College of Micronesia – FSM Mission Fulfillment Indicators

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, career and technical educational programs characterized by continuous improvement and best practices.*

Accreditation Standard I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Mission fulfillment is determined by the college meeting a minimum threshold. Achievement of each individual indicator is measured relative to a range based on a corresponding threshold level and represented by achievement status.

- Green is achieved;
- Yellow is minimally achieved; and
- Red is not achieved.

COM-FSM is considered to be fulfilling its mission provided no more than six (30%) of the 20 total indicators are at the red level so that the college attains at least 70% of its indicators within the achieved (green) or minimally achieved (yellow) range.

COM-FSM Status of Mission Indicators

Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status
The College of Micronesia-FSM is a learner-centered institution of higher education	Indicator(s) measuring SLO attainment at the course and/or program level	Compared against past performance longitudinally. To be calculated[1].	Percent of students meeting CSLOs: (TBD) Green X Yellow X Red X Percent of students meeting PSLOs: Green X Yellow X Red X	Local benchmark	RED
	100% of faculty will complete an assessment of student learning for each course taught for every semester they teach.	Classroom Assessment Reports	Percent faculty completing assessments: Green 98-100% Yellow =95-98% Red <95%	Local benchmark	GREEN

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[1] CSLOs are assessed by all faculty, for every course taught, every semester. However, a system to aggregate results of CSLO attainment per student has not been developed and centralized. PSLOs are assessed annually, and a system to aggregate results of PSLOs attainment has not been developed and centralized. Until these data are aggregated, analyzed, and thresholds established, COM-FSM has not achieved success for this indicator.

Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status
	Student faculty interaction benchmark (CCSSE 2014)	CCSSE Benchmark Score 51.0	CCSSE Benchmark Score: Green ≥50.0 Yellow =47.0-49.9 Red < 47.0	National benchmark	
	Support for learners benchmark (CCSSE 2014)	CCSSE Benchmark Score 68.9	CCSSE Benchmark Score: Green ≥50.0 Yellow ≥47.0-49.9 Red <47.0	National benchmark	
	Percent credit hours taught by full time faculty (NCCBP Fall 2013)	84.10% of credits taught by full time faculty NCCBP %Rank 98%	Percent of credits taught by full time faculty: Green ≥75% Yellow =64-74.9% Red <64%	National benchmark	
	Average credit section size (NCCBP Fall 2013)	19.39 students per credit section size NCCBP %Rank 66% percentile	Students per credit section size Green ≤25.0 Yellow =25.1-30 Red >30	National benchmark	
	Percent full time students (NCCBP Fall 2013)	66.64% of student full time (12 or more credits) NCCBP %Rank 96%	Students full time (12 or more credits) Green ≥48.5% Yellow =41-48.4% Red <40.5	National benchmark	
that is committed to the success of the Federated States of Micronesia	College provides higher education (HE) access to all four states of the FSM	State | College | Census | Difference Chuukese | 14.1% | 47.4% | -33.3% Kosraean | 12.7% | 6.4% | 6.3% Pohnpeian | 60.0% | 35.1% | 24.9% Yapese | 12.4% | 11.1% | 1.3% Total | 99.2% | 100% *Keeping in mind that not all factors are within the direct control of COM-FSM. However, the college is tasked with taking efforts to improve access and equity when there is imbalance in representation.	Census population for all four states compared to student population within COM-FSM: Green = COM-FSM provides HE access to all four states and at least 10% of the college's students will come from each FSM state. Yellow = Direct access is provided, but less than 10% of the college's students come from each FSM state; however college can document efforts to mitigate under-representation. Red = Either direct access	Local benchmark	

Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status
			to all four states is not provided or there is one or more under-represented population for whom the college cannot document actions to mitigate imbalance.		■ green
	Number of students annually graduating (completing programs) from career programs prepared for workforce.	CTE Graduates AY2012-13: 69 CTE Graduates AY2013-14: 88 Teacher Preparation (AA) 2013-14: 34 Teacher Preparation-Elementary (TYC) 2013-14: 8 Public Health (AS) Graduates: AY 2013-14: 3 Nursing (AS) Graduates AY 2013-14: 9	Green >80 (aspirational) Yellow =50 - 80 (level of acceptable performance) Red <50 (not acceptable performance)	Local benchmark	■ green
	% of students that completed a career program and are employed in related field.	61.00% of students that completed a career program and are employed in a related field NCCBP %Rank 40% *acknowledging local labor market challenges	Percent students that completed a career program and are employed in related field: Green ≥50% Yellow =40-49.9% Red <40.0%	Local benchmark	■ green
	Programs linked to FSM developmental priorities as specified in the FSM IDP.	Agriculture (2), Education (2), HTM, FMI (3), Marine Science, HCOP, Public Health, and Nursing. Current total: 12	Green = 5 or more programs linked to the FSM IDP Yellow = 3-4 programs linked to the FSM IDP Red <3 programs linked to FSM IDP.	Local benchmark	■ green
by providing academic, career and technical educational programs characterized by continuous	Active and collaborative learning benchmark (CCSSE 2014)	CCSSE Benchmark Score 64.0	CCSSE Benchmark Score: Green ≥50.0% Yellow =47.0-49.9% Red <47.0	National benchmark	■ green

Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status
improvement and best practices.	Academic programs and support services will create structured and coherent guided pathways to student end goals, with built-in progress monitoring, feedback, and ongoing support at each step along the pathway with the outcome to increase graduation and transfer rates. Measures: Guided Pathways Graduation Rates Transfer Rates	Guided pathways (local)[2]	Local: Each year the college will create at least 2 guided pathways for its two-year programs: Green: >2 Yellow = 1 Red = 0	Local benchmark	RED
		COM-FSM will be at least at the median graduation rate in the Pacific (IPEDS data Pacific median graduation rate 14%). COM-FSM rate 15% (2011 cohort) Green: ≥ Median rate Yellow = Median rate less 0.1-2% Red = Under median value by more than 2%	Pacific regional graduation rate: Green: ≥14% Yellow =12-13.9% Red <12%	Regional benchmark	GREEN
		COM-FSM will be at least at the median transfer rate in the Pacific (IPEDS data Pacific median transfer rate 17%). COM-FSM (IPEDS 2011 cohort not reported).[3] Green: ≥ Median rate Yellow = Median rate less 0.1-7% Red = Under median value by more than 7%	Pacific regional transfer rate: Green: ≥17% Yellow =10-16.9% Red = <10%	Regional benchmark	RED
	Fall to fall persistence rate	Fall-to-Fall Persistence Rate 60.12%	Fall to Fall Persistence Green ≥55.0% Yellow =48-54.9% Red <48%	Local benchmark	GREEN
	Percent full-time, first-time students that completed in 3 years (150%)	8.76% completed	Percent completed in 3 years: Green ≥14% Yellow =10-13.9% Red <10%	Local benchmark	GREEN

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[2] This is a new initiative and the threshold is not anticipated to be met for the first time until AY16-17

[3] COM-FSM must formalize a process for obtaining and reporting transfer data, even if some of these data are anecdotal.

Mission Statement Criteria	Measures of Success	Indicator Data	Threshold	Type of Threshold	Achievement Status
	Institution-wide Credit Grades Success Rates (NCCBP Fall 2013) – Completion Rates	% Completed 92.06%	% Completed Green >91% Yellow =84.5-91% Red <84.5%	Local benchmark	
	Institution-wide Credit Grades Success Rates (NCCBP Fall 2013) – Passing Rates	Percent Students that received a passing grade that enrolled in credit courses. 70.96%	% Passing Grade (A, B, C, Pass) Green >71% Yellow =69-70.9% Red <69%	Local benchmark	
	Meeting or exceeding Accreditation Standards	Accreditation Status – US Regional Accreditation	Green = Regional accreditation without sanction Yellow = Regional accreditation with warning status Red =Regional accreditation with probation or show cause status	Regional benchmark	

Tally of Benchmark Indicator Types

Mission Aspects	Local Benchmark Indicators	Regional Benchmark Indicators	National Benchmarks Indicators	Total Indicators
The College of Micronesia-FSM is a learner-centered institution of higher education	2	0	5	7
that is committed to the success of the Federated States of Micronesia	4	0	0	4
by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	5	3	1	9
Total Indicators	**11**	**3**	**6**	**20**

Mission Achievement December 2015

Mission Aspects	Local Benchmark Indicators		Regional Benchmark Indicators		National Benchmarks Indicators		Total Indicators		
	Achieved	Total	Achieved	Total	Achieved	Total	Achieved	Total	Percent Achievement
The College of Micronesia-FSM is a learner-centered institution of higher education	1	2	n/a	0	5	5	6	7	86%
that is committed to the success of the Federated States of Micronesia	4	4	n/a	0	n/a	0	4	4	100%
by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	4	5	2	3	1	1	7	9	78%
Total Indicators	9	11	2	3	6	6	17	20	80%
Percent Achievement	82%		67%		100%		85%		

COM-FSM has achieved, or minimally achieved, 85% (17/20) of its mission indicators exceeding the required 70% (14/20) necessary for mission fulfillment. Performance on the third mission aspect needs improved by developing guided pathways, decreasing time to graduation and/or transfer (within three years), increasing graduation rates, and formalizing a system to regularly gather transfer data. Though COM-FSM regularly assesses student learning, the college must formalize a system that simplifies aggregation of data on individual student achievement of course and program level learning outcomes. IEQA is currently working with IA and EMSS to evolve the Student Information System (SIS) to capture course learning outcome data in similar manner and at the same time grades are submitted each semester. The newly created Dean of Assessment position will be responsible for establishing a formal system with program faculty to aggregate program learning outcome achievement data. In the interim, IRPO has been tasked to begin this dialogue and work in collaboration with IA.