



Institutional Effectiveness and Information Technology
 Innovate academic quality to ensure student success

Schoology Integration

Spring 2018 the college began piloting the Learning Management System (LMS) **Schoology** at the National Campus. Schoology is a faculty and students tool for improving student learning outcome achievement and tracking. Initial faculty training was conducted and Professor Dana Lee Ling (National Campus) is assisting with ongoing training duties as the LMS is rolled out across the other college sites.

Schoology serves as the college's official LMS platform so that administrative oversight of course activity can be maintained. This is especially important if the college wishes to again pursue distance education (DE) options. The Schoology implementation team is scheduled to attend the Official Schoology Conference in San Diego in July 2018.

A series of recent system modifications have been made, as necessary, for Schoology adaptation in order to effectively link the college's Student Information System (SIS) to this external Learning Management System (LMS) to allow Student Learning Outcomes (SLO) data tracking and

Eligibility Requirement 7 (ER 7): Governing Board

Standard IV.C. Governing Board cross references Eligibility Requirement 7 (ER 7) Governing Board. For the benefit of the Board, that ER states:

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Other Standards

Additionally, the Board cannot ask the college to violate other Accreditation Standards through their directives or policies. The college will guide the Board when such actions and directives or policies would put the college at risk. A few additional examples are provided from **Standard III.A. Human Resources**.

Standard III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14).

Standard III.A. 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Quality Assurance

Standard IV.C. Governing Board

The college's Board of Regents are responsible for specifically adhering to 13 accreditation standards which are articulated in **Standard IV.C. Governing Board** (pp. 15-17). When the board is out of compliance with these Standards, the college is placed at risk for accreditation sanction and may be required to submit a *Follow Up Report* or a *Special Report* to the Accrediting Commission to evidence compliance has been restored/achieved. It is thus imperative that the Board is both familiar with and always in adherence with these Standards. The college does its best to evidence the board has been provided this information and guided when at risk for non-compliance.

C. Governing Board	
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	
Standard IV: Leadership and Governance	
15	
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	
11. The governing board upholds a code of ethics and conflict of interest policy, and	

For the benefit of board development, the Standards are:

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11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable

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Mission Statement

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.



Department for
Instructional Affairs

ACADEMIC PROGRAMS | STATE CAMPUSES | FSM FISHERIES & MARITIME INSTITUTE | COOPERATIVE RESEARCH & EXTENSION

Doctors and Dentist for Tomorrow (DDFT)



DDFT started in summer of 2016 with 24 students. 12 of the 24 have persisted through the program and are due to graduate May 2018, a 100% on time graduation rate. The 12 students are finishing clinical rotations at Pohnpei State Hospital, public health, and dental this month. All 12 are in the process of completing scholarship applications with AusAID and WHO/FSM. The students are applying to study at Fiji National University, University of Papua New Guinea and University of Fiji. All are in the process of completing applications to the University of Fiji's MBBS program and will fill out applications to the MBBS, BDS, and allied health at Fiji National University.

The students have been required from semester one to research the different specialties, take online personality assessments correlated with specialties, and to chose an area they would like to pursue in the future. They have selected the following specialties if accepted into an MBBS program: general surgery, obstetrics and gynecology, pathology, medical epidemiology, and psychiatry. If they are selected for a BDS, they elected to pursue the following: oral surgery, endodontics, and prosthodontics, the areas identified by the dental chiefs in the four states as being the most in demand.

Three former DDFT tutors are already enrolled in medical school in FIJI, and doing very well. This includes two who are in their second year at the University of Fiji, and who are apparently excelling and credit their success to the time spent doing DDFT PBL learning according to Dean Dr. Narayan. The third tutor is just finishing her first semester of MBBS at Fiji National University, is doing very well and once again crediting the time she spent in the PBL curriculum with the DDFT faculty.

The DDFT students have also acquired the following college ready skills:

- ▶ Near perfect attendance and if absent send an email explaining why, the plan to make up missed material, secure notes from a colleague, etc.
- ▶ Prepared a study schedule for upcoming examinations, including forming study groups, developing their own study guides, creation of flashcards, a commitment to reducing their social media time, reducing their socialization time until finals are over, ensuring they get enough sleep, and eating a healthy diet and getting physical activity.

Updates: Yap Campus and FSM Fisheries & Maritime Institute

Yap Campus had its fair on April 27, 2018, with students from high school, elementary, ECE, and agency representatives. To promote the college programs and services, faculty and staff were paired up with respective agencies to give presentations and information to groups of participants. For example, a college staff paired up with Health services representatives to share information about our health related programs offered at the college. 2 of the health services representatives are graduated from the nursing program at the national campus.

FSM FMI had its fair on April 26th where cadets and faculty members showcased their program to 166 students from YHS and SDA high schools, elementary school, and ECE students, parents, teachers, and agency representatives from NOAA, YSPSC, Micro-Games Comm., CRE, Agriculture, Scholarship Office, and Manpower Development.

Strategic Direction 1. Innovate academic quality to ensure student success

Ensure student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.

Standard IV.C. continued from page 1.

for the operation of the district/system or college, respectively.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Collaboration between EMSS & Instruction

The Director of the Institute for Student Learning and Excellence in Teaching (ISLET) and Director of Student Life are working to increase collaboration between curricular and co-curricular activities. The following activities are some events that took place both at National Campus and the Career and Technical Education Center (CTEC):

- Student workshop on Stress Management, Dr. Gordon Dow from PH Behavior and Mental Health
- Test Taking Tips workshop Transfer Workshop
- Chinese Scholarship Program

CTEC launched 2018 Exhibit

College of Micronesia-FSM Career and Technical Education Center launched its 2018 Exhibit on March 22 and 23, 2018. The 2-day event went very successful. Despite the poor weather conditions and collapsed roads and bridges to our circumferential road, CTEC was crowded with over two hundred students from the three public high schools and private high schools in Kolonia. During the two-day event, at different booths, students introduced the programs as a way of recruiting new students and promoting current students by showcasing the activities they learned in different PSLOs.



Agriculture and Food Technology, AFT certificate program displayed a fully operational mini NFT (nutrient film technique) hydroponic system with live plants and homemade organic fertilizer using compost tea. AFT students presented the system along with its component and were able to attract attention from various high schools. As a result of the visit, the AFT program was fortunate to have 30 students from PICS, 25 from MHS, 15 from NMHS, 10 from OLMCHS, 5 from CCA, and 2 from SDA that showed interest in signing up for the program. Out of the high schools that visited, SDA showed great interest in the system and was wondering if it's possible to have one built at their school. So a representative of the school was instructed to contact Mr. Charles Aiseam for more information. In addition to the hydroponic system, our presenters talked about program requirements, program learning objectives, program mission, and the new modified AFT program.

Kosrae Campus held its Founding Day Silver Anniversary

Kosrae Campus held its founding Day Silver Anniversary celebrations on March 22-23, 2018. Day one commenced with an island-wide motorcade parade. The 4 student clubs from the different municipalities competed in the motorcade parade with cultural floats and to promote each club's king & queen contestants for this year's Founding Day Coronation. The motorcade parade became the longest motorcade in state's history as other local motorists joined in the parade. The afternoon of day one continued with more ball games and indoor games at the state gym. Day two started off with mini-convocation at the Rose Mackwelung Library where the Campus Dean provided historical highlights, milestones, and major accomplishments of the college for the last 25 years. In attendance during the mini-convocation were students, faculty, staff, friends, and members of the state leadership. Although not present during the mini-convocation, Speaker Palik from the 11th Kosrae State Legislature sent a written message of gratitude and congratulation to the college for its major accomplishments and contributions to the human resource development of the state and FSM over the years. During the evening of day two, KC held its closing celebrations with the Coronation Ceremony at the state gym. Student contestants from the four student clubs raised a little over \$5, 831.00 just for selling tickets for the evening's raffle. Malem Student club contestants Mr. Alvin S. George and Ms. Mesalyn L. Elesha raised the most funds and were crowned Founding Day 2018 king and queen of Kosrae Campus.



Kosrae Campus held its 2018 College Fair/Vocational Education Exhibitions

Kosrae Campus held its 2018 College Fair/Vocational Education Exhibitions on April 27, 2018. A total of 88 Kosrae High School seniors registered for the day's scheduled activities. After the Campus Dean's opening remark, students moved in color-coded groups from one station to another. The following stations were set up to provide information and other demos to students as they rotate from one booth to the next: Liberal Arts/Micronesian Studies; Education; Achieving College Excellence (ACE); Public Health, Nursing Assistant, and Health Career Opportunity Program (HCOP); Agriculture and Food Technology; Electronic and Information Technology; Business Administration and Tourism; and Cooperative Research and Extension. Kosrae Campus student club members assisted with logistics and other needs throughout the day.



The 2018 College Fair and Vocational Education Exhibitions, and all activities scheduled for the day were implemented. It was a success since most of the high school students who were expected to come were there. Thanks to faculty, Student Services Office staff, other support staff, and students (both high school and college) for their involvement.

Updates: Chuuk Campus

Chuuk Campus has taken a unique approach to raising CCSSE scores on that campus. Chuuk Campus has established its Assessment Committee, and its purpose is to oversee and implement the new Chuuk Campus Assessment Plan 2017. The Committee's main decision was for Chuuk Campus to begin using different kinds of assessment tools. The first and most important is the CCSSE survey for students. A survey using only 17 of the 36 CCSSE best practices was completed during Fall 2017.

We attempted to analyze student responses, by the 17 best practices. Here are the major

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CTEC Exhibit 2018 continued from page 2.



The carpentry program students displayed a few skills that they learned during the past semesters. Skills that these students presented to the high school students and a few stake holders were; use of common hand tools, use of common power tools, proper way of installing wooden wall studs, truss, floor and ceiling joists, purlins, fire blocks, wall sidings, sub-flooring, and many more. Students also discussed about the major requirements and the general education requirements for this program. They told the students that this is the place to make all the mistakes you can because when you go out to the real world of work, try to limit your mistakes. They also informed the visitors how important safety is in this program.



Cabinet Making Students also joined the CTEC Exhibit 2018 and everything went very well. They showed during the exhibit some furniture such as bunk beds, study tables, dining table sets, and a coffee table. All the 8 Cabinet Making Students participated in the exhibit. All the furniture will be completed very soon and will be delivered to the owners.



CTEC Techno Club

Techno Club at CTEC Career attended the Food, Fashion, Friday, Festival better known as the F4. At the this event they demonstrated safety and occupational health practices while building electronics project based on given specification. The CTEC Techno Club won two out of three major prizes category in the F4 event: (1) Best Booth Design, and (2) Most Creative Product/Service.

Student Success Is Our Success

Chuuk Campus continued from page 3.

findings from our Chuuk Campus data set: Given a baseline of 60% (**positive student perception**), we achieved (in general) more than 60% in four of the five benchmarks:

1. Active and collaborative learning = 68%
2. Student effort = 62%
3. Academic challenge = 69%
4. Student-faculty interaction = 63%
5. Support for learners = 58%.

All better than a baseline of 50%. However, we are not too satisfied with the results. After all, negative student perception exists among some students: (3) academic challenge = 31%; (1) active and collaborative learning = 32%; (4) student-faculty interaction = 37%; (2) student effort = 38%; and (5) support for learners = 42%. We still have much to do to improve. Of course, let us remember that we are a path of “continuous improvement” as we implement – if and when we implement – best practice associated with the CCSSE Benchmarks.

We examined the 17 best practices we selected from the benchmarks and identified those with the lowest percentages and make recommendations on ways to improve them. These are the eight (8) recommendations of proposed actions.

Recommendation No. 1. That both staff and faculty receive training in how to improve “active and collaborative learning”: (a) in the classroom (through cooperative learning), and (b) outside of class (through study group).

Recommendation No. 2. That we put much more effort into getting students to “ask questions in class and contribute to class discussions” and to “work together with other students outside of class on group projects”.

Recommendation No. 3. That our Student Services Department take pro-active initiative in upgrading peer/tutorial services, especially to students on early and mid-term deficiency; and that the Department conduct routine follow-up assessment of such students’ participation in peer/tutorial services.

Recommendation No. 4. That each and every peer/tutor being hired is truly qualified; and that each peer/tutor must receive appropriate training on how to provide services in need of help.

Recommendation No. 5. That our Instructional Department focus on and provide more training on best practices 7 (analyze the basic elements of an idea, experience, or theory), 8 (apply new learned ideas to real-life and practical problems), and 9 (write a number of papers or reports of any length).

Recommendation No. 6. That, in light of General Education goal 4 (civic responsibility), all instructors as well as all staff members, encourage students (especially in ACE and business) to participate in Campus Clean Up and Beautification (CCUB) and also encourage themselves to come out (with family) and work in CCUB, to depict themselves as role models.

Recommendation No. 7. That, as Student-Faculty Interaction includes more than CCUB, the Instructional Department focus more and provide training on best practices 11(se e-mail to communicate with an instructor on grades or assignments), 12 (discuss grades or assignments with an instructor), and 14 (receive prompt feedback (written or oral) from instructors on your performance on tests, discussions, or presentations).

Recommendation No. 8. That all Departments must focus much more on best practices 16 (receive other, non-financial support needed to succeed at Chuuk Campus), and 17 (use academic advising/planning services, including career counseling).

Chuuk Campus raised a total of \$10,051.77 for the Endowment Fund during its 25th Anniversary Celebration activities.

Business instructor Mr. Ben Bambo Sr. was hired to teach Business courses. When the need for an additional Public Health instructor came up, since he has a Bachelor in Public Health, he was assigned to teach some of the courses. Because of this need, he took upon himself, with his own finances, and is now enrolled in an online Master Program in Public Health at Atlantic International University. He is now doing his practicum, during his free times, at the Chuuk State Department of Health Services, Division of Public Health.



Updates: Cooperative Research and Extension



All Cooperative and Research Extension sites continue to provide service to communities in the areas of aquaculture, families, youth and communities, childhood obesity, food safety, global food security & hunger, and climate change. Agents are required to submit online reports for activities in these areas. The number of online reports submitted by each state for this period are: Chuuk, 46; Yap, 121; Pohnpei, 322; and Kosrae, 54.

Brochures on garlic, bulb onion, tree spinach, and green amaranth were published and are available upon request. The brochures describe the plant, how to grow it, harvesting, nutritional value and a recipe.

Research projects continue on multi-state black pepper and pineapple, sweet taro cultivars, cassava, and effects of biochar to improve volcanic red soil. Other activities supported by external grants are workshops on nutrition and value addition, participation in Yap Day, adaptive community transformation on Yap, water security and plant resilient crops and a water awareness workshop for juniors at Yap High School.

Daishin Fishing Company (Japan) visited FSM FMI

On April 10, 2018, a representative of Daishin Fishing Company (Japan) visited FSM Fisheries and Maritime Institute (FSM FMI) to conduct recruitment interviews with the 2nd year cadets.

Three cadets were selected and given medical certificate forms to complete and submit for final consideration. The three selected were cadets Jkson Johnny (Navigation major) from Pohnpei, Arthur Manuwaisug (Navigation with Fishing Technology courses major) from Yap, and Raynold Yaitaifil (Navigation major) from Yap. Daishin also recruited Gregory Googmad, Jr. (former graduate from Yap) to work onboard Shoki Maru No. 36, he departed Yap on April 8, 2018.

Upcoming recruitment for the OCFC training program in Japan for 2nd year cadets will take place on May 17, 2018.