2015 Annual Report
Final Submission
03/30/2015

College of Micronesia FSM
P.O. Box 159
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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/2014-2015/Catalog-2014-2015UPDATED1.pdf and http://www.comfsm.fm/catalog/2014-2015/catalog-2014-2015/general-information.pdf (p. 16)
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 2014: 2,344 Fall 2013: 2,446 Fall 2012: 2,744
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,334
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	742
9.	Number of courses offered via distance education:	Fall 2014: 1 Fall 2013: 1 Fall 2012: 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 2014: 14 Fall 2013: 14 Fall 2012: 18
		Fall 2014: 0

#	Question	Answer
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 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 2014 semester:	72%
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. <table><tr><td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>4</td></tr><tr><td>b.</td><td>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?</td><td>N/A</td></tr><tr><td>c.</td><td>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?</td><td>N/A</td></tr></table>	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	358
16b.	Number of students who received a degree in the 2013-2014 academic year:	259
16c.	Number of students who received a certificate in the 2013-2014 academic year:	99
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 2013-2014:	130
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Third year certificate programs: accounting, general business, specialist in public health, and teacher preparation elementary
19a.	Number of career-technical education (CTE) certificates and degrees:	16
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards,	16

	including those for licensure and certification:		
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. 2011-2012 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 (%)

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)

22. Please list any other instituion 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/certificate-seeking students from the previous fall who either re-enrolled or successfully	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	62%
Per Withdrawals (not to exceed)	Total number of student withdrawals/sum of number of students x number of courses taken by student	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	Number of program students receiving a pass score for PSLO/sum of program students	65%

	Rates	score for PSLO/sum of program students	
	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% of normal time.	12%
	Transfer rates (4-year colleges/universities)	Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort	TBD
	Licensure passage rates for CTE programs	Total number of CTE students passing a licensure examination in an academic year /total number of CTE students taking licensure examinations in an academic year	TBD
	Graduate employment rates for CTE programs	Total number of CTE graduates from an academic year employed within 1 year of graduation/total number of CTE graduates in an academic year	TBD

23.	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 (1,250 character limit, approximately 250 words). Spring 2014, the college conducted a second academic program prioritization based on a model developed by Robert C. Dickeson. The adjusted model allowed ranking of programs based on program reviews and program performance against institutional set standards. The prioritization resulted in specific, general, and process recommendations for actions to improve academic programs. For example, one program was identified as no longer serving the purpose for which it was designed and recommended for elimination. Analysis of program reviews led to a recommendation to immediately review the structure of both associate and certificate programs for relevancy to existing labor market trends in the FSM, and more seamless transfer for associate degrees. Programs have been required to commit to curriculum and other necessary changes for implementation fall 2015 in order to meet our strategic plan goal of "balancing access and success with appropriate career pathways for learners."

Student Learning Outcomes and Assessment

#	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.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	33
	b.	Number of college programs with ongoing assessment of learning	33

	b.	outcomes	55
		Auto-calculated field: percentage of total:	100

26.	Courses			
	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:	48
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?	No
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	48
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 (1,250 character limit, approximately 250 words). Student Services established links between administrative unit outcomes and institutional learning outcomes (ILOs). Student Services assesses the following ILOs: critical thinking, problem solving, information literacy, and foundations and skills for life-long learning. Student Services units collect data, report monthly assessment results, and note links to ILOs. One unit outcome is, "Students will demonstrate understanding and exhibit working knowledge of academic and registration policies and procedures, and successfully adhere to relevant academic dates". Student Services conducted a survey on perceived understanding and linked items to ILOs. Student respondents generally "strongly agreed" or "agreed" they understand registration processes, information in brochures, policies in the catalog, consequences for withdrawing from courses, and making payment to be officially registered. Student Services requires students to complete an assessment of any student activity sponsored by a registered college club. For each activity, students write learning outcomes, create an assessment tool, collect and analyze data, and submit a brief report. These assessments are also linked to foundations and skills for life-long learning, critical thinking, and problem solving ILOs.	

Each of the following narrative responses is limited to 250 words. As you develop your

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 (1,250 character limit, approximately 250 words).
	Alignment of course, program, and institutional SLOs continues in all programs. Each program has developed narratives to articulate alignment. After a gap analysis on program assessment matrices and related narratives, faculty members have developed and implemented learning outcome assessment strategies for courses to ensure they directly measure and connect to institutional learning outcomes. Courses are being modified with guidance of the Curriculum and Assessment Committee to address identified gaps. Course modification process is also revised to clarify expectations and to provide a user-friendly format. The outlines for Introduction to Art (AR 101) http://www.comfsm.fm/?q=AR-101-Introduction-to-Art and Introduction to Hospitality and Tourism (HTM 110) http://www.comfsm.fm/?q=HTM-110-Introduction-to-Hospitalilty-and-Tourism-Management are examples.

37.	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 (1,250 character limit, approximately 250 words).
	The Institutional Assessment Report is located on the Assessment of Student Learning 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 first Annual Assessment Conference, August 5, 2014, shared associate 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.

38.	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 (1,250 character limit, approximately 250 words).
	Dialogue and reporting of SLO assessment starts with program faculty meetings. Curriculum and Assessment Committee (CAC) and Executive Committee (EC) discuss SLO assessment and improvement plans. All programs submit assessment reports each year using TracDat and program reviews bi-annually. Program reviews contain two years of assessment data and performance indicators that provide information for program prioritization. Program prioritization recommendations inform CAC, Finance, EC, and Cabinet decisions on program offerings and resource allocations. The Integrated Education Master Plan (IEMP) is revised to address recommendations for changes and budget reallocation. All changes are aligned with college mission as evidenced by using a survey of the legal community for continued need for the Trial Counselor program and a full time instructor, revision of the refrigeration and air conditioning certificate to address the Montreal Protocol and the initiative in the FSM for protecting the ozone layer, and improving an early alert system for students at risk to improve course completion rates.

		improve course completion rates.
39.	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 (1,250 character limit, approximately 250 words).	

Yap and Chuuk Campuses have initiated an intrusive, proactive advising/tutoring program for all students called the "POW WOW," which is a collaboration between instructional and student services. Students at risk are identified by week two of the semester, all students meet with advisors week three, and those at risk are referred to tutoring services. Students are required to meet with advisors again at week five (after early warning) and again at week nine (after mid term). Topics covered during meetings include class attendance, understanding program requirements, financial aid, and scholarship opportunities for future transfer. Course completion rates are on the rise at both campuses. The Certificate of Achievement in Refrigeration and Air Conditioning program was modified because assessment results showed students did not possess necessary skills for employment. The revised program includes best practices in refrigeration and air conditioning mandated by the Montreal Protocol and stipulated in an agreement with the FSM Office of Emergency and Environment Management. The program also increased the hands-on learning experiences to 70% of the total program experience.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Possible substantive change to delete one or more programs.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	none
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Kosrae Campus, Chuuk Campus, Pohnpei Campus, Yap Campus, and Fisheries and Maritime Institute.
43.	List all of the institutions instructional sites out of state and outside the United States:	The entire college is located in the Federated States of Micronesia in the states of Chuuk, Kosrae, Pohnpei, and Yap. We operate in no other locations outside the FSM.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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