

**College of Micronesia – FSM
Programs Planning Conference
FSM – China Friendship Center
August 30 – 31, 2007
Report of the Conference**

The College of Micronesia – FSM hosted a two day Programs Planning Conference on August 30 & 31, 2007 in the FSM – China Friendship Center’s Practice Gym on the National Campus in Palikir, Pohnpei. The Programs Planning Conference addressed priorities for college programs and services over the next 3 – 5 years. The basic question discussed was “What programs and services will best allow the college to meet its mission while maintaining and improving quality of programs and services?”

Participants

Approximately 90 participants including participants from all campuses and external stakeholders attended the conference. The conference was designed to allow interaction of all levels of college in the discussion and development of recommendations regarding programs and services of the college.

Programs Planning Conference Objectives

Objectives of the conference were directed at addressing program issues, but also included developing discussions and dialogue among participants regarding a better understanding of the role of campuses, core programs and services and broader discussion and dialogue on key issues affecting the college?

- Priorities for Programs and Program Development (Matrix 3-5 Years)
- Understanding of Program Roles between National and State Campuses
- Understanding of Core Programs and Services
- Staffing Patterns and Trends; New and Existing Programs
- Program Delivery Techniques
- Facilities Input for Master Plan Development

There were a number of cross cutting issues. How do we ensure quality in design and delivery of programs and services and ensure that our graduates have the necessary qualities to either continue their education or participate in the workforce.

Cross Cutting Issues

Quality Assurance

- Evidence Driven (culture of evidence)
- Accreditation
- Dimensions of Learning (broaden concept of what is meant by learning)
- In-depth Understanding (inputs, outputs, outcomes)
- Formal Decision Making Processes

Focus Trends

Learning

- Enrollment Management Indicators
- Inter-connections of programs and services (systems)
- Clarify Assumptions
- Quality Framework
- College Wide
- In most cases we need to focus on the broad trends involvement – not the detail
- Dimensions of Learning: (broaden concept of what is meant by learning)
 - Workplace readiness and general skills
 - Content Knowledge/Discipline-Specific Knowledge and Skills
 - “Soft Skills” (Noncognitive Skills)
 - Student Engagement

Data and Information

A number of handouts and data were provided to assist in the discussions and provide a more evidence based discussion. Copies of the handouts and data may be obtained from the Office of Instructional Research and Planning rschplanning@mail.fm. The college is currently working to develop a new Student Information System (SIS). The SIS is designed to improve quality, comprehensiveness and timeliness of data for the college. Roll out of the SIS will occur in the spring semester 2008 with full implementation expected in summer 2008.

| Handouts | Data |
|--|---|
| <ul style="list-style-type: none"> ▪ Mission, values, goals and objectives ▪ Programs planning conference basic questions ▪ President’s Retreat problem statements & interventions ▪ Retreat problem statements all the 5 whys ▪ Roles of the campuses ▪ Degrees & certificates offered by campus ▪ Dimensions of learning ▪ Quality framework ▪ Shifting the burden ▪ Opening lines | <ul style="list-style-type: none"> ▪ Budget trends FY 1999-2008 ▪ COM-FSM Fiscal Years 2006 & 2007 comparison ▪ FSM Statistics Report-COMFSM Students & Instructor Profiles ▪ JEMCO 20 Indicators 2005-2006 ▪ JEMCO 20 Indicators 2006-2007 ▪ FSM schools enrollment tables and graphs ▪ Number of private & public high school students enrolled at COM-FSM ▪ Program enrollment 2005-2006 & 2006-2007 by campus ▪ Program enrollment trends by campus_(Fall only) 2001-2006 ▪ Retention rate trends FY03, FY04 & FY05 ▪ Enrollment by campus_1998-2007 ▪ Graduation data_2001-2006 All campuses |

Breakout Sessions

The conference was structured around five (5) breakout sessions. The first day of the conference was devoted to discussion of basic issues affecting program decisions at the college with day two covering discussion on programs and program design and support issues. Following are the guiding questions that were used to focus discussions at the college. Results of the breakout sessions are included in Appendix A.

There were five (5) discussion groups, each structured around a core functional area with additional participants in each group. The core groupings were 1) Instructional Coordinators, 2) Division Chairs/Heads, 3) Vice Presidents, 4) Campus Directors and 5) Student Services Coordinators. For breakout sessions 1 – 3 all groups discussed all questions. A Representatives Group with two members from each major grouping was convened on Friday afternoon to reconcile the different group discussions on the programs and services issues and develop the recommendations included in the last section of this report. Breakout sessions 4 & 5 were combined with two sections addressing session 4 issues and 3 sections addressing session 5 issues.

(Session 1) Basic Issues - Guiding Questions

1. What is the current status of programs at the college?
2. How do we determine the needs of the nation and its states for economic development and manpower development needs?
3. What type of data/evidence is needed to make informed decision making on programs?
4. What are cost benefits issues that should be considered in program decision making?
5. What are the criteria and processes for decision making on programs?

(Session 2) Basic Issues - Guiding Questions

1. What are the different roles of national and state campuses in program delivery?
2. How do we ensure quality of programs delivery across all campuses?
3. How do we ensure viability of programs across all campuses?
4. What are criteria and guidelines for designing programs?
5. How do we ensure quality of our graduates?

(Session 3) Program Decision Issues Guiding Questions

1. What programs should be offered at the college over the next 3 – 5 years?
 - What programs should be consolidated?
 - What programs might be considered for elimination?
 - What new programs should be considered?
 - What programs should continue as is or with modifications?

(Session 4) Design Issues - Guiding Questions

1. How should programs be delivered at the college?
2. What is the role of distance education in program delivery?
3. What partnerships might be considered with other IHEs to meet program development and delivery needs?
4. What staffing patterns can we expect in existing programs?

(Session 5) Support Issues - Guiding Questions

1. What facilities are needed to support existing programs and potential new programs?
2. What improvements are needed for student support services?
3. What improvements are needed for administrative support services?
4. How do all of the above issues interact as the college moves to becoming a learning and student centered institution?

The conference resulted in a series of recommendations regarding programs and services at the college.

**Recommendations of the Programs Planning Conference
September 2007**

1. For the Fiscal Year 2009 budget, there will be a moratorium on new programs unless the program has already been approved by the Board of Regents.
 2. Consolidation of programs may be considered and is recommended in areas identified in the conference.
 3. To address quality issues of current programs, all programs (Administrative, Student Services, Academic, CRE, and Sponsored Programs) will have at a minimum, an evaluation plan and tentative results by Fall Semester 2008. The Institutional Assessment Plan Development will be accelerated to have a draft working document by the end of October 2007. The college will provide training and technical assistance to departments, programs and campuses.
 4. To ensure viability of programs, the college will establish a working group to develop benchmarks for programs to include at a minimum:
 - Enrollment
 - Graduation rates
 - Retention and Persistence Rates
 - Seat Cost
 - Enrollment Management Indicators
 5. The college will develop formal mechanisms on how to address state/national/student priorities.
 6. The college will explore with other Institutions of Higher Education (IHE) linkages for programs and degrees.
 7. The college will survey employers and other IHEs on quality issues relating to COM-FSM graduates and transfer students.
 8. The college will implement the President's Retreat 2007 findings for improving linkages between the K-12 and college system to address quality of incoming students and assist with improving retention, persistence and graduation of students.
 9. The college will develop a recruitment and retention plan.
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Programs Planning Conference Appendix

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Programs Planning Conference April 30, 2007 – Breakout 1 Combined Responses

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| <p>1. What is the current status of programs at the college?</p> | <p>Enrollment trend has reached a plateau college-wide. National Campus - A.S. Degree in Ag. and the Business 3rd year Certificates tend to have low enrollment. Enrollment at the state campuses tend to be stable except the carpentry and cabinet making certificate program seems to be declining. The student population tends to be generic – graduating high school students.</p> | <p>Media studies - low enrollment but increasing slightly with no tracking tools; same situation with core courses (Doug Kelly) Vocational - certificate (7) & AAS (4) programs, big programs, has no tracking tools but has assessment tools; low enrollment in carpentry so added building technology to incorporate other programs; VOCED Kosrae 4 certificates and 2 AAS problem with retention rate due to lack of work placement and better opportunities for other programs abroad; also same problem with core courses when progressing from certificate to degree programs (Gardner Edgar and Murphy Ribauw) Agriculture – certificate and AS programs National & certificate in Kosrae – low enrollment; expand program to include nutrition (food processing) and environmental studies, buildings and faculty; same situation with core courses; program revised 2006 by stakeholders with degree extension to Kosrae (Kioshy Phillip) Marine Science/HCOP – offer stipends as incentives; enrollment decreases when students reach the harder core courses (Asher Edward) HTM – 2001-2002 high enrollment but due to lower enrollment of demographic student of certificate students, current years have decreased; F07 classes offered at National so enrollment is increasing</p> | <p>Too many programs; recommendation made to consolidate/combine related programs Enrollment college wide somewhat steady. Graduation rates in high schools are steady. Not enough data to determine trends in actual high schools. Most of students tested by COMET a huge number are placed into developmental programs; however some schools the majority of students place into degree programs.</p> <p>Our programs are accredited. We have articulation agreements with several colleges who accept our courses and our general education core courses and in some cases the program transfers. (UH Manoa, UH/H, Chaminade, BYU ; UOG; EOU,</p> <p>Current status of programs-summary=</p> <p>Strong Enrollment & graduation rates : Business and CIS; Health (HCOP and Comm Health Assistants) ,Liberal Arts; Education/Teacher Preparation</p> <p>Moderate: Marine Science enrollment; low graduation</p> <p>Low Enrollment & graduation rates Agriculture; 3rd Year Certificate in BusinessAccounting ; Media Studies;</p> | <p>Trends in enrollment: by program, by campus – Kosrae campus, enrollment decreasing, students concern about fee rate increase, high rate of out-migration for work, for military. Pohnpei Campus: enrollment up and down, but problem is underprepared students, students enter certificate level, struggle to advance, not enough preparation, asking admissions board to recruit from other states for HTM program: allow qualified students from other campuses to enroll. We need a college wide recruitment that gets higher caliber students to state campuses. Yap campus: we have students who wanted to enroll in HTM program but Pohnpei Campus does not have doms also airfare is not provided to travel to attend Pohnpei Campus. We have more outer island students than from Yap proper-need student dormitories. Need developmental intensive programs for students to pass COMET, transfer from certificate programs. Need major revamp in esl programs. Chuuk Campus: bigger number of our enrollment is in remedial, we have challenge of students commuting to/from lagoon islands. Experimenting with new tutorial and schedule program this semester. Every instructor reports students having problem, instructors do extra work with specified students having problems.</p> | <p>Head counts and FTE needed for comparison Kosrae no counseling due to lack of space (impact: enrollment decreased Maybe a external factor involved....enrollment cap at Chuuk and Pohnpei Currently-PNI, need link between all divisions Pell Grant availability, limited financial support Distinguish new and old enrollment for students (need to identify causes) Students not prepared for college life. None compliance to ratio of student to services provided the college</p> |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | <p>again – all four states students are represented; quality in the restaurant division (Blue Plate Café) but lower in the hotel due to facility limitations; introduce 2 certificate programs at Pohnpei Campus (Howard Rice)</p> <p>Education – 7 programs with 2 classrooms; depends on availability of grants (specially for RSA, Special Ed, and ECE); some programs mandated by gov't; AA degree temporary measure but discussion in progress by national stakeholders to expand teacher requirements from AA to BS or better; enrollment decent at all campuses due to the national mandate and need (Benson Moses)</p> <p>Micronesian Studies – effective recruitment (44 current), graduates transferring to UOG and UH with majors in political science, sociology, sociology and anthropology so quality (program and student) is high; students mostly from Pohnpei and Chuuk; has social science club who also recruits students from high schools; find better means of assessing/tracking students; recent tracking is done through emails by individual faculty (Mariana Ben Dereas)</p> <p>Liberal Arts – program with largest enrollment on campus; no coordinator designated this semester; Lang/Lit-72 courses currently being taught; 25 developmental this semester; using Gates/McGinitie test to better place students; results of tests, most students placed below 8th grade level (5th and 6th); certificate students given</p> | <p>Certificate of Achievement in General Studies highest enrollment -programs – extremely low completion rates.</p> <p>High enrollment rate does not necessarily predict/correlate with graduation rates.</p> <p>Data on program completion is based on documentation of graduation; some students complete program but do not complete paperwork to graduate and be counted as completing the program. (vocational programs)</p> <p>Community/employers perception of our graduates- (anecdotal with limited quantitative data) – both positive and negative – mixed reactions</p> <p>Other colleges: transfer students . UH/Hilo reports students need more developmental course in English. Others report 3rd year students for Business degree programs are doing ok in major but needed more assertive classroom skills and research skills.</p> <p>Program evaluations; SLO assessment; enrollment and graduation data; financial data on instructor costs/materials/equipment/supplies to run a given program.</p> <p>Who are our students?-Majority of our students are traditional high school graduates; others include adults/not traditional</p> | <p>Biggest problem is underpreparedness of students coming from high schools. Public school scores on comet test results are very low.</p> <p>Suggestion: A pre-college level for high school graduates, funded by the states. College needs to stay out of non college level, need to focus on college level instead of developmental work. Leave developmental work for states. Case in point, there is no high school exit exam; there needs to be one for all states. There is a disagreement that college should be involved. College role in this effort should be in coordinating with the state education.</p> <p>Suggestion: We allot SEG funds to be used by states for pre-college prep programs, leave college out of handling pre-college preparation to focus more on college level programs to be the 'best in country' at college level programs.</p> <p>Suggestion: A 'Gear-up' type program has proved a more successful model in other places than pre-college courses for high school graduates.</p> <p>Currently more than 100 Yapese students sent to Job Corps program. They get stipend, paid airfare, have broader choices on program offering, paid for summer and Christmas vacations. Hard for state campus to compete.</p> <p>There is no entrance test to enter Job Corps. Vocational type training program / certificate programs. Enrollees</p> | |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | <p>the 5th and 6th grade level tests to place them in either ESL 070/ESL 071; discussion on difference of COMET and placement tests (Catherine Good)</p> <p>Math/Science – COMET determines placement of students; some misplaced students (placed in MS 096 but should be in MS 095) or otherwise at PNI Campus; drop/add should address this issue; (Evelyn Tadena); lump students in MS 095 instead of creating more remedial math courses</p> <p>Business – in 4 AS programs highest CIS; 2 3rd year programs highest is Accounting (Felix Jr.)</p> <p>Students must pass certain reading/math remedial levels before they can go on to core courses</p> | <p>students (teachers, commuhity health workers, and others in the workforce such as Telecom and PUC employees)</p> <p>Who should our students be? All of the above mentioned* (COMET) . Students with special needs. Go out to private sector and workforce; "reclaimed students" ; adults first time attendees ,</p> | <p>must be high school graduate.</p> <p>Some students feel state campuses are limited in terms of having a 'full' program to offer them.</p> <p>FMI: Started out by taking in students at the 9th grade level, but students could not cope with level of instruction, so we had to change to high school students, but even high school students have trouble. Need better-prepared students. Enrollment is low and steady due to FMI program not well known as an option, have increased recruitment efforts but enrollment has not changed much. Assuming that students do not want to work on ships, but to work on hard ground. We have funds for fy08 to run tutoring programs system wide. Tutors are recommended by instructors. Distribution of funds/programs for tutoring should be based on needs, not campus population.</p> <p>Problem: students who complete general studies certificate programs but still cannot pass comet test. Should be more quality assurance/ scrutiny from instructors, between campuses, etc.</p> <p>Suggestion: We should look at all certificate programs again. We should design certificate programs that assist students transition into degree programs, should be an in-house system. Eg: you have a certificate in business, you transition into a degree in business without having to take the comet.</p> | |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | | | Question: How reliable are the results of the comet test, how can we improve the compatibility between certificate programs and the comet? | |
| 2. How do we determine the needs of the nation and its states for economic development and manpower development needs? | <p>FSM & State Economic Summit reports FSM National Strategic Development Plan EPIC Resolutions Advisory groups Regional APIL reports FSM statistical reports</p> | <p>From National priorities (agriculture, tourism, fisheries, etc.); Nation's SDP (strategic development plan) during National Economic Summits PNI Campus has Advisory council which includes internal and external stakeholders Short term certificates – responding to specific needs GO-Guam initiative and other external factors Who Pays? Approved programs but pending funding</p> | <p>Student needs – job/workforce readiness; workplace needs; need data from workforce on student performance expectations Job creation trends – No clear data; declining public sector jobs; private sector is declining National and state priorities – Economic summit; Scholarship programs by both national and state government; Strategic development plan; National/state priorities not well understood; The college needs to collaborate the national, state and private sectors to identify priorities. College priorities must fulfill the national and state priorities that fall within its priorities/mission/goals. GoGuam – Great potential for hiring of our students; not highest priority; need to fulfill FSM and college priorities first. College can produce quality vocational graduates to work on immediate construction works in Guam Other degree program areas can feed into other service sectors in Guam FSM and COM-FSM will shoulder all costs for training</p> | <p>Pohnpei campus: we change our certificate programs based on enrollment numbers and public suggestions. Industry, Utilities and telecoms, sent their people to us for training, we created night courses for their employees. Chuuk: We put together a small community council, in chuuk the results were the council forced us to re-examine our programs. Our vocational programs lacks facilities, enrollment is dropping. Concern: How do you determine the market research for the need of the program you offer? Example, how many cabinet makers do we need? How many fiber optics technicians do we need? How many is too many? Modify programs for trainees to get certificates but design programs to allow them to be able to transition into a degree program as an option. Skills in vocational need upgrading over time so programs should stay updated. Work toward 'incubation' type efforts like sbdc to assist students post certificate. Come up with short term intensive programs after we find out what things like 'go guam' efforts require us to concentrate training efforts. What is the colleges role in meeting the needs of the nation/states: would like needs</p> | <p>Invite stakeholders and allow them to share their ideas Environment scan for all programs or services (survey/assessment) Do we determine the needs of the nation??? Sharing of information from government, national and NGOs Participate in the national and states summit.</p> |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | | | of states to determine the end results, the programs in each state campus should meet immediate and long term needs of respective states. Each state campus has to weigh each request for viability. Individual state campus priorities become institutional priorities. | |
| 3. What type of data/evidence is needed to make informed decision making on programs? | Input from key stakeholders on graduate performance Program statistics (Retention, graduation, persistence rates, etc) Average starting salary and employability rate Program assessment and evaluation National and State reports | Available and reliable data Enrollment/Retention/Graduation Rates Employment data Cost of programs Input from stakeholders | Most documentation is available needs to be evaluated into baseline data. | Enrollment, graduation rates, retention, persistence, all of the above. External and internal trends. Outgoing migration trends and jobs trends. Public and private sector job trends | Enrollment (head counts, FTE,) Semester to semester persistence rate Retention rate Graduation rate (by program) Budget Facilities and manpower Exit interview Survey on utilization of college services Staff ratio per head count and FTE Faculty ratio per head count and FTE |
| 4. What are cost benefits issues that should be considered in program decision making? | Employability of graduates Probability of successful graduation Enrollment and retention rates of program Level of student services support programs required Facility, equipment and administrative support required Emerging trends in technology | Operational cost vs number of students (justify seat cost) | Assumptions seem to be valid. Need administrative/instructional/student services to begin baseline data collection and evaluation College enrollment prediction – not certain due to inadequate data availability | Manpower to run the program Sustainability of the program Productivity of graduates Interests of enrollees | Retention of students Evaluate programs and courses and select those that are economically feasible and inline with college goals and mission Socially...can it be measure??? If so, then we can measure Manpower needs of the States Location of Campuses Supply and demand |
| 5. What are the criteria © and processes (p) for decision making on programs? | P - Needs analysis and sustainability C - Funding availability C - Facilities and resources C – Evaluation and assessment results C – National and State priorities C – College Mission | Current Process – survey, program assessment, curriculum handbook Criteria – curriculum handbook Enrollment Address needs of nation/state Employment of graduates | Instructional – needs assessment/ application for program/ curriculum/ return to program request originator/ finance/ curriculum/ cabinet/ BOR New programs more rigorous than existing programs Programs should be offered based on: needs; funding; priorities (national/state/college) We have to listen to external stakeholders routinely to obtain | All discussion in all of the 4 questions above. Revenue for college should not be a priority Process should be evidence and need based and directed from the higher ups(Accreditation). Include all stakeholders in the decision making process. | Evidence and culture driven Establish a process and What is that??? External requirement and law (federal, state, WASC, etc) Quality standard in all areas Considering the needs of the nation Availability of Resources (manpower, funding, etc) |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | | program determination. Refer to "Framework of Delivering Quality in Education Systems" | | |

Programs Planning Conference April 30, 2007 – Breakout 2 Combined Responses

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| <p>1. What are the different roles of national and state campuses in program delivery?</p> | <ul style="list-style-type: none"> ▪ Refer to current policy | <ul style="list-style-type: none"> ▪ Curriculum committee, which consists of State and National campuses, set the criteria for program delivery for the whole system ▪ Refer to handout on Programs and Services – Roles of Campuses ▪ Administrators/Management at National campus sometimes address National concerns only and not system wide concerns | <ul style="list-style-type: none"> ▪ Instructional programs as adopted by BOR 2004 with central administration through office of vpia ▪ CES and most research programs assigned at state campus with some research needs conducted at national campus; all central administration of CRE locate at national ▪ Student services programs, assigned to state campuses with central administration at through office of vpss <p>Discussion: AH Assume presumption that we are 6 “equal” campuses – Palikir campus being one of the six. Palikir campus also houses the “administration” Should national campus have a separate “campus director” or administrative structure as one of the six campuses</p> <p>Guidelines: Enrollment management indicators; accreditation standards; strategic plan</p> <p>Q: Does the COM-FSM BOR Manual have any articulate “guidelines” for addressing roles of campuses? ;</p> | <ul style="list-style-type: none"> ▪ PNI campus: we try and put the students directly into the workforce, lots of hands-on. Once they get certificate, they don’t need additional training to go to work. Students enter certificate programs as a means to enter degree programs. 99.99% vocational in nature. Trio programs. ▪ Yap: View state campus as a community college, to meet community needs, 4 degree programs. To have flexibility and services to meet needs of yap state. Environment of state campuses are not conducive for retention, national campus is better suited for student retention. ▪ KSA: AS degree in teacher prep., AAS in electronics, certificate vocational programs. Trio programs. ▪ FMI: 3 programs, each one leading into the next, each one with its own qualifications. In two year period, students get 4 qualifications to pass thru. ▪ CHK: 1 degree program, 2 certificate programs, should be geared more towards remedial. ▪ National gets more traditional students (focus more on), state campuses more of all others. National has very good lrc student support, materials, computers, study area etc., state campuses do not. ▪ *Reminder from President: We must remember board approved roles of campuses (approved in 2004) To make changes, the board must approve first. Can we look at programs we can implement that will assist current govt. employees? (short term training to address govt. sector training needs) ▪ We must be proactive, to connect with recipients of | <ul style="list-style-type: none"> ▪ See document inserted in the Hand-Outs (disagreement on bullet #1 for state campuses.) ▪ State Campus for State needs; National Campus for National needs ▪ Career placement offices/services at National Campus and State Campuses ▪ Depending on administrative structure |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | | | training, we need coordination, person responsible to coordinate for custom short term training. | |
| 2. How do we ensure quality of programs delivery across all campuses? | <ul style="list-style-type: none"> ▪ Curriculum approved and delivery portfolio ▪ All faculty including Part-time meet minimum qualification ▪ Facility certification report form ▪ Administrative and student services support ▪ Evaluation: program, instructor, student ▪ Faculty student ratio ▪ Consistency in grading of course ▪ Site Visits ▪ Conduct regular classroom observation | <ul style="list-style-type: none"> ▪ Follow current/same course outlines ▪ Enrollment management standard ▪ Maintain accreditation ▪ Qualified instructors ▪ Adequate facilities/resources ▪ Admission requirements ▪ Ongoing assessment plans/program reviews system wide ▪ Consistency in grading system wide | <ul style="list-style-type: none"> ▪ Accreditation standards; same course outlines used; check of course syllabi; same required textbooks; site monitoring visits; certification of instructors; quality assurance and consistency of course and programs across all campuses...early stages of SLO outcomes assessments and program evaluations; no exit tests currently used for same courses delivered at any campus, not enough data; transfer students success in some courses gives some insight. ▪ We should know....how well our course outlines are implemented and the success of students meeting the student learning outcomes with consistency in these across all sites. ▪ Standards and exit criteria for General Education Core; standards and exit criteria for programs majors content. ▪ Standards and Audit of program resources for instructional support and learning/library ▪ Standards are needed in Student Services and Administrative services | <ul style="list-style-type: none"> ▪ Cross review of students work/examinations across campuses, approved courses, outlines, assessment, etc. ▪ IC at each site to ensure standards with assessment of instructors and programs and students and compare system wide. ▪ Follow Institutional assessment plan and methods commonly used to assess quality. | <ul style="list-style-type: none"> ▪ HAVE Quality Standard in every area/services of the College ▪ Upgraded IT ▪ Program delivery must be Reliable and Consistent across all campuses (Support services, instruction, facilities, etc) |
| 3. How do we ensure viability of programs across all campuses? | <ul style="list-style-type: none"> ▪ Enrollment indicators ▪ Retention ▪ Persistence Rate ▪ Stakeholder support ▪ Effective resource allocation | <ul style="list-style-type: none"> ▪ Produce employable graduates ▪ Active Recruitment ▪ Minimum enrollment in courses =10 and programs ▪ Enrollment caps (teacher/student ratio) ▪ Offer incentives to maintain retention (HCOP = stipends, student exchange programs, HTM= ISETS (International Student Exchange Tourism Summit) ▪ Currently have student tutoring services | <ul style="list-style-type: none"> ▪ Needs assessment is required for all programs ▪ Periodic program evaluation (appendix T) which includes assessment of program learning outcomes and additional info on cost, # grad rates, etc, transfer rates, employment rates, employer satisfactions; student satisfaction, licensing/certification from outside organizations, agencies ie US Dept of Labor, CISCO, | <ul style="list-style-type: none"> ▪ We must study enrollment trends, retention rates and reasons for both. ▪ Relevance of programs to needs of the community. ▪ Ensure sufficient resources to support particular programs. ▪ Monitor enrollment indicators in each program as well as system-wide. Eg. Monitor minimum/maximum enrollment per class. ▪ Ensure continual evaluation and assessment process. | <ul style="list-style-type: none"> ▪ Program assessment/evaluation based on input/outcome measures ▪ Can we support the program? ▪ Establish benchmark |

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
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| | | <ul style="list-style-type: none"> ▪ Feasibility study in all programs ▪ Funding | <ul style="list-style-type: none"> MicroSoft ▪ Repeat standards mentioned in above box. ▪ NO if so , we don't know! (as reported by 4 vp's and ALO | <ul style="list-style-type: none"> ▪ Staff development programs | |
| 4. What are criteria and guidelines for designing programs? | <ul style="list-style-type: none"> ▪ Curriculum handbook (examples indicated below) ▪ Feedback from stakeholders ▪ Articulation with higher institution ▪ Cost benefit analysis | <ul style="list-style-type: none"> ▪ Application for new program <ul style="list-style-type: none"> ○ Needs assessment (quality of instructors and facilities/resources) ○ Cost ○ Opportunities ▪ Extension of programs, must submit a Substantive Change proposal ▪ Program requirements mandated by external accreditation entities ▪ All the above has to go through the Curriculum committee ▪ For more details, Read your curriculum handbook | <ul style="list-style-type: none"> ▪ Curriculum Handbook Appendix ? Guidelines for Proposing New Programs and Program Proposal Outline Instructional ▪ Needs assessment, alignment with college's mission; deliverable; affordable; realistic; meet needs of our situation, will meet accreditation standards; | <ul style="list-style-type: none"> ▪ There must be a need for a program, need must be demonstrated. ▪ Accreditation standards and requirements. ▪ Resources, manpower, equipment, supplies, facilities, all resources. ▪ Research based; you have to know if its feasible, if its relevant. | <ul style="list-style-type: none"> ▪ Responsive to the needs of the community ▪ Resource, manpower, support and facilities ▪ Marketable/Demand (willingness of students to enroll in the program) |
| 5. How do we ensure quality of our graduates? | <ul style="list-style-type: none"> ▪ Exit exams ▪ Industry certification | <ul style="list-style-type: none"> ▪ Education Division developed a COM-FSM Competency Test for teachers ▪ Certification from Industry ▪ Practicum in all programs ▪ Currently | <ul style="list-style-type: none"> ▪ Currently gpa and program/major course completions for graduation; anecdotal reports from other institutions with our transfers and employers (mixed reviews again) ▪ Group Recommendation: Suggest that the Assessment Working qualify the Dimension of Learning and communicate with those who need to know. | <ul style="list-style-type: none"> ▪ informal surveys conducted in the community, from employers, from graduates, etc. ▪ currently no organized system. ▪ Responses from sister institutions. ▪ Articulation agreements with other institutions, enrollment of students in those institutions. ▪ Qualified instructors, good curriculum, good delivery, conducive environment for learning, instructional support | <ul style="list-style-type: none"> ▪ Quality Standard in all areas ▪ Certification by examination ▪ Diversify form of assessing student learning-formative and summative ▪ Feedback from community ▪ Enriched students by exposure (internship, hands-on) |

Programs Planning Conference April 31, 2007 – Breakout 3 Combined Responses

| Guiding Questions | Group A | Group B | Group C | Group D | Group E |
|---|--|---|---|---|---|
| <p>What programs should be offered at the college over the next 3 – 5 years? What programs should be consolidated? What programs might be considered for elimination? What new programs should be considered? What programs should continue as is or with modifications ?</p> | <p>Program Consolidation:</p> <ul style="list-style-type: none"> ▪ Create a Natural Science Division and consolidate all natural science related programs. ▪ Consolidate AA in teacher Prep., AS in elementary teacher education. Offer 3rd yr. certificate by distance education. ▪ Alternate carpentry and cabinet making offerings ▪ Provide various pathways in existing voc. Programs ▪ Offer more upper level classes at FMI and tap into other fund resources <p>New Programs:</p> <ul style="list-style-type: none"> • Industrial Arts degree program, AAS • Create more trade programs under building technology AAS degree program • AS degree program in Public Health • Implement policy on state signature degree programs • High School to College bridge program <p>Program Modification:</p> <ul style="list-style-type: none"> • General studies certificate program • All ESL course below Reading & Writing V to be eliminated- (disagreement) | <p>Process should be put in place to determine whether to eliminate or introduce new programs in consideration of all current programs with the following suggestions:</p> <ol style="list-style-type: none"> 1. Consolidate Programs <ul style="list-style-type: none"> ▪ HTM within the Business Division due to the nature of the program or closer cooperation between business and HTM on delivery of COM core courses ▪ T&T – consolidate Small Engine and Auto-mechanic Business – Merge 3rd year Accounting/Business into one 2. Program Elimination <ul style="list-style-type: none"> ▪ If program does not meet national criteria (mandate) and/or COM-FSM viability, then it should be considered for elimination 3. New Programs <ul style="list-style-type: none"> ▪ Energy Programs (enable college to tap into federal funds); ▪ AS in Library science; ▪ AS in psychology; ▪ Architectural drafting; ▪ Welding Programs ▪ Nursing – Board approve pending funding; ▪ Public Health – in the works 4. Program Modifications <ul style="list-style-type: none"> ▪ Agriculture – expand program to include food processing (AG 298) and Environmental studies; took out AG Engineering and AG Extension; ▪ Education - eliminate Associate degree altogether (at all campuses) and expand it to 3rd year level (AAS for non-degree bound teachers); ▪ HTM – include/improve facilities; <p>Group B chose to abstain from the 2nd part of the exercise due to its member's inability to disagree delightfully.</p> | <p>Suggestions:</p> <ul style="list-style-type: none"> ▪ Creation of minimum quality standards. Must include quality standards for programs. ▪ Programs should be consolidated and articulated (Business-HTM; Agriculture-Marine Science; CIS-Voc Ed in Electronics; All associate degrees in Education) ▪ New programs should be considered (Nursing; Public Health; Workforce short-term training programs; Nutrition/Dietetics; Library/Information to be considered and consolidated into education programs; adult/continuing education ▪ Utilization of distance education for proliferation of programs ▪ College-wide standard for general education core that will include a College 101 course. ▪ All programs not specifically mentioned above should be continued as is. ▪ Opportunity to earn basic liberal arts degree at all campuses • There should be a program for under prepared students. • The following programs were ranked according to their viability, cost, COM-FSM SP, transferability, and employability by members of the group after discussions and individual consultations with available data (Jean abstained from this particular exercise): <ol style="list-style-type: none"> 1. AAS (Vocational) 2. Vocational Cert 3. 3rd year 4. Marine Science 5. Nursing 6. General Studies | <ul style="list-style-type: none"> ▪ Brainstorm: agriculture, liberal arts, cis, education, marine science, nursing, law enforcement, trial counselor, health assistant, career education, general studies, bookkeeping, HTM, Voced programs: {electronics, tele-communications, carpentry, cabinet making, masonry, small engine repair, auto mech., air conditioning, building maintenance, construction electricity, computer repair, building technology, agriculture & food technology, navigation, fishing technology, marine engineering. }, {Third Year certificate: accounting, general business, teacher prep. Elem, related services assistant, teacher prep. Special ed.} ▪ Should be Consolidated: agriculture ~ food technology ~ agribusiness / carpentry ~ masonry ~ building maintenance ~ construction electricity ~all into building technology / Media Studies ~ Liberal Arts / ▪ Should be Eliminated? <i>Sekere Proposal:</i> All 2nd year education programs at all campuses. / Media studies (poor enrollment, not a priority), ▪ Should be added, New Programs? Foster partnerships with other institutions for all current 3rd year programs (all areas that are ready) for 4th year degrees. All 2nd year programs seek 3rd year partnerships, all 3rd year programs seek a 4th year degree partner. / Same progression for programs @ fmi from class 5 to class 4 to class 3. / Transition program from high school in vocational ed. and basic academic skills. / Short term trainings for education divisions at the states | <ul style="list-style-type: none"> • Programs need to be community driven. • Continuation of AS degree program-(teach education-elementary program and nursing program) • Continuation of Vocational Programs at PNI Campus • Caution-avoid competition among Campuses • Initiate distance education program across campuses • Need to maintain all existing programs in Kosrae, PNI, Chuuk, Yap, FMI • Consolidate similar or related programs with low enrollment (per existing policy) • Programs that do not produce results within a reasonable time may be eliminated. • Exercise Sport Science (ESS) programs • General Studies should be modified to ensure student successes ▪ All programs producing acceptable results should be continued <p>Textbooks written for Micronesia?</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>7. HTM 8. Agriculture 9. Public Health 10. LA Media Studies</p> | <p>to meet compact 2 requirements.</p> <ul style="list-style-type: none"> ▪ Should Continue? ▪ Should be Modified? <p>Micronesia Studies: Add elements of Micronesia language & culture. / Early childhood education to tailor to local setting and needs. / CIS needs to be expanded.</p> <p>Discussion: Consider program cost benefits and needs? We should eliminate all 2nd year education programs. Current education students should finish 2nd year then new education students be placed on a track that moves them directly into the 3rd year degree then on to the partnership 4th year program.</p> | |
|--|--|--|--|--|--|

Design Questions – Discussion Session 4 – Groups A & B

Facilitator: Francisco Mendiola

Recorder: Phyllis Silbanuz

Reporter: Grilly Jack

Members: Alfred Olter, Mariana Ben Dereas, Grilly Jack, Phyllis Silbanuz, Ahser Edward, Flordeliza Javier, Norma Edwin, Catherine Good, Felix Jr., Kind Kanto, Martin Mingi, Murphy Ribauw, Cecilia Dibay, Rick Chiwi

| Guiding Questions | Discussion/Agreements/Disagreements |
|---|--|
| 5. How should programs be delivered at the college? | <ul style="list-style-type: none">▪ Lecture, practicum, hybrid distributed learning, online |
| 6. What is the role of distance education in program delivery? | <ul style="list-style-type: none">▪ Some classes offered online but due to lack of communication to students, classes reverted back to traditional classroom delivery▪ Accommodate working/non-traditional students; make classes more accessible to regular students▪ Distance Ed not practical for some courses (e.g. T&T, Marine Science) with our limited IT resources▪ Can be expensive for the College of Micronesia-FSM▪ Ensure/Control quality of delivery |
| 7. What partnerships might be considered with other IHEs (Institutes of Higher Education) to meet program development and delivery needs? | <ul style="list-style-type: none">▪ Exchange Program▪ Articulate our programs with other universities▪ Establish partnership with other institutions |
| 8. What staffing patterns can we expect in existing programs? | <ul style="list-style-type: none">▪ For distance ed, there should be a lower enrollment per class and instructor shall be either given less load▪ Staffing will increase with the existing programs due to the expectations of enrollment management standards and WASC requirements.▪ Student/Teacher ratio depend on programs |

Programs Planning Conference April 31, 2007 – Breakout 5 Combined Responses Note: Breakout sessions 4 & 5 were conducted at the same time with Groups A & B working on 4 and Groups C, D, & E on 5

| Guiding Questions | Group C | Group D | Group E |
|---|--|---|--|
| What facilities are needed to support existing programs and potential new programs? | <ul style="list-style-type: none"> ▪ New/upgraded science labs at all campuses ▪ New/upgraded computer labs with Internet connectivity ▪ Vocational buildings to support programs ▪ Student service centers ▪ Design of buildings and furniture to be compatible with climate and appearance ▪ Specialized classrooms to support multimedia instructional needs ▪ Equity of dormitory facilities that will house two students in each room ▪ At least one classroom on each campus to accommodate campus-to-campus distance education classes. | <ul style="list-style-type: none"> ▪ Learning resource centers, Vocational shops and displays, students centers, health centers, lecture rooms and regular classrooms, MITC, science lab, radar simulator, life boat with davit, improved IT infrastructure & facilities including high speed networks, sport facilities (gymnasium), computer labs, research labs and Multi Purpose Rooms (land grant activities & demonstrations), ▪ TV Station for KSA Campus and boat Marina ▪ FMI: Engine simulator ▪ Laboratory school for education programs ▪ Cable Television, satellite link. | <ul style="list-style-type: none"> ▪ Additional classrooms ▪ Archives/Library ▪ Tutoring center/Student services centers. ▪ Science Labs |
| What improvements are needed for student support services? | <ul style="list-style-type: none"> ▪ Improvement and expansion of the following student support service areas: ▪ Formalized COM-FSM tutoring program ▪ Mentoring programs ▪ Information outreach programs about the college to current students and prospective students ▪ Active advisement that should align students to professors of their academic disciplines ▪ Specialized counseling ▪ Major student publications (newsletters, etc.) ▪ Active and enhanced SBA ▪ Ongoing efforts to create baseline data. | <ul style="list-style-type: none"> ▪ Tutorial programs, book stores, libraries, resource center (lounge), student transportations, snack bars, dormitories, health services, regularly scheduled recreational programs, intercampus activities, safe drinking water & food. ▪ Reference materials to support programs (txt books). ▪ Improvement in apprenticeship programs (building partnership with local community) ▪ SIS type developments. ▪ Incentive program for higher achievers ▪ Appropriate and relevant training for campus securities to comply with the Clery act requirements. ▪ Strengthen counseling and health education ▪ Security equipment; supplies, communications, emergency and safety, monitoring. ▪ Housing for staff and faculties ▪ Adequate funding for all the above ▪ Banking and postal services | <ul style="list-style-type: none"> ▪ Resources (money, facilities, staffing) ▪ Sport facilities (baseball, tennis, tract and field, etc) ▪ Health Clinic |
| What improvements are needed for administrative support services? | <ul style="list-style-type: none"> ▪ Improvement and expansion of the following administrative support areas: ▪ Management councils/committees in state campuses to actively participate in the decision making and planning at each campus ▪ Establishment of facilities master plan that should include facilities management, repair, upgrading, landscaping, etc ▪ Administration to be proactive in current energy crisis – | <ul style="list-style-type: none"> ▪ Administration Office, conference rooms, good communication systems, community forums, networking with College(s) administrations, adequate funding ▪ Building the capacity - coordinator to oversee short-term trainings or professional development; grant writing ▪ Networking with community and stakeholders | <ul style="list-style-type: none"> ▪ Cafeteria ▪ School buses ▪ Additional staff and office space ▪ Staff housing ▪ Book stores ▪ In-house printing shop ▪ Gas station ▪ Chapel at the national campus ▪ Cemetery |

| | | | |
|--|---|---|---|
| | <p>actively seek alternative energy options (solar, hydro, tidal, wind turbine, organic, nuclear, etc.)</p> <ul style="list-style-type: none"> ▪ Establishment of college-wide newsletter for information sharing and exchange. Should include President's Updates ▪ Administration to clarify lines of authority (obtain input from all campuses and obtain BOR approval ASAP; establish and educate college community on decision grids) ▪ IT support and access improvement at all campuses ▪ Ongoing efforts to create baseline data. | | <ul style="list-style-type: none"> ▪ Social center at the dorms at national campus ▪ Vault for all campuses ▪ ATM machine at national campus ▪ Back-up power source for all campuses |
| <p>How do all of the above issues interact as the college moves to becoming a learning and student centered institution?</p> | <ul style="list-style-type: none"> • All components of the college will exchange information with each other through the language of "student/learning-centered institution". | <ul style="list-style-type: none"> • 100 percent student centered • All of the above support student learning | <ul style="list-style-type: none"> • Student oriented/students are #1 priority • All of the above support mission of the college • All of the above ensure quality of the services and programs • Need inputs from students always • Productive citizens |

**College of Micronesia - FSM
Program Planning Conference
August 30 & 31, 2007
Participants**

| | Name | Title |
|-----|---------------------|--|
| 1. | Ahser Edward | Instructor, National Campus Math and Science Division |
| 2. | Alfred Olter | Project Manager, Maintenance |
| 3. | Alton Hashiguchi | Chair of Social Science/Education, Chuuk Campus |
| 4. | Alvin Ong | Food Service Manager |
| 5. | Arlene Yamaguchi | Accountant, BO |
| 6. | Bastora Loyola | Executive Secretary |
| 7. | Benson Moses | Chair of Education , National Campus |
| 8. | Betson Ifamilik | Information System Specialist |
| 9. | Bruce Robert | Librarian, National Campus LRC |
| 10. | Castro Joab | Coordinator of Sports and Recreation, National Campus |
| 11. | Catherine Good | Chair of Language/Literature, National Campus |
| 12. | Cecilia Debay | Student Support Coordinator, Yap Campus |
| 13. | Charles Musana | Vice President of Administration |
| 14. | Danilo Manginon | Instructor, Chuuk Campus Math and Science Division |
| 15. | Danny Dumantay | Comptroller, |
| 16. | David Etiker | Human Resource Specialist |
| 17. | David Syne | Education Information Management Specialist |
| 18. | Dayle Dannis | Sponsored Program Facilitator, IRPO |
| 19. | Delihna Ehmes | Instructor, National Campus Language/Literature Division |
| 20. | Penny Weilbacher | Director, Pohnpei Campus |
| 21. | Doug Kelly | Instructor, National Campus Language/Literature Division |
| 22. | Dr. Javier | Researcher, Cooperative Research/Extension |
| 23. | Eddie Haleyaleg | Director, Financial Aid Office |
| 24. | Ermihne Wailiby | Coordinator, Peer Counseling Center |
| 25. | Eugene Augustine | Media Technician, MITC |
| 26. | Eugene Edmund | Administrative Assistant |
| 27. | Evelyn Tadena | Chair of Math and Science, Pohnpei Campus |
| 28. | Faustino Yarofaisug | Work Study Coordinator |
| 29. | Francisco Mendiola | Director of Maintenance |
| 30. | Gardner Edgar | Chair of Vocational Education, Pohnpei Campus |
| 31. | Gary Bloom | Public Diplomacy for Economic Assistant , US Embassy |
| 32. | Gordon Segal | IT Manager |
| 33. | Graceful Enlet | Board of Regent, Chuuk State |
| 34. | Grilly Jack | Vocational Training Coordinator |
| 35. | Hengly Ioanis | CRE Agent |
| 36. | Howard Rice | Chair of Hospitality and Tourism |
| 37. | Jazmin Gonzales | Coordinator, HCOP; Math and Science |
| 38. | Jean Thoulag | Vice President for Instructional Affairs |
| 39. | Jeff Arnold | Student Services Coordinator, Pohnpei Campus |

| | Name | Title |
|-----|---------------------|--|
| 40. | Jim Currie | Vice President, Cooperative Research and Extension |
| 41. | Jimmy Hicks | Director of Institutional Research/Planning |
| 42. | Joakim Peter | Director, COM-FSM Chuuk Campus |
| 43. | Joe Felix, Jr | Chair of Business , National Campus |
| 44. | Joe Habuchmai | Instructor, Education National Campus; President Faculty/Staff Senate |
| 45. | Joey Oducado | Registrar |
| 46. | John Curley | Coordinator, Seppie Grant |
| 47. | John Tiegmai | T3, FSM National Division of Education |
| 48. | Johnson Sepeti | Dorm Manager |
| 49. | Joseph Saimon | Director of Development and Community Relations |
| 50. | Juveline Mariano | Accountant, BO |
| 51. | Kalwin Kephass | Director, Kosrae Campus |
| 52. | Karen Simion | Director of Academic Programs |
| 53. | Kenneth Welles | Instructor, Business Administration National Campus |
| 54. | Kind Kanto | Chair of Math and Science, Chuuk Campus |
| 55. | Lourdes Roboman | Director, Yap Campus |
| 56. | Maria Dison | Instructional Coordinator, Pohnpei Campus |
| 57. | Mariana Ben Dereass | Chair of Social Science Division, National Campus |
| 58. | Martin Mingii | Bookstore Manager |
| 59. | Matthias Ewarmai | Director, Fisheries and Maritime Institute |
| 60. | Merins Hadley | Pohnpei Campus Training Institute Coordinator |
| 61. | Morehna Rettin | Director of Student Support Program, National Campus |
| 62. | Myrine Mori | Executive Secretary, VPA |
| 63. | Nen Mike | Instructor Coordinator, Kosrae Campus |
| 64. | Noah Rubin | Chuuk Department of Education |
| 65. | Norma Edwin | Executive Assistant to the President |
| 66. | Pelma Palik | Business Manager |
| 67. | Penselyn Etse | Student Services Specialist Counseling, National Campus |
| 68. | Phillip Joseph | Chair of Agriculture, National Campus |
| 69. | Phillip Silbanuz | Chair of Business, Pohnpei Campus |
| 70. | Rafael Pulmano | Instructor, Business and Administration National Campus |
| 71. | Rahman Tajmilur | FSM National Government |
| 72. | Rencelly Nelson | Human Resource Director |
| 73. | Reynold Albert | Pohnpei Department of Education |
| 74. | Ringlen Ringlen | Vice President of Student Services |
| 75. | Robel Basa | Account, Business Office |
| 76. | Santus Sarongelfeg | Registrar, FMI |
| 77. | Shirley Jano | Chair of Language and Literature, Pohnpei Campus |
| 78. | Singeru Singeo | Executive Director, Land Grant Pohnpei |
| 79. | Spensin James | President |
| 80. | Stanley Etse | Student Services Specialist Counseling, Pohnpei Campus |
| 81. | Switer Eter | Student Services Coordinator |
| 82. | Tim Franklin | Maintenance Program Specialist |

| | Name | Title |
|-----|-----------------|---|
| 83. | Toatoa Currie | Pohnpei Campus Botanical Garden |
| 84. | Warren Ching | Security and Safety Supervisor |
| 85. | Wayne Mendiola | Scholarship Coordinator, FSM HESA |
| 86. | Willer Benjamin | Student Services Coordinator, Kosrae Campus |
| 87. | William Edwin | Administrative Specialist, IRPO |
| 88. | William Mailiby | Research Specialist, IRPO |
| 89. | Yoneko Kanichy | Student Services Specialist |

VI.A
PROGRAMS AND SERVICES

Roles of the Campuses

Instructional programs for the national and state campuses are delineated as follows:

- National campus is to offer the following:
 - Majority of AS/AA degree programs that serve the workforce needs of the FSM and prepare students for transfer to four-year institutions;
 - BA degree program in education as soon as possible;
 - All third-year certificate of achievement programs;
 - Collaboration with regional as well as U.S. institutions on BA/BS degree programs as needed;
 - Arrange for distance education programs in BA/BS and MA/MS degree programs for FSM citizens;
 - Offer and expand AS/AA degree programs to state campuses based on needs of the states through distance education; and
 - Upper level developmental courses.

- State campuses are to offer the following:
 - AS degree program in teacher preparation;
 - AS degree program in early childhood education;
 - Specialized vocational programs based on the needs of the respective states and availability of resources;
 - One additional AA/AS degree program in which each state wants to specialize;
 - Short-term training programs and other training programs that are needed in the states; and
 - Certificates and developmental programs designed to upgrade basic skills.

(Adopted by the Board of Regents September 2004)

College of Micronesia – FSM Dimensions of Learning¹

Overview

The College is moving toward being a learning-student centered Institution of Higher Education. To assist with understanding what is meant by learning and student centered, the college is using the following dimensions of learning to help guide design, implementation, assessment and improvement of programs in academics and student and administrative support services.

1. Workplace readiness and general skills

To succeed in the workforce or to proceed to higher levels of academic or professional performance, learners must acquire a set of basic minimum skills and abilities. Academic and business leaders have identified a set of abilities for which there is a wide agreement about importance. These include: (a) verbal reasoning; (b) quantitative reasoning, including basic mathematics concepts such as arithmetic, statistics and algebra; (c) critical thinking and problem solving; and (d) communications skills including writing. These basic academic skills are taught in a variety of sources across the curriculum.

A fuller description of workplace readiness and general skills is provided through the SCANS Skills (U.S.) and the Employability Skills 2000+ (Canada).

2. Content Knowledge/Discipline-Specific Knowledge and Skills

To become a member of most professions, there is a set of knowledge and skills that one must acquire in order to be considered competent within that domain. Many disciplines (e.g., health professions, law, business and technical programs) also require professional certification examinations that define the qualifications needed to enter the professions.

In many academic disciplines there are no certification standards. In these areas, in lieu of such standards, the awarding of the degree or certification is taken as evidence of mastery of the core set of competences. At the college, the program outcomes function as standards. The awarding of the degree or certificate is assurance that the person has the knowledge and abilities as described in the program outcomes. The college also sees the importance of giving students the opportunity for a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects.

3. “Soft Skills” (Noncognitive Skills)

In today’s knowledge economy, it is not sufficient for a worker to possess adequate basic cognitive skills and discipline specific competencies. The nature of work requires that the person be able to work in teams, be a creative problem solver and communicate with a diverse set of colleagues and clients. Employers, colleges and universities have become more cognizant of the role that such so-called soft or noncognitive skills play in successful performance in both academic and nonacademic arenas.

A fuller description of noncognitive skills may be found in the work on emotional intelligences and in Howard Gardner’s Interpersonal and Intrapersonal intelligences.

4. Student engagement with learning

In addition to the three dimensions of student learning, it is also appropriate to look at the extent to which students are actively engaged in their own learning. The Community College Survey of Student Engagement (CCSSE) provides a set of benchmarks that help describe student engagement in the following areas:

- Active and collaborative learning
- Student effort
- Academic challenge
- Student-faculty interaction
- Support for learners

¹ Adapted from ETS “Culture of Evidence”

College of Micronesia - FSM - Degrees

| <i>Associate of arts degrees:</i> | Chuuk | Kosrae | National | Pohnpei | Yap | FSM FMI |
|--|-------|--------|----------|---------|-----|------------|
| Liberal Arts | | | + | | | |
| Liberal Arts/Health Career Opportunity Program | | | + | | | |
| Liberal Arts/Media Studies | | | + | | | |
| Liberal Arts/Special Education | + | ○ | | | + | |
| Micronesian Studies | | | + | | | |
| Teacher Preparation | | | + | | | |
| | | | | | | |
| <i>Associate of science degrees:</i> | | | | | | |
| General Agriculture | | ○ * | + | | | |
| Business Administration | | | + | | | |
| Computer Information Systems | | | + | | | |
| Early Childhood Education | ○ | ○ | + | ○ | ○ | |
| Hospitality and Tourism Management | | | + | + | | |
| Marine Science | | | + | | | |
| Teacher Education-Elementary | + | + | | | + | |
| | | | | | | |
| <i>Associate of applied science degrees:</i> | | | | | | |
| Building Technology | | | | + | ○ | |
| Electronic Technology | | + | | + | ○ | |
| Telecommunication Technology | | + | | + | ○ | |

** in near future*

Special Codes:

⊕ = program offered

○ = not offered, but eligible

College of Micronesia - FSM - Certificates

| <i>Third-year certificates of achievement:</i> | Chuuk | Kosrae | National | Pohnpei | Yap | FSM FMI |
|---|--------------|---------------|-----------------|----------------|------------|----------------|
| Accounting | | | + | | | |
| General Business | | | + | | | |
| Teacher Preparation-Elementary | | | + | | | |
| Related Services Assistant | | | + | | | |
| Teacher Preparation-Special Education | | | + | | | |
| <i>Certificates of achievement:</i> | | | | | | |
| Agriculture and Food Technology | | + | + | | | |
| Bookkeeping | + | | | | | |
| Community Health Sciences-Health Assistant Training Program | | | | + | + | |
| General Studies | + | + | | + | + | |
| Law Enforcement | | | | | | |
| Preschool Teacher Education | + | | | | | |
| Secretarial Science | | | | | | |
| Trial Counselors | + | + | o | o | o | |
| Building Maintenance | o | o | | + | o | |
| Cabinet Making/Furniture Making | + | o | | + | + | |
| Career Education | | o | | + | o | |
| Carpentry | + | + | | + | + | |
| Construction Electricity | | | | + | + | |
| Electronic Engineering Technology | | + | | + | + | |
| Masonry | o | o | | o | o | |
| Plumbing | o | o | | o | o | |
| Refrigeration and Air Conditioning | | | | + | | |
| Small Engine, Equipment and Outboard Motor Repair | | | | + | | |
| <i>Advanced Certificate of Achievement</i> | | | | | | |
| Maritime Studies - Class 5 Master | | | | | | + |
| Maritime Studies - Class 5 Marine Engineer | | | | | | + |
| <i>Certificate of Completion</i> | | | | | | |
| Multi-purpose Rating | | | | | | + |
| <i>Certificate of Achievement</i> | | | | | | |
| Fishing Technology & Maritime Studies - Class 6 Master/Engineer | | | | | | + |

**College of Micronesia – FSM
Programs Planning Conference
August 30 – 31, 2007**

Mission Statement

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 educational opportunities for student learning.

Values

Learner-centeredness, professional behavior, innovation, honesty and ethical behavior, commitment and hard work, teamwork and accountability

What are our priority program areas to support meeting the college's mission and goals and in line with its values?

Basic Questions:

- How do we ensure quality of programs delivery across all campuses?
- How do we ensure viability of programs across all campuses?
- How do we ensure quality of our graduates?
 - Dimensions of Learning:
 - Workplace readiness and general skills
 - Content Knowledge/Discipline-Specific Knowledge and Skills
 - “Soft Skills” (Noncognitive Skills)
 - Student Engagement
- What are the different roles of national and state campuses in program delivery?
- How do we determine the needs of the nation and its states for economic development and manpower development needs?
- What are the criteria and processes for decision making on programs?
- What type of data/evidence is needed to make informed decision making on programs?
- What are cost benefits issues that should be considered in program decision making?
- What are criteria and guidelines for designing programs?

Program Decision Issues:

- What programs should be offered at the college? How should they be delivered?
- What programs should be consolidated?
- What programs might be considered for elimination?
- What new programs should be considered?

Design Questions:

- How should programs be delivered at the college?
- What is the role of distance education in program delivery?
- What partnerships might be considered with other IHEs to meet program development and delivery needs?
- What staffing patterns can we expect in existing programs?

Support Issues:

- What facilities are needed to support existing programs and potential new programs?
- What improvements are needed for student support services?
- What improvements are needed for administrative support services?
- How do all of the above issues interact as the college moves to becoming a learning and student centered institution.

| Decision Making – Possible Criteria | |
|--|--|
| <i>Quality Assurance</i> | <ul style="list-style-type: none"> ▪ Evidence Driven ▪ Accreditation ▪ Dimensions of Learning ▪ In-depth Understanding ▪ Formal Decision Making ▪ Enrollment Management |
| <i>Development Needs</i> | <ul style="list-style-type: none"> ▪ Nation ▪ States ▪ Students |
| <i>Focus</i> | <ul style="list-style-type: none"> ▪ College Wide |
| <i>Cost-Benefit</i> | <ul style="list-style-type: none"> ▪ Program costs will vary ▪ Minimum enrollment or results requirements? |
| Possible Outcomes | <ul style="list-style-type: none"> ▪ Priorities for Programs and Program Development (Matrix 3-5 Years) ▪ Understanding of Program Roles between National and State Campuses ▪ Understanding of Core Programs and Services ▪ Staffing Patterns and Trends ▪ Facilities Needs ▪ Program Delivery Techniques |
| Facilities Issues | <ul style="list-style-type: none"> ▪ Enrollment trends ▪ Programs ▪ Standards (sq ft per student) ▪ Building Features/Furniture ▪ Classrooms and Building Layouts for Improved Learning Environment ▪ Vocational Education (Basic Equipment Provided by Project) ▪ Housing/Dormitory ▪ Maintenance |

Framework of Delivering Quality in Education Systems

| | <i>Concepts - Issues - Skill</i> |
|--|---|
| <p><i>Defining Quality</i></p> <p>Knowing what we mean by ‘quality’. Knowing what quality we hope to acquire.</p> | <ul style="list-style-type: none"> • Vision. • Core values. • Goals and objectives. • Backward mapping. • Skills, knowledge, attitudes, & beliefs. • Systems dynamics. • Mental models. |
| <p><i>Measuring Quality</i></p> <p>Knowing systems behavior and health. Knowing management of planning.</p> | <ul style="list-style-type: none"> • Appropriate measures. • Key Performance Indicators. • Integrated data systems • Validity and reliability • Knowledge, attitudes & behavior • Relationships among elements of education system |
| <p><i>Organizing for Quality</i></p> <p>Knowing institutional requirements. Knowing management requirements. Knowing resources requirements.</p> | <ul style="list-style-type: none"> • Governance systems. • Institutional structures and processes. • Stakeholder analysis. • Planning, budgeting and implementation. • Quality assurance programs and incentives • Financing & resource allocation. • Accountability & accreditation. • Professional development. • Learning organizations. • Systems thinking. • Strategies of implementation |
| <p><i>Monitoring & Evaluating Quality</i></p> <p>Knowing “current status”. Knowing the culture of making decisions based on data and information.</p> | <ul style="list-style-type: none"> • Benchmarking. • Education Management Information Systems (EMIS). • Development of educational indicators • Models of policy impact (or effect). • Feedback systems. • Assessment tools (internal / external). |
| <p><i>Analysis of Efforts to Strengthen Quality</i></p> <p>Knowing what relates to quality. Knowing what impacts quality.</p> | <ul style="list-style-type: none"> • Policy research and analysis. • Value of sharing vision and information. • Presentation and dissemination. • Nurturing culture of managing with data information <p>and</p> |

Cutting across all these are:

Historical Perspectives
International Perspectives
Stakeholder Perspectives
Classroom vs. School vs. System Perspectives