

*Self Study Report 2010*

**INSTITUTIONAL SELF EVALUATION**

***STANDARD IIA***

**INSTRUCTIONAL PROGRAMS**

*College of Micronesia – FSM*

**STANDARD IIA: INSTRUCTIONAL PROGRAMS**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher educational institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**STANDARD IIA1**

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

**STANDARD IIA1A**

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

**STANDARD IIA1B**

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**STANDARD IIA1C**

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**STANDARD IIA1A/B/C: DESCRIPTIVE SUMMARY**

The college offers a wide range of instructional programs to meet the needs of students in the FSM. The following is a listing of programs by degree/certificate level and the campuses at which they are offered.

*Table IIA.1 Program Offerings and Locations*

Degree/Certificate Level	Program	Site Offered
Associate of Arts	Liberal Arts	National
	Liberal Arts/Health Career Opportunity	National
	Liberal Arts/Media Studies	National
	Liberal Arts/Special Education	Chuuk and Yap
	Micronesia Studies	National
	Teacher Preparation	National
Associate of Science	General Agriculture	National
	Business Administration	National
	Computer Information Systems	National
	Early Childhood Education	National
	Hospitality and Tourism Management	National and Pohnpei
	Marine Science	National
	Teacher Education – Elementary	Chuuk, Kosrae, and
	Public Health	Yap

Associate of Applied Science		National
	Building Technology	Pohnpei
	Electronics Technology	Pohnpei
	Telecommunication Technology	Pohnpei
Third Year Certificate of Achievement		
	Accounting	National
	General Business	National
	Teacher Preparation – Elementary	National
	Related Services Assistant	Pohnpei
	Teacher Preparation – Special Education	National
	Public Health	National
One Year Certificate of Achievement		
	Agriculture and Food Technology	Kosrae
	Bookkeeping	Chuuk
	Community and Health Assistant Training	Pohnpei
	General Studies	All sites except National
	Law Enforcement	Pohnpei
	Preschool Teacher Education	Chuuk
	Secretarial Science	Pohnpei
	Trial Counselor	Pohnpei
	Building Maintenance and repair	Pohnpei
	Cabinet Making/Furniture Making	Pohnpei
	Career Education: Motor Vehicle Mechanics	Pohnpei
	Carpentry	Pohnpei
	Construction Electricity	Pohnpei
	Electronic Engineering Technology	Pohnpei
	Masonry	Pohnpei
	Plumbing	Pohnpei
	Refrigeration and Air Conditioning	Pohnpei
	Small Engine, Equipment and Outboard Motor Repair	Pohnpei
Advanced Certificate of Achievement		
	Maritime Studies – Class 5 Master	FMI
	Maritime Studies – Class 5 Marine Engineer	FMI
Certificate of Completion		
	Multi-purpose Rating	FMI
Certificate of Achievement		
	Fishing Technology and Maritime Studies – Class 6 Master/Engineer	FMI

The college develops and improves its programs on an on-going basis. The mission of the college states that it “is committed to assisting in the development of the Federated States of

Micronesia by providing academic, career and technical educational opportunities for student learning.” To achieve this mission, the college assists with the development of an ongoing implementation of the FSM Strategic Development Plan (FSM SDP) which sets the major development goals for the states within the nation, including needs for basic education, economic development and vocational and technical training needs in the context of a small island developing nation. The college frequently consults with the national and state executive and legislative branches regarding program needs. The annual President’s Retreat also brings together the college community, with public and private stakeholders, to reflect on the previous year and to determine priorities for the upcoming year. A bi-yearly employer survey (part of the Institutional Assessment Plan process) is administered to gauge the needs of employers and to determine how well college graduates are performing in the work force. In recent years, discussions have included the readiness of high school graduates for college and the need for various vocational and technical programs at the different college sites.[IIA1]

Furthermore, educational needs of potential students are determined by consulting the results of the COM entrance test or COMET and placement testing (Gates MacGinitie), input from its TRIO programs (Upward Bound at all sites, TSP at Pohnpei campus), and discussions and information sharing with FSM State Departments of Education. Much of the current discussion and research have been centered on improving developmental education, as reflected in the college’s strategic plan goal 1 (b) to improve development education.

A third approach in determining student needs is the implementation of the Institutional Assessment Plan (IAP) processes. This addresses and ensures that current program review and assessment of student learning outcomes determine the relevance, appropriateness and improvement needs of the college’s programs. Assessment plans and reports address both student learning and effectiveness of improvement efforts within a program. An annual student satisfaction survey is administered to assist with determining if programs and services are meeting student needs. The basis for the IAP is to ensure the continuous improvement of programs and services at the college.

The forth major approach is use of the new Student Information System (SIS) database that allows for detailed student reporting at the institutional level while allowing for easier identification and tracking of diverse cohorts of students and the impact of programs and services on these students’ learning. [IIA1a]

The college’s course outline approval process, as detailed in the curriculum handbook, requires indication of the different instructional methods to be used to meet the objectives of the course. Course syllabi provide greater detail on instructional approaches used for each course. [IIA1b]

The IAP handbook provides an overview of active, cooperative and collaborative instructional techniques with linkages to more extensive internet resources, and provides information on deep versus surface learning. In this regard, the IAP handbook also encourages the approach that fewer student learning outcomes be emphasized each semester, but that they be taught in greater depth. The annual student satisfaction survey reports on student perception of the level of active and cooperative learning techniques that are used at the college. [IIA1b]

Professional development activities promote activities that increase knowledge of instructional and assessment/evaluation approaches compatible with objectives of the curriculum. These include faculty workshops at the beginning of fall and spring semesters, ISLET (Institute for Student Learning and Excellence in Teaching) presentations at the national site, regularly scheduled faculty workshops on sharing teaching strategies at the Yap site, common time for faculty interaction at the Kosrae site, while the Chuuk and Pohnpei sites provide opportunities for faculty training during the college's annual staff development day and limited off-island training. [IIA1b]

The college requires student learning outcomes for all courses and programs. Course level assessment is also documented in the semester course level assessment report that is submitted by faculty to the DAP at the national site and the ICs at the state sites. The IAP describes the program assessment and program review processes at the college. The IAP is designed to provide a direct link to program improvement and to assist with the development of institutional priorities. [IIA1c]

#### **STANDARD IIA1A/B/C: SELF EVALUATION**

The college has mechanisms in place to ensure that the college is meeting its mission through addressing the educational needs of the students in the context of overall development plans for the FSM. This can be found in the actual results from the presidential retreats and in meeting minutes with congress/legislature. Mechanisms are in also in place to identify the educational needs for incoming students and ongoing evaluation of continuing students. One such mechanism is the COMET, a locally designed test which places incoming students in math and English courses. A student must score at least 5 in each of the math sections of the COMET to place into the next highest level. For example, a score of 6, 4, 6, 3, would place a student in the second level math course even though the student scored high in the first and third sections. The tracking of students after placement has indicated that most students appear to be placed at appropriate levels. The English component of the COMET consists of a timed writing or essay portion which is graded against a rubric. A score of 38 out of 50 is needed for an incoming student to enter into college level writing courses. The reading section is the AR level of the Gates/McGinitie standardized reading test. Students whose scores equate to a grade level below nine (9) are considered developmental and will need to enroll in developmental reading courses. Students with scores equating to a grade level below seven (7) are retested using lower graded levels of the Gates/McGinitie Reading test since the AR level test does not distinguish below grade 7. [11A1a]

With the SIS in place, information is now available to allow for more appropriate research and action at the appropriate levels, whether it be at the level of individual students, courses, programs or services. [IIA1a]

The college's IAP handbook promotes a philosophy of active, cooperative and collaborative learning approaches to instruction. Specific instructional strategies are included in course outlines and in course syllabi and are often shared through professional development activities at the college. [IIA1a,b]

The college has identified student learning outcomes at the institutional level and for all programs and courses. The IAP assessment worksheets provide a mechanism for tracking of program assessment results from one annual assessment cycle to the next cycle.[IIA1c]

#### **STANDARD IIA1A/B/C: PLANNING AGENDA**

- The college will improve its ability to demonstrate that all instructional programs meet the mission of the college and needs of the students by:
  - Including surveys or questions of student engagement in the overall student satisfaction survey to help identify appropriate instructional strategies.
  - Having the curriculum committee conduct semester review and evaluation of effective instructional strategies and by a) providing an annual update of the IAP Handbook with appropriate instructional strategies and b) providing training during the annual staff development day and in other venues.
  - Evaluation of program review and assessment recommendations by the curriculum committee to ensure appropriate implementation for positive impact on student learning.

#### **STANDARD IIA2**

The institution assures the quality and improvement of all Instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.1, 2

#### **STANDARD IIA2A**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

#### **STANDARD IIA2A: DESCRIPTIVE SUMMARY**

The college's curriculum handbook sets forth procedures for the design (including student learning outcomes) and approval process for all new courses and programs at the college. Faculty develops course syllabi for all courses which are approved by the Director of Academic Programs (DAP) at the national campus and Instructional Coordinators (IC) at the respective state campuses. The college's IAP Handbook also provides assistance on the development of student learning outcomes. [IIA2]

Procedures on periodic evaluation (at least every five (5) years) of course outlines and details on the review and approval process are provided in the curriculum handbook.

The program evaluation process is detailed in the Curriculum and IAP Handbooks. As part of the process, assessment plans are prepared by faculty for each program (degree & certificate) and submitted yearly to the curriculum committee who then makes an endorsement of the plan to the assessment committee. The assessment committee reviews and recommends approval of assessment plans to the President. The President then takes final action to either approve assessment plans or require additional improvement. Assessment reports (either formative or

summative reports) are prepared based on the approved assessment plan and follow the same review and approval process as assessment plans. [IIA2a]

In addition to this periodic review, the college's Policy on Continuous Improvement Cycle also requires the periodic evaluation of policies and procedures. [IIA2, a]

### **STANDARD IIA2A: SELF EVALUATION**

The college curriculum handbook which details the design and approval process of courses, programs and learning outcomes is updated every year. This handbook is located on the VPIA website and published in hardcopy, then distributed to faculty at each campus. The curriculum committee must approve changes that occur in the handbook. During the June 12, 2007 meeting, changes to the course outline cover page and format were approved to standardize contact hours for practicum, field studies, labs and studio type courses. The approved changes also required the inclusion of learning outcomes at the program and course levels in course outlines.

The process of approval for course outlines include an initial review by the division from which the outline originated, review by the college community, review by the curriculum committee and finally, approval by the president. Approval of new programs or modification of current programs involves more participation from community stakeholders, especially in the planning process. One instance of this include the meeting of the local board of nurses and nursing faculty from the University of Guam in the spring of 2006, during the early planning of the proposed nursing program, to provide input on how the program should be structured. Another instance was in September 25-29, 2006, when stakeholders from the state and national departments of agriculture, Pohnpei Marine Resources, FSM Marine Resources, NORMA, FSM Protected Areas Network, The Nature Conservancy, Land Grant, and Forestry met to discuss the future direction of the agriculture and marine science programs. Program designers had submitted proposals to the curriculum committee which sent recommendations to the cabinet. From there the proposal was sent to the board of regents for approval and then to WASC for substantive change approval. WASC had reviewed the nursing and agriculture proposals during its September 2009 meeting. Both programs are designated as priority areas by the FSM government.

Faculty submits course syllabi to the instructional coordinator (IC) at the state campus or the director of academic programs (DAP) at the national campus by the first day of class. Page 15 of the 2009 faculty handbook lists the required information that must be included in all course syllabi. This list includes, but is not limited to, instructor contact information, course description, program and course learning outcomes, assessment strategies, attendance and academic honesty policies, course structure, and grading. The state campus IC sends copies of syllabi to the DAP for review, data collection and filing.

The program evaluation procedure is outlined in the Curriculum Handbook under appendix T. Program evaluations are submitted each year and one component of the evaluation is program assessment. The IAP handbook contains assessment plan and report forms that are part of the program evaluation submission. Recommendations from assessment results are reviewed by the curriculum committee, recommended to the assessment committee, approved by the president and then forwarded to appropriate committees for action. Recommendations such as course

modifications are dealt with by the curriculum committee and recommendations requiring financial resources such as remodeling the library to include more private study areas are referred to the planning and resources committee.

#### **STANDARD IIA2A: PLANNING AGENDA**

- As per the Policy on Continuous Improvement Cycle, the policies and procedures for the design, approval, administering, delivery, and evaluation of courses and programs will be evaluated.

#### **STANDARD IIA2B**

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

#### **STANDARD IIA2B: DESCRIPTIVE SUMMARY**

As stated in IIA2a, the college's curriculum committee reviews all course and program student learning outcomes for competency levels and ensures that the outcomes are measurable for all courses within the various degree and certificate programs. The curriculum committee uses a) input from advisory committees where appropriate, b) the bi-annual employer survey, and c) research on current trends and standards in industry and academics, in making its decisions on competency levels.

Program evaluations are submitted yearly while course level student learning outcomes are assessed throughout the semester and reported on at the end of each semester.

#### **STANDARD IIA2B: SELF EVALUATION**

The composition of the curriculum committee ensures that faculty members are actively involved in determining appropriate competency level and measurement of student learning outcomes. Of the 23 curriculum committee members, 14 are full-time instructors.

The challenge, to more actively include the five (5) members of the committee who are at the different sites, remain. To address this, information for review of agenda items are sent out one week prior to meeting times, and members at different sites have the opportunity to send email comments prior to the meeting or to join the actual meeting through the Voice Over IP phone. Sometimes the connection works well and sometimes the connection is not clear. A quick survey of curriculum committee minutes shows that on June 15, 2009, three participants from different sites didn't participate; on March 23, 2009, five participants at other sites didn't participate; and on Feb. 23, 2009, two participants from different sites did not participate.

While the college has made use of advisory committees, the use of such committees are not sufficiently documented nor are the results from the committees disseminated.

In 2006, all programs were evaluated and in 2007-2008, 21 of 26 active program evaluations were again submitted. Program evaluations are now submitted on a yearly basis and are due in

October of each year. Recommendations from the program evaluations are reviewed by the curriculum committee and then endorsed for review by the assessment committee. During the spring 2008 semester, faculty began submitting assessment of student learning at the course level and has continued to do so every semester since then. Some changes that have resulted from the course level assessments include increase in time spent on a particular course level outcome, requests for supplemental materials such as videos and DVDs, and changes in teaching strategies such as trying 'guided research.'

#### **STANDARD IIA2B: PLANNING AGENDA**

- The college will improve its tracking of the current competency levels required of its graduates by:
  - Developing processes and procedures for the use of advisory committees and their evaluation;
  - Improving the dissemination of research findings and information from employer surveys; and
  - Using other modes of obtaining information on current and future competency requirements.

#### **STANDARD IIA2C**

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

#### **STANDARD IIA2C: DESCRIPTIVE SUMMARY**

The college's curriculum handbook sets forth the requirements for the development of programs and the sequencing of courses to complete programs. Course outlines, including specific instructional methods, are developed by faculty and follow a development and review process to ensure high quality, appropriate breadth, depth, rigor, sequencing, and time for completion. A final review of course outlines is done by the curriculum committee after initial recommendations from faculty of all sites that are expected to deliver the course.

Requirements for all programs, including degrees and certificates, are found in the college catalog. The program requirements include practicum, internships, and capstone projects to bring together what students are expected know, think and do, upon completion of the program. Most programs include a suggested schedule of courses to assist with program completion.

The academic advisement handbook provides guidance to advisers to assist students with program completion.

Programs are evaluated yearly by means of the college's IAP process to assess quality of programs, instruction and student learning.

#### **STANDARD IIA2C: SELF EVALUATION**

The college's curriculum committee meets on a biweekly basis to review programs, course outlines, assessment results and instructional policy to ensure the high quality of its programs

and services. In the past year alone, 5 programs and 28 course outlines have been reviewed, and modifications approved by the curriculum committee. Minutes of the curriculum committee indicate that few, if any, programs and course outlines are approved without required modification, a reflection of the committee's concern for quality and comprehensiveness of the programs and courses.

Feb. 23, 2009, minutes reflect, "Program Modification for Small Engine and Automotive Repair – Tabled for further action....Right now program modification is based on Pohnpei campus need to increase enrollment and need of Pohnpei students, so new proposal should be more inclusive of the other state campuses' needs if they desire to teach the program."

Examples of programs that have capstone courses or projects are:

- Education – practicum and the BA internship/student teaching
- Micronesian Studies – SS 280 Directed Studies
- Marine Science – SC 260 Independent Studies in Biology
- Agriculture – AG 299 Directed Field Experience
- Hospitality and Tourism – practicum
- Trial Counseling – Trial Practice Internship
- 3<sup>rd</sup> Year Accounting – internship
- Media Studies - practicum

Program reviews are driving improvements as reflected by the requirements for modifications in both program designs and course outlines.

The program evaluation on IEI (Intensive English Instruction) at Chuuk campus in 2006 recommended a discontinuation of this program as it doesn't 'fulfill the needs and interests of students.' This recommendation was supported by results from a study on IEI conducted by the DAP's office earlier in the same year. As a result, the program was discontinued.

The AS in Business Administration's 2008-2009 program evaluation recommended modifying the Accounting I course from a 3 credit course to a 4 credit course as instructors found that students had learned more when they were given real life accounting situations to solve and work with, a strategy which required more time than simply solving end of chapter questions.

A weakness of the current system is the lack of a prioritized listing of programs and course outlines for review that would include the sequencing of reviews and the identification of responsible authors.

#### **STANDARD IIA2C: PLANNING AGENDA**

- The college will develop a prioritized listing of programs and course outlines for review that includes the sequencing of reviews and identification of responsible authors.

#### **STANDARD IIA2D**

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students

**STANDARD IIA2D: DESCRIPTIVE SUMMARY**

Course outlines require indication and identification of the methods of instruction to be used for courses. Course syllabi are reviewed by the DAP or IC and include greater detail on methods of instruction.

The college is continually working to increase its means of delivery and matching of delivery techniques with the diverse needs and learning styles of students. For example, the national campus conducts a series of presentations under its ISLET program to acquaint faculty and staff with current best practices in instruction. Yap campus faculty has ongoing professional development activities that include biweekly training activities for addressing cooperative learning strategies. Kosrae campus sets aside time twice weekly to discuss academic and instructional program issues.

Faculty evaluations include classroom observations that record information on instructional delivery modes and teaching methodologies. The evaluations/observations are conducted yearly for continuing faculty, semi-annually for new faculty (at 6 months and 1 year) and every semester for part time faculty. Individual improvement plans are written based on the evaluations. The classroom observations are conducted by the immediate supervisors, which can include the instructional coordinator or division chair.

Student evaluations of instructors also contain information on an instructor's use of teaching methodologies. These evaluations are conducted at the end of each semester for all instructors and in all classes.

The college's Upward Bound (UB) (Chuuk, Kosrae, Pohnpei and Yap campuses), Talent Search Program (TSP) (Pohnpei campus) and Student Services Support Program (National campus) are also vital components in ensuring needs and learning styles of students. The UB and TSP work with secondary students to determine approaches that reflect the needs and learning styles of students entering the college. Details of instructional techniques are found in individual project applications.

**STANDARD IIA2D: SELF EVALUATION**

ISLET presentations have included topics such as academic uses for the SMART board, writing across the content, a summary of PacADE conference workshops, and lifelong learning, to name a few. One of the faculty professional development sessions at Yap campus was observed by the DAP during a campus visit and the VPIA observed the faculty sharing in Kosrae and Chuuk during campus visits.

A review of classroom observations by supervisors revealed that a number of strategies are being used in the classrooms. Some examples are the use of manipulatives in teaching math, student presentations, cooperative groups, supplementing lectures with PowerPoint presentations, videos, hands-on practice during computer class, a "10/3" lecture format (10 minutes lecture – 3 minutes to share and discuss in groups), opinion writing and summary writing.

Student evaluations of instructors also indicate that most students feel that the instructors are meeting individual learning needs through a variety of teaching strategies. It is being noted that students are becoming more vocal and perhaps are better educated to notice teaching strategies of faculty. Some comments from students suggest that lecturing is the least effective method and students prefer to be actively engaged in some way. The students also want a variety of approaches used during a semester.

#### **STANDARD IIA2D: PLANNING AGENDA**

- The college will formalize its review, discussion and dialogue on delivery modes and teaching methodologies through formal discussion sessions each semester by the curriculum committee based on a compilation of classroom observations and a review of program assessment reports, and by holding sessions on best practices in instructional methods to be provided by each campus at the annual President's retreat.

#### **IIA2E**

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

#### **IIA2F**

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

#### **STANDARD IIA2E/F: DESCRIPTIVE SUMMARY**

Evaluation and assessment duties and responsibilities are required of all faculty members. The college's faculty handbook states that faculty is to perform "student learning outcomes assessment and assist with program learning outcome assessment" [IIA2e].

All faculty submit a course level assessment report each semester that links the course level SLOs to the program level PSLOs. The report indicates if the course addresses the PSLOs while also reporting whether the SLOs were introduced (I), demonstrated (D) or mastered (M) at a level appropriate for graduation. The number of students who were successful at each SLO and at what level on the SLO and other comments on student learning are also included. Additionally, faculty comment on how the SLO was assessed. Course level assessment reports are maintained by the DAP for the national campus and ICs for other sites. [IIA2e]

The college's IAP process provides ongoing systematic program assessment of student learning outcomes and program review to assist with determining their relevance, appropriateness and improvement needs. Assessment plans and reports are addressed and reported in the minutes of the assessment committee, and maintained on the IRPO (Institutional Research and Planning Office) web site. [IIA2f]

The college's continuous improvement cycle policy sets forth the basic requirements of the college's assessment program. Processes and procedures for evaluation of all programs are

found in the institutional assessment plan (IAP) handbook. The college's assessment process is based on methods and procedures from the National Science Foundation and the Kellogg Foundation for assessment. The IAP processes call for the development of improvement plans, assessment plans and assessment reports (including program assessment and program review) that lead to the development of improvement and assessment plans for the next improvement cycle. Instructional improvement and assessment plans are developed by program faculty with assistance from Instructional Coordinators (IC) found at all six of the college sites, the Director of Academic Programs (DAP) and the Vice President for Instructional Affairs (VPIA). The IAP Handbook also provides information, processes and procedures for the development of program outcomes, evaluation questions (with corresponding data sources) and analysis requirements. Worksheets provided in the handbook allow for more consistency in the improvement and assessment plans and reports, are reviewed and endorsed by the curriculum committee and then routed further to the assessment committee to ensure that plans and reports meet instructional requirements for quality and rigor. Final approval for assessment plans and reports lie with the college President. Assessment reports, in direct response to evaluation questions, emphasize closing of the assessment loop and identification of specific improvement strategies for the upcoming improvement cycle. [IIA2f]

Furthermore, the worksheets for development of improvement and assessment plans are directly tied to the college's mission and strategic goals. The use of evaluation questions in the assessment plans and reports allows direct linking of analysis of data to strategies for improvement against the program outcomes, program mission, and the college's strategic goals and mission. Both qualitative and quantitative data is used to determine program effectiveness. Pros and cons of various assessment techniques are provided in the IAP handbook to assist faculty in selection of appropriate assessment techniques. [IIA2f]

#### **STANDARD IIA2E/F: SELF EVALUATION**

The college's system for course and program level assessment is in place and operating. There was concern over the collection and dissemination of assessment results and the understanding of the linkages between planning, assessment and resource allocation. To address this issue, the college developed a policy on continuous improvement cycle.. The processes and procedures of this policy identifies roles and responsibilities which include communication and document flow among and between the administrative leaders, appropriate standing committees, the assessment committee, and the President and the Board of Regents; the development of improvement and assessment plans and reports, and the implementation, monitoring and reporting requirements to the actual linkages between planning, assessment and resource allocation. Training is considered vital to improving these areas and is being conducted at the college's various sites. [IIA2e]

The college ensures the quality and improvement of all instructional courses and programs through a series of interlocking institutional policies and procedures. The governance policy sets a structure of standing committees with broad representation of faculty, staff and students. The curriculum, assessment, and planning and resources committees are primarily responsible for ensuring quality and improvement of courses and programs. The college's strategic plan for 2006 -2011 sets forth its continuous improvement cycle that provides the overall linkages for planning, assessment and resource allocation. The curriculum handbook and the institutional

assessment plan (IAP) handbook provide the specific processes and procedures that ensure quality and continuous improvement. [IIA2e]

To assist in ensuring quality of course delivery, the college adopted requirements in fall 2008 that faculty in instructional programs possess, at a minimum, a master's degree. [IIA2f]

The college has seen the revision of program outcomes in general education, liberal arts/health career opportunities program, teacher preparation, and agriculture within the past three years. At the course level, assessment has driven modification of course outlines that included modification of course outcomes. [IIA2f]

#### **STANDARD IIA2E/F: PLANNING AGENDA**

- The college will look at mechanisms for automation of its course and program assessment, and program review system. The college web site will provide access to institutional, program and course level student learning outcomes and assessment reports and program reviews.

#### **IIA2G**

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

#### **IIA2H**

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

#### **IIA2I**

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

#### **STANDARD IIA2G/H/I: DESCRIPTIVE SUMMARY**

The college does not at this time administer departmental course and/or program examinations [. However, the college is moving in this direction.

Currently, course level assessment reports prepared by faculty each semester indicates the achievement of student learning outcomes. As per the college catalog, student achievement is reflected through grades as: A – superior, B – above average, C – average, D – passing, F – failure and W –withdrawal. IIA2g]

Units of credit are awarded in a standard fashion, as described in appendix c of the curriculum handbook that reflects generally accepted norms in higher education. Actual contact hours have divisors to determine course credit: lecture (16), lecture/lab (16), co-op education (30), workshop (48), internship (48), studio (48), practicum (48), field study (48) and lab (48).

Processes and procedures for determining course credit is detailed in the curriculum handbook and are designed to be aligned with intuitional policy and generally accepted norms or equivalences in higher education. An extensive institutional effort for articulation of courses

and programs with regional, Hawaii and US mainland institutions also helps ensure courses and programs meet generally accepted norms or equivalences in higher education.

[IIA2h]

Criteria for awarding degrees and certificates are stated in the college catalog. All degree and certificate programs have program level outcomes and all courses within the programs have student learning outcomes. Each semester, course level assessments report on the achievement of course student learning outcomes which are in turn linked to the achievement of program student learning outcomes. Programs are assessed to ensure that student learning outcomes are being met and that degrees and certificates are awarded appropriately.

Degrees are awarded based on completion of all course and program requirements. Curriculum alignment matrixes of program outcomes against program courses provide a method of monitoring and assurance of student acquisition of necessary knowledge, content and skills required by the programs.

Outreach programs and training modules, facilitators and instructional staff, and program design which are reviewed and approved by a subcommittee of the curriculum committee, also assists in providing the appropriate training needed to ensure that faculty are equipped with the skills and teaching strategies needed to aid in the students' completion of program requirements.

Trainings include activities such as Auto CAD, GIS, Basic Board Development, IT, and other outreach programs that respond in many cases to specific needs identified by state and national government agencies, and the private sector. [IIA2i]

The college's continuous improvement policy calls for periodic evaluation of the overall policy and its sub components (planning, assessment, and resource allocation).

The college has an extensive system of course and program articulation agreements with various colleges and universities in the college instructional affairs MAP that allow transfer of credits between institutions and provide evidence that the college meets generally accepted norms or equivalencies in higher education. [IIA2h]

#### **STANDARD IIA2G/H/I: SELF EVALUATION**

Evidence for awarding course level credit is based on the review of course and program level evaluations which are based on program assessment and reviews. The course level evaluations and program assessment and reviews have brought about continuous strengthening of course and program design and evaluation, as evidenced by the changes recommended by the curriculum committee and approved by the President. A review of the articulation agreements indicates that many of the agreements are reaching renewal date and are in need of renegotiation.

#### **STANDARD IIA2G/H/I: PLANNING AGENDA**

- As the college works at continually improving its assessment system, it is looking for ways to enhance its understanding of student academic strengths and weaknesses related to student learning outcomes. A major part of the planning agenda is to renegotiate

existing articulation agreements and expand articulation agreements to additional schools which are receiving our transfer students.

### **STANDARD IIA3**

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

### **STANDARD IIA3A**

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

### **STANDARD IIA3B**

A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

### **STANDARD IIA3C**

Recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

### **STANDARD IIA3A/B/C: DESCRIPTIVE SUMMARY**

The college's general education program was revised during the fall 2008 and spring 2009 semesters with approval of the revisions by the curriculum committee in July 2009. The revision was driven by concerns for improving the quality of the program and its impact on student learning. The revision is also aligned with the recently adopted institutional student learning outcomes. [IIA3]

The new General Education Program for Academic and Vocational Programs consists of 29 credits in the following areas: English (9 credits), mathematics (3 credits), natural science (7 credits), social science (3 credits), humanities (3 credits), computer applications (3 credits), and exercise and sport science (3 credits). The accompanying philosophy for selection of courses in this program is located in the General Catalog 2009-2011 and reads:

“The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development which will encourage students to formulate goals and develop values for the enrichment of their lives” (48).

Courses are selected for this program based on the course level student learning outcomes (SLO) that meet the program learning outcomes and philosophy of the General Education Program. The college is moving in the direction of generally having three outcomes per course (know, think and do). To be selected as a general education course, course level outcomes must be aligned with the revised general education program outcomes.

The curriculum committee reviews each course outline submitted and a majority of the committee must vote to recommend for approval. Courses taught as part of the General Education Program are being mapped on a matrix to indicate when and where outcomes are being addressed and the level of expectations for student learning for each course.

There were also a series of improvements made to the general education program between the last self study and the time the revised outcomes were adopted. For example, on February 26, 2004, the curriculum committee recommended for approval student learning outcomes for the General Education Program and on January 24, 2006 the curriculum committee revised the math requirement of MS 100. It was changed to include “any 100 level or above mathematics course” after reviewing course outlines such as the MS/ED 210a Math for Teachers course which was the first in a series of 2 math courses required for the Associate of Arts degree in Teacher Preparation.

Following are the revised general education program academic goals and the revised program outcomes.

#### **General education academic program goals**

To prepare students for:

- Goal 1: Effective Communication
- Goal 2: Critical Thinking and Problem Solving
- Goal 3: Quantitative and Scientific Reasoning
- Goal 4: Ethics and Culture
- Goal 5: Workforce Readiness

#### **Academic Program Outcomes:**

- Outcome 1.1: Write a clear, well-organized paper using documentation and quantitative tools when appropriate.
- Outcome 1.2: Make a clear, well-organized verbal presentation.
- Outcome 2.1: Demonstrate the ability for independent thought and expression.
- Outcome 2.2: Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.
- Outcome 3.1: Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities.
- Outcome 3.2: Present and interpret numeric information in graphic forms.
- Outcome 3.3: Communicate thoughts and ideas effectively using proper mathematical terms.
- Outcome 3.4: Demonstrate understanding and apply scientific concepts and principles of a field of science.
- Outcome 3.5: Apply scientific methods to the inquiry process.
- Outcome 4.1: Demonstrate a fundamental knowledge of world geography.
- Outcome 4.2: Demonstrate knowledge of the major cultural issues of a person's own culture as well as other cultures.
- Outcome 4.3: Demonstrate knowledge of major historical events affecting one's culture and other cultures.
- Outcome 4.4: Demonstrate familiarity with contemporary global issues.
- Outcome 4.5: Demonstrate an understanding of major ethical concerns.
- Outcome 5.1: Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester.
- Outcome 5.2: Demonstrate professionalism, interpersonal skills, teamwork, leadership and decision making skills.

Several different measures are in place to ensure the quality of the General Education Program courses. The General Education Program courses are articulated with other US accredited

colleges such as the University of Guam, Eastern Oregon University, and University of Hawaii at Hilo. Secondly, cooperative assessment work with the University of Guam is in the initial stages to see if criteria for collegiate standards set in the general education courses are the same between the colleges. Students must obtain at least a “C” average in EN 120a Expository Writing I and MS 100 College Algebra in order to advance to the next level course. Faculty submit course syllabi by the first day of instruction, copies of mid-terms, final exams or projects, and course level assessment of student learning outcomes each semester.[IIA3a]

Coordinated assessment of the General Education Program courses across all sites is a challenge. Some difficulties have been finding a small working group to take ownership of the assessment process. To aid in this, the college is hiring a General Education Program Assessment Coordinator on a full-time contract. The job description is being prepared for advertisement at this time. The general education assessment plan calls for common assignments to be administered across all sites and graded with common rubrics. College course completion rates from 2004 to present indicate that most students are able to succeed in their major course requirements and upper level course work. Some examples are SS 280 Directed Study: Selected Topics where students majoring in Micronesian Studies have to write a research report, the EN 200 level courses where students must be able to acquire knowledge in a variety of ways and communicate effectively, or the education courses where students must put theory into practice, be creative, and continue to value lifelong learning. Ethical behavior and effective citizenship are addressed in the EN 208 Philosophy course, EN 209 Introduction to Religion course, and the Micronesian Studies courses like SS 195 Micronesian Cultural Studies.[IIA3b,c]

The current college catalog was printed just prior to the adoption of the revised general education program outcomes. The current version of the general education student learning outcomes can be found in the catalog on the college’s web site

#### **STANDARD IIA3A/B/C: SELF EVALUATION**

The need for revision of the college’s general education program learning outcomes came from a number of sources. Concerns arose and were expressed during the development of the IAP process over the breath of the previous learning outcomes. In response to these concerns, dimensions of learning were developed for the college that included more emphasis on workforce readiness skills including ethical concerns. An additional driving force was the college’s employer survey administered in spring 2009 that indicated concerns over students’ writing, communications and professionalism.

#### **STANDARD IIA3A/B/C: PLANNING AGENDA**

- At the current stage of development, the revised general education program is being implemented with an ongoing assessment plan. The results of the assessment for courses and program will drive future improvements.

#### **STANDARD IIA4**

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

#### **STANDARD IIA4: DESCRIPTIVE SUMMARY**

As evidenced by the college catalogue, degree programs at the college are designed to focus on one area of inquiry except for the AA in Liberal Arts that provides an interdisciplinary core. Degree programs consist of the general education core which is 29 credits and the major requirements which usually totals 31 – 40 credits for a total of 60 – 69 credits.

#### **STANDARD IIA4: SELF EVALUATION**

The policy on degree programs and graduation requirements states, “An associate of arts or associate of science degree is awarded upon completion of the following requirements:

General Education: Satisfactory completion of the General Education Core

Major: Satisfactory completion of the prescribed series of courses for the selected major.”

All programs are designed and recommended for approval following this policy.

#### **STANDARD IIA4: PLANNING AGENDA**

- The college will continue to monitor the college’s policy on degree programs and graduation requirements to ensure that all new degree programs meet the requirements of this policy.

#### **STANDARD IIA5**

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

#### **STANDARD IIA5: DESCRIPTIVE SUMMARY**

The college continues to improve all vocational courses offered at its state campuses. The Division of Technology & Trade at Pohnpei Campus is currently leading in the development, implementation, and delivery for all the vocational courses which are now being offered by the college with significant contributions by other campuses. All of these courses were developed with local industry representatives, Apprenticeship Committee input, and government liaison. The college continues to improve the quality of all courses and programs to meet employment and other applicable standards through a continuous effort of meeting and obtaining internationally recognized industry certification to validate the quality of all programs or courses.

Instructor’s training through industry certification

- Summer 2005 - Electronic Technician Associations (ETA) Certified Fiber Optics Installer & Technician – John Limtiaco of Guam Community College
  - Certify COM-FSM instructors as ETAs Certified FOI & FOT to teach fiber optics installation & troubleshooting [Presidential Update #258]
- Summer 2006 – Cisco IT Essentials – Pacific Center for Advanced Technology Training of Honolulu Community College

- Certify COM-FSM instructors as Cisco IT Essentials instructors to teach PC hardware & software course using standards based on Cisco Training Academy [Monthly Report June 2006]
- Summer 2006 – Office Equipment: Troubleshooting, Repair, & Maintenance – Pacific Center for Advanced Technology Training of Honolulu Community College
  - Certificate of professional development [Monthly Report June 2006]
- Summer 2006 – SIMUTECH [Monthly Report June 2006]
- April 2008 – NCCER Instructor’s certification program – Guam Trades Academy of Guam Contractor’s Association [Monthly Report May 2008]
- U.S. Department of Labor Apprenticeship program – sponsors including COM-FSM, Pohnpei State Government, Pohnpei Utilities Corporation, FSM Telecom Corporation [Grilly]
- NIDA [Substantive change report 2004]

The Division of Technology & Trade at Pohnpei Campus continues to conduct annual exhibits to allow students to showcase trained skills to promote programs to local community and workforce and to get feedback.

- April 2007 [Presidential Update #292]

The college continues to work with the National and State DOE and the private sector to establish or improve career and technical education standards for whole FSM nation.

- Ongoing since spring 07 - Partnership with FSM DOE, Pohnpei State DOE, various private sectors in developing Career & Technical Education (CTE) for the nation. [3<sup>rd</sup> Quarter Report 2008]
- School-To-Work Project [Monthly Report]

Technology & Trades Advisory Council, which consists of members from Pohnpei State DOE, FSM National DOE, US Embassy Office, Pohnpei Utilities Corporation (PUC), FSM Telecommunications Corporation (FSMTC), Pohnpei Port Authority, and various representatives from local business in the construction and other related trades, advises the Pohnpei Campus Director on matters relating to vocational and technical training programs offered at Pohnpei Campus.

In addition, a partnership meeting between Pohnpei Campus and Pohnpei State DOE is held once a month to discuss efforts on bridging the gap between high school programs and post secondary programs at Pohnpei Campus.

Vocational programs at Pohnpei Campus are currently utilizing students to provide repair services on various kinds of equipment and appliances to the local community. [Monthly Report]

Kosrae campus in addition to the above is emphasizing work place experience and meeting employer requirements including industry certifications as detailed above. The biggest issue facing Kosrae is the small size of the industrial base in Kosrae to support the practical experience of students.

#### **STANDARD IIA5: SELF EVALUATION**

Instructor's training through industry certification is one of the strategies currently used by the vocational education division to ensure curriculum and course materials of vocational and technical courses offered are meeting the standards as needed in the workforce.

Upon receiving the Electronic Technician Association's [ETA] Fiber Optics Installer and Technician certifications, instructors immediately revised and modified its current fiber optics training course to meet standards of ETA, ensuring that students demonstrate skill competencies in the profession and prepare for external licensure and certification.

Upon receiving Cisco's IT Essential Instructor's Certification, instructors immediately revised and modified its computer repair course to meet Cisco's standards in PC hardware and software training. The result of training has made COM-FSM Vocational Division a local Cisco Academy. Utilizing the Cisco's IT Essential coursework and standards prepared students for external licensure and certification such as the CompTIA A+ Exam.

Recently, instructors have received the National Center for Construction Education and Research [NCCER] certifications to improve and ensure effective course delivery of all courses that use NCCER course materials.

Through professional development training with Honolulu Community College (HCC) Pacific Center for Advanced Technology Training [PCATT], instructors have acquired certifications in Office Equipment Troubleshooting & Repair, and motor control & industrial wiring. The results of training include improvement in its training courses in these areas, in terms of teaching methodology, training equipment, and skills competencies.

The vocational division will continue to work with its neighboring institutions, such as Guam Community College and Honolulu Community College, and other technical institutions to acquire the needed technical training for its instructors, through professional development training, that will assist its efforts of ensuring that training programs meet the demanding standards of the workforce.

The challenge is the securing of funding to fully cover the costs of training as needed.

#### *Annual Trade & Technology Exhibit*

Vocational programs at Pohnpei Campus have been conducting its Annual Exhibit since 2007. The Annual Exhibit is an event where students would display learned skills to promote respective programs to the local community and workforce. Its primary objectives are to

promote the importance of vocational skills and to expose students to potential employers for employment opportunities.

#### *Use of Advisory Council*

In March 2009, the vocational programs at Pohnpei Campus currently re-established its Technology & Trades Advisory Council to assist the division by providing advice on matters relating to vocational and technical training programs offered at Pohnpei Campus. Currently, the Advisory Council is working with the division in discussing recommendations based on program reviews of vocational programs.

Recent program reviews indicated the need to increase more on the job training components into program courses.

The Advisory Council is an effective mechanism which helps in maintaining our partnerships with the local workforce and the department of education of the State and the National Government.

#### *Partnership initiative with the FSM and State DOE*

Recent developments that have resulted from a partnership meeting with Pohnpei State DOE, Pohnpei Campus and the State DOE is that all are in the process of developing a plan to work together to improve the transition of students from high school to vocational programs at Pohnpei Campus.

In addition, the vocational education division is currently working with FSM DOE and all the four States' DOEs to implement the nation's Career & Technical Education [CTE] standards that provide the framework to align career & technical/vocational curriculum from the first grade level to the post secondary level at COM-FSM Vocational Programs.

### **STANDARD IIA5: PLANNING AGENDA**

- Secure funding for industry certification
  - The division of vocational education will continue to work with the Vocational Training Coordinator under the VPIA's office to seek funding assistance from OMIP to acquire needed professional development training programs for its faculty members. This will help to ensure that the quality of training courses produce graduates who are able to demonstrate technical and professional competencies that meet employment standards and are prepared for external licensure and certification.
- Modify programs/courses to increase on-the-job training (OJT)
  - The division of vocational education at Pohnpei Campus will continue its efforts to work with its advisory council and other program stakeholders in reviewing program review recommendations to ensure recommendations are meeting the needs of the workforce and stakeholders prior to forwarding all recommendations

to the Assessment Committee and the Curriculum Committee for review and recommendation to the college board.

- The division of vocational education will work with the curriculum committee to modify programs to increase more on-the-job training components.
- Strengthen the implementation of FSM National technical skills testing/certification
  - The division will continue to work with the FSM National DOE or T3 to improve or strengthen the Nation's technical/vocational skills testing and certification body.

#### **STANDARD IIA6**

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

#### **STANDARD IIA6A**

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

#### **STANDARD IIA6A: DESCRIPTIVE SUMMARY**

The college catalog details the processes and procedures for the admission of transfer students on page 28, articulation agreements with other institutions on page 35, transfer of credits on page 37 and transcript policy on page 37. Listings of articulation agreements are available from the office of the VPIA and counselors. [IIA6a]

#### **STANDARD IIA6A: SELF EVALUATION**

Students are given a copy of the college catalog during the new freshmen orientation. Policies and procedures are discussed with the new freshmen and transfer students at a specified time during the orientation week. Academic advisors are assigned to each student for one-on-one advising. The current college catalog is also available on the official college website.[IIA6] The VPIA, in cooperation with the registrar, determines if a course's student learning outcomes for transferred courses are comparable to the learning outcomes of a COM-FSM course. [IIA6a]

Articulation agreements with Pacific area colleges are currently being updated through the work of the Pacific Post Secondary Education Council. [IIA6a]

#### **STANDARD IIA6A: PLANNING AGENDA**

- The college President in his FY 2011 performance budget has established outcomes to review, update and/or review current articulation agreements at the college and develop at least one new articulation agreement each year for the next three years.

**STANDARD IIA6B**

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**STANDARD IIA6B: DESCRIPTIVE SUMMARY**

The college's curriculum handbook details processes and procedures for program deletion. Recommendation for program deletion is based on program evaluation and program review and other pertinent information. To be considered for deletion, the recommendation must also include information on:

1. justification for program deletion
2. plans and implementation date for phasing out this program
3. plans for students currently enrolled in the program, if any

The curriculum committee reviews the deletion recommendation and forwards it to the President for appropriate action. Review and approval is required by the cabinet and by the President, who if agrees, submits the recommendation to the college BOR for final approval.

**STANDARD IIA6B: SELF EVALUATION**

The college continues to base program deletions or major changes on assessment and program review recommendations. For example, the Intensive English Initiative was deleted in 2006 because program completion rates were not at a successful level and students who did finish continued to require more than 4 semesters to graduate from a degree program. This was a two semester program, so upon its deletion, students were not placed into an intensive English program, but a degree program with regular developmental courses required. Students who did not complete the two semesters were re-tested and placed according to their placement. In cases of program deletion, courses were planned so that substitutions were accepted or that courses from the closing program was offered to a cohort of students who needed it prior to it being deleted.

**STANDARD IIA6B: PLANNING AGENDA**

- The college is currently conducting both a project to streamline programs and services at the college to meet changing enrollment and economic conditions as well as developing an academic master plan. Consideration for which programs and services to maintain, eliminate or significantly change is considered in both activities. The college will adhere to the processes and procedures established in its curriculum handbook for programs that will be eliminated or significantly changed to minimize impact on students.

**STANDARD IIA6C**

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**STANDARD IIA6C: DESCRIPTIVE SUMMARY**

The college publishes in hard copy a college catalog that covers a two year period and distributes the catalog widely, including to all new students. An electronic version of the catalog is found on the college web site and is updated as needed. Additional publications are prepared by various offices such as OAR, FAO, Student Services and individual programs and campuses.

To ensure consistency of publications, the college's governance policy has established a Publications Committee that advises the President on publication standards and reviews publications of the college. The specific responsibilities of the Publications Committee are to:

Identify common publications norms and practices and approve templates as needed;  
Review referred publications to ensure established standards are met; and  
Review assessments and evaluations of publication standards and processes and make recommendations.

Publications can be found on the college website and reviews and recommendations on publications can be found in the committee's minutes.

To give a clear picture of programs and services, mission statements have been developed for instructional programs, and student and administrative services. The mission statements are designed to link programs and services to the overall mission of the college and its strategic goals.

**STANDARD IIA6C: SELF EVALUATION**

The most current catalog was published and distributed at the beginning of Fall 2009 semester. The catalog contains updated information on courses and programs, policies, admissions, financial aid, registration, academic regulations, graduation requirements, student services, the organizational chart, calendars and personnel at the college. Other publications include program brochures for recruitment of future students, the college fact book, etc.

Publications standards ensure that the college's mission is included in all college publications.

In developing mission statements for instructional programs, the college's IAP handbook recommends the following be considered as the mission statements are being prepared to ensure that potential students and instructors are given a clear picture of the intent of the program and characteristics of graduates:

Each program should have its own mission statement. An effective program mission statement should be linked to the College mission statement and be written in a language so that it can be understood by students and parents. A mission statement might provide:

- A brief history of the program and describe the philosophy of the program
- The types of students it serves
- The type of professional training it provides
- The relative emphasis on teaching, scholarship, and service
- Important characteristics of program graduates.

#### **STANDARD IIA6C: PLANNING AGENDA**

- The college is currently developing an academic master plan. Once the plan is completed, a review will be conducted of all academic program missions, program goals and student learning outcomes to ensure consistency and integrity in its publications.

#### **STANDARD IIA7**

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

#### **STANDARD IIA7A**

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively

#### **STANDARD IIA7A: DESCRIPTIVE SUMMARY**

The faculty handbook (a manual of administrative policies & procedures for instructional services and personnel policy and procedures) provides the BOR-approved college's code of ethics, including the faculty statement of professional ethics and the faculty code of ethics, and its position on academic freedom and responsibility.

#### **STANDARD IIA7A: SELF EVALUATION**

A faculty handbook is provided to each faculty when hired, is available on the VPIA website and is updated yearly. The professional code of ethics is specifically written in the handbook and discussed during faculty orientation. Faculty are evaluated by a supervisor after the first six months, at the end of the first year, and yearly after that. Item #8 on the instructional faculty evaluation form (appendix N) is a rating on professionalism. A review of last year's evaluations shows that most instructors were rated satisfactory on this item.

#### **STANDARD IIA7A: PLANNING AGENDA**

- The college, through its DAP and ICs, will continue to monitor the faculty evaluations for ratings on "professionalism" to ensure that the college's code of ethics is being followed. Reviews of student rating of faculty will also be monitored to ensure that the code of ethics is maintained.

**STANDARD IIA7B**

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

**STANDARD IIA7B: DESCRIPTIVE SUMMARY**

The college catalog on page 37 sets out the college's policy on academic honesty and consequences for dishonesty. It states: "To ensure the integrity of the educational process and the institution, the College encourages academic honesty, and therefore does not condone cheating, plagiarism, or any related form of academic dishonesty which prevents an instructor from being able to assess accurately the performance of student in any facet of learning. Students found guilty of academic dishonesty, cheating, plagiarism, and facilitating academic dishonesty will be liable to dismissal or suspension from the college." The academic honesty policy is included in all course outlines and course syllabi.

**STANDARD IIA7B: SELF EVALUATION**

Students are informed of the academic honesty policy on the first day of class through the course syllabus. Most instructors, especially those teaching writing, spend a few minutes the first day of class emphasizing the importance of academic honesty and the consequences of academic dishonesty. The chair of the Languages and Literature division from the National Campus conducted a workshop on what constitutes plagiarism at the Micronesian Teacher Education Conference (MTEC) so that elementary, high school and college teachers can reinforce the concept of citing work and avoiding plagiarism. The Disciplinary Committee reported that over the years about 5 students have been suspended for academic dishonesty. During the 2008-2009 school year suspected cases of academic dishonesty and especially plagiarism was a major concern. One instructor went as far as sending a memo identifying appropriate messages to send to students to curb academic dishonesty.

**STANDARD IIA7B: PLANNING AGENDA**

- The college will maintain its review of academic honesty requirements of students through first day of class review of academic honesty in course syllabi and monitoring of disciplinary committee actions related to academic honesty. A change in the levels of referrals and suspension by the disciplinary committee related to academic honesty will result in development of an intervention plan.

**STANDARD IIA7C**

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

N/A The college does not promote a specific worldview or specific codes of conduct.

**STANDARD IIA8**

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

N/A All programs of the college are provided in the FSM.