2016 Annual Report
REVIEW

College of Micronesia-FSM
P.O. Box 159
Kolonia, Pohnpei FSM 96941

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Frankie L. Harriss
3.	Phone number of person preparing report:	+691.320.2480 x 154
4.	E-mail of person preparing report:	frankieh@comfsm.fm
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.comfsm.fm/catalog/2015-2016/general-information.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.comfsm.fm
6.	Total unduplicated headcount enrollment:	Fall 2015: 2,224 Fall 2014: 2,344 Fall 2013: 2,446
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	2,224
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	836
9.	Number of courses offered via distance education:	Fall 2015: 1 Fall 2014: 1 Fall 2013: 1
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 29 Fall 2014: 14 Fall 2013: 14
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	62 %
14b.	Successful student course completion rate for the fall 2015 semester:	71.8 %
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. *Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.* a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? — 4 b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? — N/A c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? — N/A	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	432
16b.	Number of students who received a degree in the 2014-2015 academic year:	335
16c.	Number of students who received a certificate in the 2014-2015 academic year:	97
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	103
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	3rd Year Certificate of Achievement in: Accounting, General Business, Teacher Preparation-Elementary, Specialist in Public Health; Professional Certificates of Achievement in: Community Health Assistant, and Trial Counsellor; Agriculture and Food Technology, Bookkeeping, Secretarial Science, Basic Public Health, and Nursing Assistant.
19a.	Number of career-technical education (CTE) certificates and degrees:	9
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	9
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a

20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
FSM requires no licensure examinations for employment			0 %	0 %

21. 2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
AAS in Telecommunication	10.01	0 %	10 %
CA in Construction Electricity	46.03	0 %	33 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Percent of students enrolled full time	Number students enrolled for 12 or more credits/total number of students headcount	60%
Percent of students earning 12 or more credits	Number of students earning 12 or more credits/total number of students headcount	36%
Average student credits enrolled	Total credits beginning of semester/total number of students headcount	10.3
Average student credits attempted	Total credits after semester withdrawals/total number of students headcount	9.0
Average student credits earned	Total credits earned per semester/total number of students headcount	8.0
Percent of students in good academic standing	Number of students with GPA of 2.0 or above/total number of students headcount	72%
Retention rate	Measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. This Is the percentage of first-time degree/certificated-seeking students from the previous fall who either re-enrolled or successfull	50.0%
Course completion rate	Total number of students receiving a A, B, C or P (passing) grade in a course/sum of number of students x number of courses taken by student Total number of student withdrawals/sum of number of students x number of courses taken by student	62%
Per Withdrawals (not to exceed)		10%
Course Student Learning Outcome (CSLO) Completion Rates	Number students receiving a pass score for CSLO/sum of students x number of courses taken per student	65%
Program Student Learning Outcome (PSLO) Completion Rates	Number of new full time students receiving a pass score for PSLO/sum of program students	65%
Persistence rate fall to spring	Number of new full time students enrolled in fall semester who return the following spring semester	71%
Graduation rate (full time cohort) 100%	Total number of new full time students in a fall cohort completing their program in 100% of normal time.	4%
Graduation rate (full time cohort) 150%	Total number of new full time students in a fall cohort completing their program in 150%	12%

	of normal time.	

	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).	
23.	The college created an uber priority of student success, obtained funding to support the priority, developed three-year plans with timelines, and partnered with the John N. Gardner Institute for Excellence in Undergraduate Education. Outcomes to improve student achievement and success are: increase course completion rates, increase retention rates, improve degree audit, increase persistence rates, increase student learning, improve first-year experience, improve passing grade rates (A, B, C, or pass) in gateway courses, increase graduation rates and decrease time to completion, increase faculty and student involvement in student success efforts, and redesign gateway courses. The college developed a set of mission fulfillment indicators by dividing its mission into its three key aspects for measurement (learner-centered, success of FSM, quality programs), evaluation, and public accountability. There are 11 local, 3 regional (Pacific), and 6 nationwide (US) indicators. 7 indicators are assessed for \"learner-centered\" and 9 indicators are assessed for \"programs characterized by continuous improvement and best practices.\" The college is considered to be fulfilling its mission if it achieves, or minimally achieves, 14/20 benchmark indicators (70%). These data are updated quarterly and presented to the board of regents.	

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	**Courses**	
	a. Total number of college courses:	313
	b. Number of college courses with ongoing assessment of learning outcomes	313
	Auto-calculated field: percentage of total:	100
25.	**Programs**	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	39
	b. Number of college programs with ongoing assessment of learning outcomes	39
	Auto-calculated field: percentage of total:	100
26.	**Student and Learning Support Activities**	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	6
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	6
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.comfsm.fm/?q=program-assessment

28.	Number of courses identified as part of the general education (GE) program:	54
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	54
32.	Number of Institutional Student Learning Outcomes defined:	8
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words). Student support services (SSS) identified operational and student learning outcomes. Outcomes are linked to institutional student learning outcomes (ISLOs). SSS assesses the following ISLOs: critical thinking, intercultural knowledge and competence, problem solving, information literacy, and foundations and skills for life-long learning. See mapping at http://www.comfsm.fm/accreditation/2016/Self_Evaluation/StandardIIC/SS_Operational_and_Student_Learning_Outcomes-2012-2015.pdf. SSS has engaged students in assessment. To foster a culture of evidence, the department engaged the Student Body Association (SBA) and recognized student clubs in assessments and assessment dialogue. Beginning 2013, SBA and recognized student clubs conduct assessments of sponsored activities. Using a standardized form, SBA and recognized student clubs write learning outcomes, create an assessment tool, collect and analyze data, and submit a brief report for each sponsored activity. These assessments are linked to foundations and skills for life-long learning, critical thinking, and problem solving ISLOs. Some examples of these assessments by SBA and recognized student clubs are available in the student clubs assessment reports at http://wiki.comfsm.fm/Non-Academic_Programs/Student_Services/Student_Clubs%3a_Assessment_Reports.	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words). Alignment of course, program and institutional SLOs appears in the course outlines for the college. All learning outcomes provide learning opportunities for students to meet institutional SLOs. The course outline links each course SLO to a program and institutional SLO. Specific outcomes in each course then identify an embedded assessment of each program and/or institutional SLO. In addition to the course SLO and its linkages to the program SLO and institution SLO, each course outline also lists teaching methodology, assessment strategies, and content that are being utilized while individual course syllabi lists activities that students will be engaged in to meet the SLOs and communication, information, quantitative, analytic inquiry, ethical reasoning competencies as well as the ability to engage diverse perspectives. The History of Micronesia course was revised to include activities for civic engagement and the General Education program SLOs were revised. Another example of a change was to include more activities on finding and citing information from electronic sources in computer literacy. The process of curriculum development is for all courses and programs at the college.

	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words). The Institutional Assessment Report is located on the Assessment of Student Learning

37.	webpage on the college home page. The page also provides individual program information including Program Assessment Summaries (PASs), program data sheets, program review, and program assessment reports. The COM-FSM wiki pages have a designated assessment page where ISLO and General Education assessment plans, trainings, and help sheets are recorded. The second Annual Assessment Conference, August 4, 2015, shared associate and certificate program assessment with the college community and external stakeholders. TracDat reports are available for internal use. Divisions share assessment results and some instructors develop webpages or use online grading systems helping students track progress for each SLO. Instructors also associate SLOs with specific assignments and exam questions. Students made aware of SLOs are more focused and responsible for their learning. A faculty webpage is located at http://www.comfsm.fm/~mmmangonon/assessments.html. PASs provide recommendations for future/current students and the public to inform decisions. Institutional Assessment Report and TracDat reports consolidate assessment results by campus and college, which are used for planning, improvement, and resource allocation.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).

38.	Dialogue and reporting of SLO assessment at the department and institution level follow established structures and opportunities at the college. All programs submit yearly assessment reports available in TracDat that detail work done and dialogue regarding program student learning outcomes. Biennial program reviews are on the college website and contain two years of assessment data and performance indicators that provide information for program prioritization. Program assessments and program review recommendations are discussed through the governance structure starting with the Curriculum and Assessment Committee up through the Executive Committee. Assessment results and program review recommendations inform decision making for resource allocation during the budget development process. Another opportunity for dialog of SLOs occurs at annual summits and mini-summits where the college community uses this information to participate in strategic planning initiatives. Resources have been allocated for the John N. Gardner Foundations of Excellence First Year Experience and Gateway to Completion programs to help improve student learning. The college has also developed the College of Micronesia-FSM High Performance Team Mini-Work Plan: Student Success which focuses a student success study program, retention, and pathways to graduation.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).

39.	The Career and Technical Education Center is introducing CTE servicing as a method to provide students with the opportunity to apply learned skills in an actual work setting as a result of program and course level assessments of student learning outcomes. The Motor Vehicle Mechanic program is first to initiate a servicing program. The results are established partnerships with the local businesses, strengthened advisory councils, and ensuring graduates of the CTE programs demonstrate technical competencies that would meet the needs of the workforce. Students operate the servicing center as a small business and all funds generated are used to purchase new equipment or replace worn equipment needed for the program.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
	Explain the change(s) for which you will be submitting a	

| 41b. | substantive change proposal: | n/a |

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Chuuk Campus, Kosrae Campus, Pohnpei Campus, Yap Campus, and FSM-Fisheries and Maritime Institute.
43.	List all of the institutions instructional sites out of state and outside the United States:	The College is located in the Federated States of Micronesia (where it is authorised to operate), thus all sites are outside of the United States.

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The Annual Report must be certified as complete and accurate by the CEO (Dr. Joseph Daisy). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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