

President's Retreat 2007 Problem Statement 1 WHYS

<p>Problem Statement 1: There is insufficient dialogue and information exchange between external stakeholders and the college in regard to economic and social development needs, program development, service delivery and funding for students and the college.</p>		
<p>Why? It is difficult for people to find time for discussion with external stakeholders. Why? Just not enough time. Why? There is no incentive.</p>	<p>Why? The college (Palikir) is viewed as being isolated. Why? Physically, Palikir is isolated. Why? The college rarely seeks information from stakeholders. Why? We do not ask.</p>	<p>Why? The college views itself as not needing information from outside. Why? We think we know it all. Why? We think we are the professionals. Why? The college has the masters, doctors, etc. Why? Wrong attitude.</p>
<p>Why? It is not part of the performance evaluation. Why? Never considered a priority for the college. Why? Never considered a problem. Why? Never assessed the real needs that were present. Why? No institutional assessment plan or communications plan.</p>	<p>Why? The college does not see a need to give information to local agencies. Why? Occupied with it's own mission and needs. Why? Did not see a reason to give information out. Why? No impact from not sharing information. Why? Only needed to please the BOR and WASC. Why? College felt it was accountable to BOR & WASC.</p>	<p>Why? There is a lack of formal mechanisms for discussion and dialogue in the college. Why? Never considered a part of the organization structure. Why? Thought there was good communications (administration) in the college. Why? Communication top down to campus director. Why? Focus was not on information exchange.</p>
<p>Why? The college may feel that we are the professionals and we know what to do. Why? We have the people with higher degrees. Why? Qualification for being hired.</p>	<p>Why? The outside may feel the college are the professionals and are hesitant to voice their concerns. Why? Feel we do not need help. Why? The college is staffed by professionals. Why? People have higher degrees.</p>	<p>Why? There is a lack of formal mechanisms for discussion and dialogue with stakeholders. Why? Did not see it as a need. Why? We got what we needed anyway. Why? There is a lack of a culture of evidence.</p>
<p>Why? Many agencies are using outside agencies for technical assistance. Why? The outside agencies meet their expectations better. Why? The perception is that the quality is better. Why? The perception is someone outside can do a better job .</p>	<p>Why? The college does not respond fast enough to the state and nation needs. Why? Occupied with college concerns. Why? Do not see stakeholders as college concerns. Why? Lack of knowing what the real road to take is. Why? Lack of formal structures to respond to external needs.</p>	<p>Why? The college communication techniques may not fit the FSM. Why? College is more advanced in electronic communications. Why? College may to dependent on electronic means of communications. Why? Easier.</p>
<p>Why? Time involved in contacting stakeholders may be excessive. Why? Limited use of electronic communication techniques. Why? No every stakeholder has unlimited access to the internet or a separate email address.</p>	<p>Why? Lack of coordination in communications between state and national campuses. Why? Structure not set up for effective communications. Why? Structure does not support effective two way communications.</p>	<p>Why? College does not have a unified agenda (focus). Why? Campuses have different agendas. Why? Different campuses serve different communities. (national serves all FSM state campuses are seen as serving their states) Why? Lack of formal mechanisms for communications and decision making (or lack of sufficient quality in use of existing systems)</p>

President's Retreat 2007 Problem Statement 2 WHYS

Problem Statement 2: Inadequate development, understanding and application of quality standards for an effective student centered learning environment.		
<p>Why? Because, if we don't know what the learning-centered approach is and how we may apply it – not only in Instruction but also in Administration and in Student Services – then there can be no development, understanding, and application of any standards.</p> <p>Why? Because, at each campus, we don't provide training (staff development) on what the learning-centered approach means in the three departments (Admin/Inst/SS).</p> <p>Why? Because, at each campus, Administration fails to advocate such training and to identify key staff members who can coordinate such training over time.</p> <p>Why? Because the Cabinet at the Palikir administration and the Management Councils at the state campuses lack leadership in promoting and advocating the training.</p>	<p>Why? Lack of understanding of what are quality standards.</p> <p>Why? Both too much and too little information on standards.</p> <p>Why? Lack of a common definition and information dissemination.</p> <p>Why? The approach to get it down (leadership) has not been successful.</p>	<p>Why? Different perceptions of criteria for quality?</p> <p>Why? Everyone has their own perception of quality.</p> <p>Why? Lack of a shared understanding of what is quality?</p>
<p>Why? Not knowing what standards apply?</p> <p>Why? No IAP and/or lack of training.</p> <p>Why? Financial restrictions due to priority.</p> <p>Why? Lack of procedures for setting absolute priorities.</p>	<p>Why? Lack of understanding of what a student centered learning environment is?</p> <p>Why? New concept to many people.</p> <p>Why? Little or no training in student centered environment.</p>	<p>Why? Lack of mechanisms to ensure standards are being applied?</p> <p>Why? No IAP.</p> <p>Why? Not sure what mechanisms are needed.</p> <p>Why? Issue is vague.</p> <p>Why? To many changes in recent years.</p> <p>Why? Assessment is new to higher education and we are in the messy stage.</p>
<p>Why? Maybe our standards/programs are not student learning centered?</p> <p>Why? No clear definition of learning centered.</p> <p>Why? Working on it.</p>	<p>Why? Lack of mechanisms to evaluate how well standards are being met?</p> <p>Why? Standards not actually set at this time.</p> <p>Why? Working on it.</p>	<p>Why? Unclear expectations of who does what in relation to standards?</p> <p>Why? Insufficient communications across different groups.</p> <p>Why? Lack of communication protocols.</p> <p>Why? Lack of implementation plans.</p>
<p>Why? Geographical layout makes implementation of standards across the college difficult?</p> <p>Why? Manner of communications – standards if set need to be communicated and understood.</p> <p>Why? Face to face still the preferred and best medium at the college.</p> <p>Why? Technology issues while cost effective are still not in place.</p>	<p>Why?</p>	

President's Retreat 2007 Problem Statement 3 WHYS

Problem Statement 3: Governance processes including development, implementation and evaluation do not include all necessary internal and external stakeholders.		
Why? No system in place. Why? No perceived need. Why? Refer to ps 1	Why? Stakeholder involvement was never considered a priority. Why? Refer to ps 1	Why? Lack of awareness of governance process. Why? Lack of understanding of responsibility (such as planning council). Why? Lack of training. Why? Lack of recognition of need for training.
Why? Lack of interest. Why? Not considered part of job even if it is in the job description. Why? Institutional cultural issues. Why? Some people just don't care.	Why? Uncoordinated efforts/responses. Why? Lack of communications on the committee structure and purpose. Why?	Why? No one designated to coordinate.
Why? Lack of clear instructions.	Why? Technology issues. Why? Lack of funding for bandwidth. Why? High cost of bandwidth/technology. Why? Access to technology. Why? Telecom only source of external communications. Why? Power outages (especially Chuuk & Pohnpei (now)	Why? Geographic issue. Why? Difficult for face to face meeting. Why? Cost. Why? Willingness to use technology option. Why? Prefer face to face discussion. Why? Lack of training in certain technology options.
Why? No sense of ownership.	Why? Lack of time. Why? Time management Why? Not prioritization. Why? Lack of plans.	Why? Funding.
Why? Lack of leadership.	Why? College does not always welcome and respond to outside input. Why?	Why? Lack of understanding of importance of governance issues. Why? Lack of expectations. Why? Too many governance policies not being enforced. Why? College not necessarily proactive in communications.

President's Retreat 2007 Problem Statement 4 WHYS

<p>Problem Statement 4: The academic level of the majority of incoming students is inadequate to meet college level standards.</p>		
<p>Why? Preparation in EI & HS insufficient. Why? Teachers are under prepared. Why? Teachers did not receive proper training. Why? Teachers not required to have degrees.</p>	<p>Why? Teachers are under prepared.</p>	<p>Why? Teacher absenteeism is high Why? Cultural, religious and family obligations Why? Expectations of community</p>
<p>Why? Student absenteeism is high. Why? Teachers absent.</p>	<p>Why? Curriculum not clear. Why? Changes too often. Why?</p>	<p>Why? Lack of resources (library books, etc.) Why? Misuse of resources. Why? Lack of budgeting and planning. Why? Lack of skills in planning and budgeting. Why? Procedures not adequate.</p>
<p>Why? Lack of leadership and governance. Why? Communications breakdown. Why? Lack of skills.</p>	<p>Why? Lack of proper use of resources. Why? No SOP Why? No clear guidelines.</p>	<p>Why? Facilities inadequate to support quality instruction. Why? Lack of funding. Why? Lack of quality in construction. Why? Lack of skills in planning and budgeting.</p>
<p>Why? Resources are missing from schools. Why? Lack of resource management. Why? Lack of SOP.</p>	<p>Why? Lack of accountability. Why? No sense of accountability. Why? Lack of focus on student achievement.</p>	<p>Why? Teacher absenteeism is high Why? Teacher not motivated. Why? Lack of Workforce readiness skills. Why? Not emphasized in instruction.</p>
<p>Why? Resources are missing from schools. Why? Low salary of education staff.</p>	<p>Why? Parents do not understand and/or value education. Why? Education is not necessarily a high priority.</p>	

President's Retreat 2007 Problem Statement 5 WHYS

Problem Statement 5: The success and retention rate of students at the college is less than 40%.		
<p>Why? Because, as freshmen, their entry-level competence in English and math is even lower than the minimum ESL 070 and MS 95.</p> <p>Why? Because COM-FSM fails to establish appropriate teacher-training and community-service programs for public high school teachers, such as adopt-a-school, in which our instructors may visit high schools 2-4 hours a week to help their teachers in teaching knowledge, methods, and skills.</p>	<p>Why? The morale of students is high when enrolling, but is not sustained?</p> <p>Why? The field they chose may not motivate them.</p> <p>Why? They may not know at this stage what their career will be.</p> <p>Why? Students have never been exposed to possibilities.</p> <p>Why? High schools and the college do not address these issues in sufficient detail.</p>	<p>Why? Education is not considered a priority for many Micronesians.</p> <p>Why? You can survive even without education. You can still get jobs.</p> <p>Why? Jobs in Micronesia are not necessarily obtained through qualifications.</p> <p>Why? Local culture does not see benefit of a quality education.</p>
<p>Why? Because students do not perceive COM-FSM staff (administration, student services, and instruction) as advocates in fulfilling their needs.</p> <p>Why? Because there is an extraordinary lack of advocacy, in our mind sets, toward students.</p>	<p>Why? Students are not motivated?</p> <p>Why? What they are learning is not meaningful.</p> <p>Why? They are not in school for learning.</p> <p>Why? Do not see the value of education.</p>	<p>Why? Students are assumed to be college ready, but that may not be the case.</p> <p>Why? They are not exposed to high academic and personal standards.</p> <p>Why? They do not see role models for high academic and personal standards.</p> <p>Why? Teachers are comfortable with their work.</p> <p>Why? Teachers do not see personal responsibility for student success.</p>
<p>Why? Students may be physically mature, but not emotionally mature.</p> <p>Why? Students have been sheltered in terms of life realities.</p> <p>Why? Cultural issue – you become an adult until late in life.</p> <p>*Why? Parents, community do not treat students as adults.</p>	<p>Why? Advising programs and student support services are not meeting student needs.</p> <p>Why? College is not aware of students needs.</p> <p>Why? College does not see its role.</p> <p>Why? Students are supposed to be adults.</p>	<p>Why? Parents are not involved in student's education.</p> <p>Why? Formal education is a western idea.</p> <p>Why? Parent may not have the knowledge to help students.</p> <p>Why? Lack of education in some cases.</p>
<p>Why? Students do not link courses taken to real life.</p> <p>Why?</p>	<p>Why? Parents are not involved in student's education.</p> <p>Why? Parents do not have the knowledge to assist students beyond making them to continue education.</p> <p>Why? Lack parent education and/or understanding.</p>	