaluation</p>
<p>2B: Become more student-centered in the development of specific college system policies and procedures</p>	<p>2B1: Increase student participation in development of college policies and procedures 2B2: Increase student leaders (SBA) membership and participation on ad hoc and standing committees across the college system</p>
<p>2C: Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value</p>	<p>2C1: Expand and strengthen student advisement and tutorial services. 2C2: Engage students in self-directed learning, including self-teaching and community service learning 2C3: Facilitate students' preparation as self-actualizing individuals in the community-at-large</p>

The proposed “Achieving College Excellence” program has the following program mission, goal and program outcomes.

Mission

COM-FSM Developmental Education Program is committed to providing the learning opportunities for college-bound students to develop intellectually, socially, and emotionally for academic success at an institution of higher learning.

Goal

Develop in participants the skills and attitude necessary for the attainment of academic career, and life goals.

Outcomes

The students will be able to:

- Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course.
- Determine the value of lifelong learning and demonstrate the skills and attitudes necessary for the attainment of academic goals.

- Demonstrate critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.
- Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.

B. Description of the program to be offered including evidence that the educational purposes of the change are clear and appropriate

The proposed new structure for COM-FSM “Achieving College Excellence” developmental education program is outlined below.

Organization and Administration

The college intends to establish a separate developmental education program that will be replicated and offered at each of the four state campuses: Chuuk, Kosrae, Pohnpei, and Yap. The program will be implemented with inter campus coordination. An overall program coordinator position will be established. The role of the program coordinator will be to assure the quality, continuity and consistency of the program across sites, facilitate communication between sites, coordinate assessment and be responsible for grant writing. An onsite development program team leader will be based at each campus. The program on site team leader may be a current developmental faculty member re-assigned to these functions.

Counselors, advisors, trained tutors, teaching assistants, and specially trained developmental education instructors are necessary staff for this program. Existing faculty who teach developmental level courses can be transition to this program.

The facilities for the developmental education program would include classrooms to be set up in non-traditional fashion using tables and chairs rather than rows of individual desks, comfortable furniture, learning centers, and technology in the classrooms. Areas for group meetings, additional access to computer resources and tutoring spaces may be located in other locations on the campus sites.

This program will include:

1. Admission and exit requirements:
 - To enter the academic track, students must score at the 8th grade level comprehension score from Gates/McGinitie Reading Test and at least a 35 on the COMET essay test. Students must place into MS 096 on the COMET math section.
 - Students with the above scores will be admitted as transitional degree students (academic track). The General Studies certificate is to be eliminated as a certificate program.
 - Students who select the academic track must successfully complete the developmental courses and pass an exit exam.

- Certificate students (vocational or career tracks) must score at the 6th grade level comprehension score from Gates/McGinitie Reading Test and at least 30 on the COMET essay test. Students must place into MS 096 on the COMET math section.
- Students who are at the certificate level will complete their certificate and then enter the workforce. If a certificate student wishes to change to the academic track, he/she must re-sit the COMET and score at the levels stated for the academic track.
- Students must score at the 10th grade level comprehension score from Gates/McGinitie Reading Test, at least a 45 on the COMET essay test and must also place into MS 100, before taking degree courses or 100 level courses unless the 100 level course is taught as part of a learning community.

2. Semester Module Program

Students will be assigned in cohort groups with ideal 20 but not more than 25 students per cohort. The basic structure of the program will be two short term sessions of 6 to 8 weeks within a regular 16-week semester with intensive 7 hours of instruction per day. Instruction will be divided into Developmental English 1, Developmental English 2, Developmental Math 1 and Developmental Math 2. Students will meet Monday – Thursday for 3 hours daily for language skills development, 3 hours daily for math skills development and 1 hour daily for self-paced skills building. Fridays will be dedicated to life skills training, cooperative group projects, and individual skill building and tutoring. The semester will have four modules per semester. Each module will be assigned 3 credits for a total of 12 credits per semester with the addition of one 3 credit regular college course. The student would be admitted as a conditional degree student. The students in this program will be eligible for financial aid benefits assuming other eligibility criteria are met. The curriculum will include vocabulary, reading and writing skills, integrated language skills for school and work, math skills, study habits, life skills, information technology skills, and critical thinking skills. Students learning needs will be continually assessed and instruction will be tailored to target the development of the skills a student needs to meet competency for college. Once a student demonstrates appropriate competency, he or she will exit the developmental education program into an associate degree program track.

3. A selected 100 level college course may be included in the student cohort group's daily schedule along with developmental courses. The 100 level courses will be selected whereby students may already have some background knowledge related to the course content or the course is of high interest to students. Some examples of these courses are Health Science, Ethno botany, History of Micronesia, Micronesian Cultural Studies, Introduction to Art, Introduction to Music, and Computer Literacy.
4. Summer programs will be offered for incoming developmental students as college freshmen. These summer programs will accomplish the following:
 - Information sharing
 - Orientation to campus facilities and practices

- Introduction to student college life skills and computer skills

5. Program Resources needed include:

- Assessment tools for testing for admission and placement requirements.
- Tools for tracking and advising students throughout the program and beyond
- English reading, writing, and math skill building programs
- Student tracking system in program and beyond program.
- Additional reading resources appropriate to developmental level learners.

The program will require the adoption of additional programs and tools for assessing student developmental learning needs for language and math skills, assessing progress, and tracking the students in the developmental program and beyond into the regular degree level programs. While there are several potential resources available on the market, many are no longer being sold in formats that can be stored locally on a server and are now becoming web based. Some of the potential excellent resources for developmental programs the college has examined are currently web based. Our current bandwidth and access limitations to Internet based resources will be a challenge for adopting and using these resources. Therefore, the college will choose carefully among products to select those that will be most appropriate for our situation.

6. Program coordination and regular communication will include

- program coordinator in place.
- program website
- monthly conference calls
- program newsletter or update
- yearly face-to-face meetings between program staff

7. Staffing needs for this program will include:

- Sufficient numbers of high quality instructors trained in developmental education and ESL teaching
- Teaching assistants
- Peer tutors

8. Staff Development will include:

- Development Education professional trainings
- Membership in professional organization programs
- Participation in NADE and PacADE and online forums and on-site meetings
- Internet and Information Technology Training
- Training in culturally responsive teaching theory
- Faculty exchange/loan program

9. Classroom Environment and Tutoring Services

Ideally, the developmental program will be held in a non-traditional room set up with chairs and tables, computing resources, and comfortable furnishings. However, to begin the program, the college will use existing spaces that are more traditional and adjust as possible. Smart board technologies and wireless internet access will be available within the classrooms.

Experience with a pilot math program developed by COM-FSM faculty and conducted in 2008 academic year suggests that peer tutors present in the classroom provide significant benefit to the learning experience. In the math pilot program, the students used a locally designed self-paced developmental math program that had additional support and practice materials for computers for after class practice. In class peer tutors were available during the regular class time to provide “just in time” support to a student. Currently tutors are drawn from a pool of accomplished math students in the work-study program. In the future, students progressing through the program may be ‘recycled’ as hired as tutors under the work-study program or special contracts. In addition, at the national campus, the education division has expressed an interest in incorporating students in the Third Year Certificate in Teacher Preparation Math Methods course as tutors in partial fulfillment of that course’s teaching practicum.

10. Program Review and Student learning Outcomes Assessment

The College of Micronesia-FSM implements an assessment plan that routinely calls for academic program review. The assessment plan, *College of Micronesia-FSM Institutional Assessment Plan (IAP) Handbook* outlines the college’s institutional assessment strategies. This handbook can be accessed at <http://www.comfsm.fm/national/administration/VPA/researchdocs/irpo.html>.

The handbook describes the process and includes assessment worksheets and forms to facilitate the work of the individual programs and the process. As a result of this assessment process, recommendations from the program and the Assessment Committee are forwarded to the Planning and Resources Committee which prioritizes these recommendations based on institutional priorities and budgetary restrictions. These recommendations inform the budget cycle and resource allocations for the institution. The proposed program will participate in this institutional assessment process.

The ACE Program structure

The basic structure of the program will be a two of 6 to 8 weeks sessions within a regular 16-week semester with intensive 7 hours of instruction per day. A student’s day would start at 9:00. The program would be set up to run four days a week, leaving Fridays for self-paced learning, computer skills, and life skills work and cooperative group projects. Monday – Thursday students have two hours of instruction and 1 hour of lab time for the language skills and 2 hours for math and 1 for laboratory and skills building time. Students may be enrolled in

a 100 level coursework as part of their program. A common time would be set for lunch. Technology will be included in the classroom possibly with each student having access to a desktop or a laptop computer. Study habits and life skills are integrated into the daily and weekly activities.

Students will be grouped in cohorts. Instructional practices will include module-teaching approaches with teaching textbooks. Students will engage in self-paced study with teaching assistants available. Students will also engage in cooperative learning.

Initially, entrance criteria would be adjusted to use the Gates McGinitie Reading Test, the COMET essay rubric score, and the COMET math placement. Entrance requirements would be set at 8th grade comprehension level for reading, 35 on an essay scored with the COMET rubric and placement into MS 096. Exit criteria in general means “competency for college” and with early intervention and monitoring, students should not have to repeat the whole program but only modules or segments based on their individual needs.

The program modules will be assigned non-transferable credit of 4 credits per module. The modules will be Developmental English 1, Developmental English 2, Developmental Math 1 and Developmental Math 2. A student must meet exit criteria to move to the next module level. The student can repeat the module. When the student demonstrates “competency for college” he moves on into an associate degree level program. Those who are unable to meet the competency for college level after sometime in the program will be counseled to consider a vocational or technical program.

Developmental English 1 and 2

1. Course Description

The purpose of this course is to enable students who are under prepared for college level work to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas. The course is divided into units in which students explore a common theme around which the language skills are structured. The content will include, but not be limited to, the following:

- vocabulary for formal and informal conversation
- reading and writing skills
- integrated communication skills for school and work

Students will be provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities. The classroom environment will encourage communication and the use of reading and writing as communicative tools to reflect the connection between oral and written language. Students are given the opportunity to practice specific language forms, skills, and strategies in order to support the process of language

acquisition and the learning of concepts. Academic language and cognitive development are provided within a supportive environment.

Study skills and learning strategies are actively taught in all subject areas and students are empowered with the use of English as a tool to accomplish meaningful tasks.

Students will work with tutors in the language laboratory facilities to develop reading skills such as determining the main idea, identifying major details, writing summaries, answering essay questions, and reacting critically to text. In addition, students will work with tutors in the laboratory facilities to develop the ability to write well-organized, well-developed essays with college-level content, organization and grammar.

Continued emphasis will be made to developing basic skills in interpersonal communication, critical and analytic thinking and speaking fluency in preparation for regular college courses. In addition, students will be introduced to library work in researching and organizing information for oral presentation.

Supplemental materials for lab might include *Academic Therapy*, *My Reading Lab*, or, *My Writing Lab* programs. In addition, there will be available high interest reading materials at the students' reading levels in the campus learning resources centers and reading centers.

Developmental Math

Course Description

The goal of the developmental math program is to prepare at-risk students for entry into and success in entry-level college math courses. Emphasis will be on mastery of foundational math skills via self-paced completion of purpose-designed workbooks supplemented with computer based talking textbooks. Talking textbooks provide the students with an 'any-time' classroom in which each topic in the workbook is demonstrated in narrated, step-by-step detail. All class materials are tailored to students who have English as a second language. Mastery of the following topics is required to proceed to college level courses:

- 1) Solutions of Linear Equations
- 2) Graphing of Linear Equations
- 3) Derivation of Linear Equations
- 4) Solutions of Systems of Linear Equations
- 5) Use of Unit Analysis in Solutions of Word Problems that are described by linear equations.
- 6) Solutions and Graphing of Linear Inequalities
- 7) Order of Operations
- 8) Rational Expressions
- 9) Percents and Word Problems
- 10) Computer based Graphing and Solutions of Quadratic Equations

- 11) Solutions of Non-Linear Systems of Equations
- 12) Rational Exponents, Radicals and Complex Numbers
- 13) Ratios and Proportions
- 14) Factoring
- 15) Function Notation

C. Description of the planning process, which led to the request for the change and includes how the change relates to the institution’s planning process and stated mission.

A description of the preparation and planning process for the change.

The proposed program has had a somewhat long and exhaustive path through the institutional research, planning, and approval processes.

Beginning in 2006, the Director of Academic Programs (DAP), Karen Simion, provided leadership, management and coordination of developmental educators at the college and worked closely with the Vice President of Instructional Affairs (VPIA), Jean Thoulag, in navigating the internal structures and processes influencing the development of the proposed program. In summer 2006, the DAP began collecting data on the existing developmental programs at the college and prepared a program report of the Intensive English Program, known as the IEP and later renamed IEI (Appendix A.1). The IEP program was initiated at the college under a Title III grant during 1996-2000 and then extended and replicated at the state campuses. The program was not replicated consistently across campuses and suffered from the use of part time faculty not necessarily well trained in developmental and ESL teaching methods. The program review findings indicated the program was not very effective and it was discontinued.

Concurrently, the VPIA conducted a baseline study on reading comprehension rates using the Gates/McGinitie Reading Comprehension. In the Spring 07 semester, students enrolled in developmental and college level English courses across all campuses were tested. The data was analyzed to provide evidence of the reading levels of enrolled students. Corresponding with this study, readability levels were gathered for the textbooks used in the courses offered at the college. Analysis of this data showed the range of reading levels for students enrolled at the college. (Appendix A.4)

Next, a research study and program review of the general studies certificate was initiated in 2007 and conducted by the registrar at the request of the VPIA. The registrar expanded this into a longitudinal study that tracked 352 certificate of general studies students over 6 semesters (Appendix A.2). The conclusions from this report provided overwhelming evidence of the poor success of the certificate in general studies program in preparing students to transition into college level programs. Only 31 of the 352 moved on into a degree program.

The need to revise developmental education followed from the collection of evidence and conclusions about the incoming students and the lack of success of the certificate program.

Next, the DAP along with developmental education faculty attended national and local conferences to learn best practices in the field of developmental education, to network with other educators, and gather ideas to improve COM-FSM's developmental education programs. Faculty at Kapiolani Community College in Hawaii and at the College of the Marshall Islands were two of the groups sought out for advice on best practices for Pacific Island students.

In September 2007, a team of English writing, reading, and math developmental educators from campus sites at the college along with representatives from student services met to write a proposal for a developmental education program to replace the defunct IEL program and to replace the certificate of general studies program. A faculty member trained in ESL and developmental education led this effort over a period of three days. A program mission, goal and program outcomes were developed along with a proposal based on best practices to present to the college community. (Appendix B.1, B.2)

The proposal was then submitted to the curriculum committee for initial review. The committee recognized that the proposed changes were significant and would in turn have an impact on the way the college will move forward admitting students. Further, the proposed entrance criteria would likely result in a decline in enrollment expected initially in the transition stage. Therefore, the curriculum committee while endorsing the proposal recommended the review process be extended to the recruitment, admissions, retention (RAR) committee, and the finance committee. The plan was also widely distributed to campus directors and faculty at campus sites. The proposal was brought to the board of regents initially at the December 2007 for their review and endorsement to proceed with the proposed changes to developmental education. In January 2008, the admission committee endorsed the program. In February 2008, when presented the proposal, the finance committee requested for more information about the financial implications the proposed change to entrance criteria might have. For this an ad hoc working group was tasked to provide this information to the committee (Appendix F.3). Subsequently, the recruitment admissions and retention committee developed a recruitment plan taking into consideration a reduced enrollment of developmental level students. The finance committee recommended the college prepare another program to address the students who would otherwise not be accommodated by either the vocational certificate programs or the proposed developmental education program. In April 2009, the curriculum committee after taking into consideration the recommendations of the admission committee and the finance committee voted to recommend the proposed program to the president of the college with a request to submit it for substantive change approval. In the meantime, following the May 2009 Presidential Retreat, the planning and resource committee began a series of reviews of services and programs at the college to examine potential areas for "streamlining" and cost savings. While this review was in process during fall 2009, the college asked to defer submission of this developmental program substantive change proposal and reschedule for February 2010. With ACCJC approval, the college plans to implement the entrance criteria and proposed program for the fall 2010 semester.

D. Evidence that the institution has analyzed and provided adequate human, administrative, financial, and physical resources and processes necessary.

The College has in place at each campus faculty who have been teaching developmental level course and working with developmental education students. Existing faculty members will be incorporated into the proposed program. Current student services staff and resources are available for the proposed program. Some faculty and staff will need to be reassigned and designated as developmental education instructors or counselors specifically for this program. Needed teacher assistants as well as tutors can be hired with funding saved from the reduced need to hire part-time instructors for the general studies program.

Currently available developmental education faculty will be provided staff development for enhancing skills in conducting the proposed integrated, module based program. The current faculty handbook describes faculty workload and expectations. The faculty handbook can be found at <http://www.comfsm.fm/national/instructional/handbooks/fachb.pdf>. For the developmental program, the faculty involved will have slightly modified mutually agreed faculty workload consisting of 15 contact hours and 1 prep hour.

All campuses have libraries or learning resource centers. The Learning Resources Center at the National Campus holds over 60,000 volumes and 3,000 plus pieces of audiovisual materials. Internet access is available at all campuses for to all college faculty, staff and students for research from desktops or for students through computers in the library or computer labs. In collaboration with Pacific Resources in Education and Learning, faculty and students at any campus have access to EBSCO journal and newspaper databases. EBSCO Publishing indexes more than 11,000 magazine and journals in all subject areas, including education, health, business, computing, current events and news, and social issues. Additionally, faculty members have access to support through the NADE institutional membership and journals. State campus libraries under the guidance of the director of the national campus library have built modest collections to serve reference needs and program course needs. All campuses provide access to computer labs. A new trend on campus is students having their own laptop computers. Wireless internet connections are being made available at various locations on campuses to support students.

Student learning support services available to all students will be equally available to developmental program participants. The program will strive to collaborate closely with counselors and student support services staff.

At present, existing space and facilities are adequate to support the proposed program. There is space available for classrooms, faculty offices, conferencing space, and tutoring. For the short term, some negotiations with assigning dedicated classroom space exclusively for the developmental program will need to occur. On the horizon, new student services buildings with tutoring spaces are included in the capital improvement projects scheduled for the various college campuses per the list below and based on the December 2009 approved schedule for construction. (Appendix F.2). New learning resources centers for two campus sites are also planned. With these additional buildings, more tutoring, computer lab resources, and student services spaces will become available.

Capital Improvement Projects

Campus	Building	Expected Construction Start
National	Student Services	2010
Chuuk	New campus facilities.	2010
Kosrae	Student Center Phase	2010
Kosrae	Learning Resources Center	2010
Pohnpei	Learning resources Center	2010
Yap	Student Center	Ongoing

Additional equipment for classrooms such as computer stations and instructional technology can be purchased through technology fee funds. The program will require the purchase of software programs for placement, student tracking and retention and resources for diagnostic and direct instruction. The budget for the vice president of instructional affairs has funding available for purchasing student tracking and retention software program. Learning resources and campus instructional budget funds can be used to purchase reading and instructional materials. Faculty salaries are available in the current budgets that include the instructors currently teaching the certificate level courses that will be discontinued. A sample budget based on using existing college operating budgets and reassigning faculty positions under the developmental program is found in Appendix F.1. This budget combines the cost for all four campus sites for now. Existing regular budget funds are available within the college budget to accommodate this program with the discontinuation of the general studies program.

Recently, the college was allotted \$185,000 for special supplementary education grants from the FSM education sector grants. A portion of these funds can be solicited to support the developmental education program. A request to fund software program resource for the developmental program will be submitted. Additional grants will be developed to seek funding for special instructional materials, additional computer and information technology resources, and additional furnishings.

The anticipated effect of the proposed change on the rest of the institution.

As stated in the *General Catalog 2009-2011*, primary responsibility for the delivery of developmental education will continue to rest with the state campuses and this will remain the same with the revised proposed program.

Part of the proposed program is to enhance the orientation program which is designed as a yearlong first year experience course rather than a weeklong experience. Academic advising, guidance, and counseling services are to be integrated and become part of the students' scheduled activities rather than options. This requires staff dedicated entirely for the program. Developmental education will become a "program" rather than a set of courses. This change will need to be communicated well and the faculty and staff involved provided necessary orientation, training and incentive to participate and be dedicated to this program.

The proposed program requires the addition of a program coordinator to provide oversight and facilitate inter campus communication across all sites, staff development, curriculum development, assessment and report writing. Current faculty and staff will be reassigned to be dedicated to the developmental education program. As needed, new faculty recruited must have credentials and experience working in developmental education and ESL programs. Current faculty may be designated as site coordinators. The program also requires teacher assistants for reading and math labs. As previously mentioned, it is anticipated that with the elimination of the certificate in general studies program and the reduction of classes associated with this program, the need for part time instructors will be reduced and the funds saved can be redirected and used for teaching assistants. Peer tutors can be found through the college work-study program.

A short-term impact but potentially dramatic impact will be an initial decline in enrollment and the financial implications of this. The proposed program establishes entry criteria that will initially cause a decline in enrollment across all college sites. However, research shows that well designed developmental education programs help increase retention rates by at least 10%. Additionally, the college's has developed a recruitment plan which has factored in this expected decline with initiatives to offset the initial decline. The recruitment plan targets efforts to "reclaim" and increase the number returning students who will re enroll to complete their degree programs. Recruiting non-traditional aged, first time students are another initiative to offset the anticipated decline. Beginning with the fall 2009 semester, the college has made retention a priority and will continue to do so. Based on enrollment data for spring 2009, several campuses have shown improvement in retention rates. Continued efforts are ongoing and the college expects this effort helps in minimizing the effect of decreased enrollments at the certificate level with terminating the general studies certificate program. Lastly, the college will promote existing technical and vocational certificate programs to students who do not qualify for the academic track developmental program.

The students currently enrolled in the certificate of achievement program who have not completed the program by fall 2010 will be retested and either moved into the proposed program or assisted to transition into a vocational or technical certificate level program.

Perhaps the greatest impact will occur at the high school level among faculty and high school students and their expectations for enrolling into the college. Annually, more than 1,800 plus high school students sit for the COM-FSM COMET test. Each year about 100-200 are not admitted. Approximately 400 are offered admission to degree level programs. The remaining are offered entrance at the certificate level. Among this large group, several hundred are also severely challenged to succeed in developmental level intensive courses in literacy and math levels appropriate to prepare a student for college level. Simply put several hundred of the students not meeting the entrance criteria for the proposed academic bound developmental students who previously would be enrolled into the certificate of general studies program will either have the option of enrolling into a vocational certificate program or will need to be provided some alternative program. At present the college has not formalize any plans for offering alternative transition programs for those displaced, very unprepared students.

The college annually presents information on the COMET testing scores through statistical analysis reports (Appendix A.5) to the administration of the high schools, directors of the state departments of education and the secretary of the FSM Department of Education. The college through the president's participation at meetings of the FSM Association of Chief State School Officers (FACSSO) has described the challenges with underprepared students and the college plans on a number of occasions during their quarterly meetings since 2007. FACSSO is comprised of the FSM Secretary of Education, COM-FSM President, and the four FSM state directors of education. As a member of FACSSO, the college president has shared testing results and expressed the need for collaborative efforts to address the gap. The college has suggested alternative programs to the K-12 administrators to consider for addressing the needs of student leaving high schools underprepared for college.

The College has already established connections with FSM National Department of Education and the state directors of education to communicate "college ready" expectations for graduating high school students who want to enter COM-FSM. The FSM Department of Education has a "Bridging the Gap" initiative and hosted a conference in July 2009. The college participated. The college is playing an advisory role in planning workshops for high school administrators and teachers. The college intends to continue efforts to develop partnerships with the departments of education and high schools to design and conduct other special pre-college programs.

The implementation of the proposed developmental education program requires a major yet necessary shift in the way the college approaches developmental education and assures the quality of the college level educational programs.

A clear statement of the intended benefits that will result from the change.

First, the change in admission criteria and discontinuation of the general studies program college will be improve the quality of the developmental education program and enroll students into a developmental program who can benefit and succeed in transitioning to a regular college level program within the time frame expected for college level developmental programs.

Integration of student services will provide the students with the support they need to meet the challenges of college life. The first year at college is the most important and the students need to know where to get help, who and what to ask and how to navigate college life. This in the end improves retention and completion rates.

A systematic approach to developmental education will increase the ability of the college to meet the needs of the students and decrease the amount of time students spend taking developmental courses. Students will have a stronger foundation to cope with college level work as well as college life and life skills. One goal in particular is for students to demonstrate critical thinking skills, which will help them become active participants in their communities as well as successful in attaining academic goals.

Improved student learning and transfer of skills to content areas is another intended benefit. The proposed program is designed to use learning communities to help students make connections between classes and the importance of transferring skills learned in one class to another class. Eventually the college anticipates an increase in graduation rates for degree programs when students have been better prepared for the challenges of college level courses.

The College of Micronesia-FSM implements an assessment plan that routinely calls for academic program review. The assessment plan, *College of Micronesia-FSM Institutional Assessment Plan (IAP) Handbook* can be accessed at

<http://www.comfsm.fm/national/administration/VPA/researchdocs/irpo.html>

This handbook describes the process and includes assessment worksheets and forms to facilitate the work of the individual programs and the process. As a result of this assessment process, recommendations from the program and the Assessment Committee are forwarded to the Planning and Resources Committee, which prioritizes these recommendations based on institutional priorities and budgetary restrictions. These recommendations inform the budget cycle and resource allocations for the institution. The proposed program will participate in this institutional assessment process.

E. Evidence that the institution has received all necessary internal and external approvals.

The following chart tracks the proposed program’s somewhat long and exhaustive path through the institutional research, planning and approval process.

Date	Task/Activity for Review/Planning/Approval	Finds/Results	Actions
2006 Appendix A.1	Program Review COM-FSM Intensive English Initiative.	Results showed low completion rates and graduation rates for students moving on to degree, inconsistent implementation.	IEI program was discontinued
2007 Research on reading levels Appendix A.4	2007 Reading Comprehension Baseline Study	Using Gates McGinitie AR Reading Test students enrolled in developmental courses and college level reading courses across all across campus sites tested for reading comprehension levels. Further testing done at the	Gates McGinitie AR Reading Test adopted as a component of entrance testing and placement of incoming new students. Found a wide range of reading levels 2 nd – 5 th grade in lower level

		lower grade levels.	developmental courses
Gathered data on readability of college textbooks Appendix A.5	Assessed readability levels of required textbooks in developmental and 100 level and above courses.	Textbooks readability ranged from 10-college level for regular college level course materials.	Gathered evidence on the vocabulary gap facing students. .
March 2007-2008 Program Review of Certificate of General Studies Appendix A.2	Longitudinal study conducted “Assessing the Levels of Effectiveness of the Certificate of Achievement in General Studies Program. ” Program Review Certificate of General Studies Program - Chuuk Campus	Results of the study indicate the General Studies Certificate – -does not effectively prepare students to enter the degree programs at COM-FSM -completion rates were less than 3% for cohort groups followed.	Recommendation to discontinue and replace this program. Adjust entrance criteria for academic track students and certificate level students.
2007-2008	National Association of Developmental Education Conference (NADE) Feb. 2007 Pacific Association of Developmental Education (Pac-ADE) Sept. 2008 Kapiolani Community College Consultation visit.	Director of Academic Programs leads team to attend conference, gather ideas for revised developmental education, advising, and placement	Identified best practices and model programs to incorporate into program for COM-FSM
September 2007 Appendix C.1	College wide planning for revised program	13 instructors representing each COM-FSM campus site met to write proposal for college approval	Proposal drafted for Curriculum Committee review.
October 2007 Appendix D.1	Submission of program proposal to Curriculum Committee for review –	Committee initially supports program but recommends review by appropriate committees, and campuses	Proposal sent to admissions and finance committees
December	Proposal to Cabinet	Cabinet concerned about enrollment decline and	Cabinet agrees to present proposal to

2007	Review	potential fiscal implications.	BOR for guidance.
December 2008 Appendix D.4	Presentation to Board or Regents	Presented proposed program to the Board of Regents for endorsement to proceed with plans.	With Board supports to proceeding with plans to implement the proposal presented to Planning and Resources Committee for review.
January 2009 Appendix D.2	Review of proposal by Recruitment, Admissions and Retention (RAR) Committee and for endorsement of entrance criteria.	Admission Committee approves proposal with recommendations to specify entrance criteria for vocational/technical certificate.	Curriculum Committee incorporates changes in entrance criteria. RAR committee to adjust Enrollment Management Plan.
January 2009 Appendix D.3	Presentation to Finance Committee review	Finance committee request information on plans to minimize impact to the budget due to changes in admission criteria	.
February 2009 Appendix D.3	Response provided to Finance Committee Finance committee (Appendix)	Finance committee recommends college develop alternative “ pre college” plans for non admitted students	Finance Committee Recommendations presented to Planning and Resources Committee
April 2009 Appendix D.1	Curriculum Committee reviews proposal following up on finance committee and Recruitment committee responses	Committee again endorses the proposal with changes to entrance criteria. Recommends submission of substantive change proposal.	Curriculum Committee chair, transmits request to President permission to submit substantive change proposal to ACCJC.
October 2009	Initially scheduled to submit proposal for ACCJC review.	Requested to postpone pending streamlining” reviews by Planning and Resources Committee of all instructional programs.	Planning and Resource Committee informed of plan to submit proposal to ACCJC in February.

F. Evidence that Eligibility Requirements will still be fulfilled after the Change

Authority – The implementation of the program will not impact the authority at the college. The proposed program instead, was established through the college's free use of its authority.

Mission – The program will further promote the college's ability to meet its mission by contributing to the development of the Federated States of Micronesia through the offering of a program based on and designed to meet an identified need of the nation.

Governing Board – like any program offered by the college, the appropriate committees have reviewed and endorsed and the Board of Regents has approved this program.

Chief Executive Officer – The chief executive officer endorsed the program, approved its review within the college's committees, and submitted it to the governing board where it was approved.

Administrative Capacity – This program will be administered within the administrative matrix of the college.

Operational Status – This program fits into the operation of the college. Our prospective learners will be able to pursue further education after completing this program.

Degrees – The program is not a terminal degree but will provide opportunity to enable our clientele to pursue a choice of degree program following successful completion of the developmental education program.

Educational Programs – The program has been approved through our curriculum approval process and will be monitored at course and program level through the College's institutional effectiveness processes, which are currently being implemented in response to the Commission's recommendations.

Academic Credit – The proposed program complies with the college's format for offering credits.

Student Learning and Achievement – The program will be regulated through the college's institutional effectiveness plan. Student achievement will be monitored at both course and program level while student learning outcomes evaluation will be conducted using data generated from internal assessment. The extent of this process is documented under the college's institutional effectiveness plan.

General Education – The learners will be prepared to continue on in a regular degree program and to take all general education requirements for a chosen academic program.

Academic Freedom – The proposed program will also comply with the college's academic freedom as clearly stated in its general catalog.

Faculty – The existing full time faculty who are currently teaching developmental education courses have qualifications and experience to support course requirements for the proposed program. They will be reassigned to the proposed program and provided additional staff development opportunities to enhance their skills in implementing, teaching and assessing developmental education programs.

Student Services – The College will support the program using its student support services. Staff development will be conducted as needed for staff to adapt to the integrated and year long orientation approach implemented in the proposed program.

Admissions – Prospective learners will be required to enter the program through the proposed college admission criteria and then follow other requirements for academic programs. The proposed developmental program will prescribe a revised set of admission criteria. The admission process will be coordinated through the main campus office with entrance testing administered at each campus. All student records are accounted for and monitored by the office of admissions and records based at the National Campus. The college has implemented a web-based student data storage and access service that has greatly improved the admission process.

Information and Learning Resources – The Learning Resources Center at the National Campus and state campuses libraries currently are stocked with appropriate materials to support this program.

Financial Resources – The budget resources used for the certificate of general studies program mainly faculty salaries will be reassigned to support the developmental education program. Refer to the financial section under section D of this report.

Financial Accountability – The college annually undergoes and makes available an external financial audit conducted by a certified public accountant. For the past three audit cycles, the college has received unqualified rating for its audits and is categorized as a low risk auditee.

Institutional Planning and Evaluation – The evaluation of this program will be integrated into the overall institutional effectiveness planning process that is ongoing at the college and described in the college's *Institutional Assessment Handbook (IAP)*.

Public Information – Pending approval the program will appear in the next edition of college's general catalog. Current public information needs will be handled through the college's website, flyers, and radio public service announcements, and consultations with state department of education administrations.

Relations with the Accrediting Commission – The College's ALO contacted Dr. Susan Clifford who verified the need to submit the report.

G. Evidence that accreditation standards will still be fulfilled after the change and all relevant Commission policies are followed:

- A. Standard I: Institutional Mission and Effectiveness
 - a. Mission – [See Eligibility Requirements section under section F of this proposal].
 - b. Improving Institutional Effectiveness – [See Eligibility Requirements under section F of this proposal].
- B. Standard II: Student Learning Programs and Services
 - a. Instructional Programs – The program will provide a modified and improved program offering to the college’s current learning opportunities. The quality of the program will be regulated as part of the college’s institutional effectiveness plan.
 - b. Student Support Services – [*See Administrative Services under section D and Admissions, Information, Learning Resources under section F*].
 - c. Library and Learning Support Services – [*See Eligibility Requirements under section F of this proposal*].
- C. Standard III: Resources – [*Refer to section D of this proposal*].
 - a. Human Resources
 - b. Physical Resources
 - c. Technology Resources
 - d. Financial Resources
- D. Standard IV: Leadership and Governance [*Refer to section F of this proposal*].
 - a. Decision-Making Roles and Processes
 - b. Board and Administrative Organization