

April 29, 2005

TO: Spensin James, President

FR: Jessica Stam, Director, Institutional Research and Planning

RE: Report on Activities during March & April 2005 for the Board of Regents

**Highlights of activities during this period:**

- 1) The March 15 Board of Regents approved WASC Progress Report was submitted on time. A notebook designed to contain a record of these activities will be delivered to the Board members at the meeting. The current contents will include the June 2004 report from WASC, and the October 15 and March 15 Progress Reports sent to WASC. There will be space available for the upcoming report expected from WASC in June 2005 and for any additional required progress reports.
- 2) A four member accreditation visit was conducted during the week of April 11 – 15, 2005. A summary of the exit interview is part of this report.
- 3) Two grants were developed and submitted, a previously submitted grant received high scores and was funded, a COM-FSM team training took place in Denver, and progress was made on acquiring one year of WHO funding for a nursing program developer.
- 4) A detailed communication survey and follow-up focus groups with students, faculty and staff was conducted on all campuses. A retreat for accreditation working group members will be held on May 12, and a detailed communication protocol will be drafted during the retreat. A brief report of the survey is included in this report.
- 5) The spring data collection for the Integrated Postsecondary Education Data System [IPEDS] report on enrollment and student retention from fall 03 to fall 04 is included in this report.

**Details of activities during this period:**

Item #2) April 11 – 15 WASC Team Visit

During the week of April 11 – 15, 2005, the six campuses of the College of Micronesia-FSM hosted a four member WASC/ACCJC accreditation visiting team. Dr. Eva Conrad, Dr. Marie Smith and Commissioner Floyd Takeuchi visited Kosrae Campus, Chuuk, Pohnpei and National campus. Traveling separately, Dr. Louise Pagotto visited Yap Campus and the Fisheries and Maritime Institute. All the members expressed their appreciation for the hard work the college has been doing and for the warm welcome the team was given.

Overall, the college received praise for the serious efforts that have been made during the last year to improve the student learning environment. The team was able to validate the information contained in the two progress reports that were submitted to the Western Association of Schools

and Colleges in October 15, 2004, and March 15, 2005. The final decision on the visiting team's report will be made at the Accrediting Commission's meeting in June 2005. However, during their visit the team members pointed out that additional work is necessary.

#### *Recommendation One*

At all sites the team found evidence and many reports that the college is beginning to have improved communication. There is an increase in better communication and the messages are more consistent. This increased information is being reported as helpful to the members of the community. Work on the committees has improved their function, but the functions of the committees should now be linked. The college should develop a college-wide communication path that assists with decision-making and is tied to the budget.

#### *Recommendation Two*

The team congratulated the college on the impressive and creative work done in addressing the clear and appropriate lines of authority. The team found that on all sites the new organizational chart is making a positive difference. Problems are being solved more rapidly and staff and faculty have a clearer idea about where to get assistance to solve problems. However, key positions need to be staffed and work on the implementation needs to continue.

#### *Recommendation Three*

The team agreed with the conclusion of the college that work on this cannot be achieved until the first two recommendations are more fully implemented. The team praised the evaluations that are being done as we implement the changes and looks forward to the communication work that is currently planned.

#### *Recommendation Four*

The visit team agrees with the college that the current mission statement may need to be reevaluated. A new comprehensive strategic plan needs to be created, must be aligned with budget planning and must be based on the college mission statement. All accreditation teams will evaluate us on our mission, our strategic plan and the accreditation standards. There is much to be accomplished for this recommendation.

#### *Recommendation Five*

The visit team congratulated the college on the significant progress that has been made on student learning outcomes. The instructional side has made significant progress and is ready to begin implementing the planned assessments, and the student services side has made significant progress. The next step will be to link the assessments to the strategic planning so that the measurements are assisting the college in improving courses, programs and services for the students.

#### *Recommendation Six*

The visit team found that work still needs to be done on the Board of Regents policy manual; on incorporating student learning outcomes in faculty evaluations; completing part time faculty minimum requirements and the delivery of student services at all sites. Much progress has been made. However, one area of significant concern to the visit team, and to the accreditation commission, is the inequity in the student learning environment at the Chuuk campus. Although

efforts have been made, in fact the situation has gotten worse since the last visit team was in Chuuk. This is a grave problem as the commission is sensitive to issues that relate to the student environment.

The Cabinet immediately took additional action to address the student learning environment at Chuuk campus. Those actions will be documented in an addendum to the progress report.

#### Item #3 Sponsored Program Activities

A proposal asking for \$76,978 to fund a one year pilot program to reduce alcohol consumption among college students was submitted to the Department of Education, Office of Safe and Drug-Free Schools. This project was developed by the management of the student services department in collaboration with the IRPO. The result of this competition will be known in late May 2005 and if funded, the grant would begin in July.

A new, six year competitive grant for the GEAR UP project in Kosrae was also submitted. The grant application requesting \$377,757 annually was prepared by the current project staff with assistance of the IRPO. The results should be known by the end of August. The next funding cycle would begin in September 2005.

The Student Support Services Program was funded for a new five year cycle with an annual request of \$236,218. The proposal received an average score of 99 points by the raters. The new cycle will provide academic, social and counseling support for 160 National campus students who intend to transfer to a four year institution.

A training for management teams on US federal grant legislation and regulations governing the TRIO programs was attended by Dayle Dannis, sponsored programs facilitator; Spensin James, President; Churchill Edward, Upward Bound Pohnpei Director; and Teresa Filepin, Upward Bound Yap Director. The team gained a principal knowledge of TRIO regulations and how to use the regulations as a resource. In addition the team developed an action plan for increasing communication and collaboration among TRIO programs and the college administration.

The FSM Department of Health, Education and Social Affairs and the World Health Organization are working on an agreement that would fund a program developer for one year to review the work that has been performed, write a feasibility study, work with state agencies and with local nursing officials and develop a curriculum.

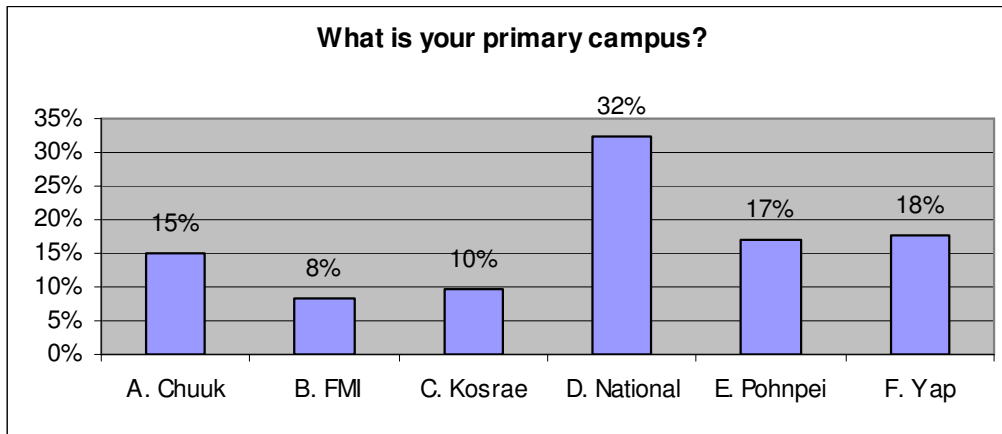
#### Item #4 Communication Survey and Workshop Plans

The communication needs assessment for the College of Micronesia – FSM was conducted in two phases: the first phase involved a survey, both online and in paper form. Roughly 445 members of the college community completed the survey including 334 (75%) students; 31 (7%) instructors, and 78 (18%) staff members from all six campuses of the college.

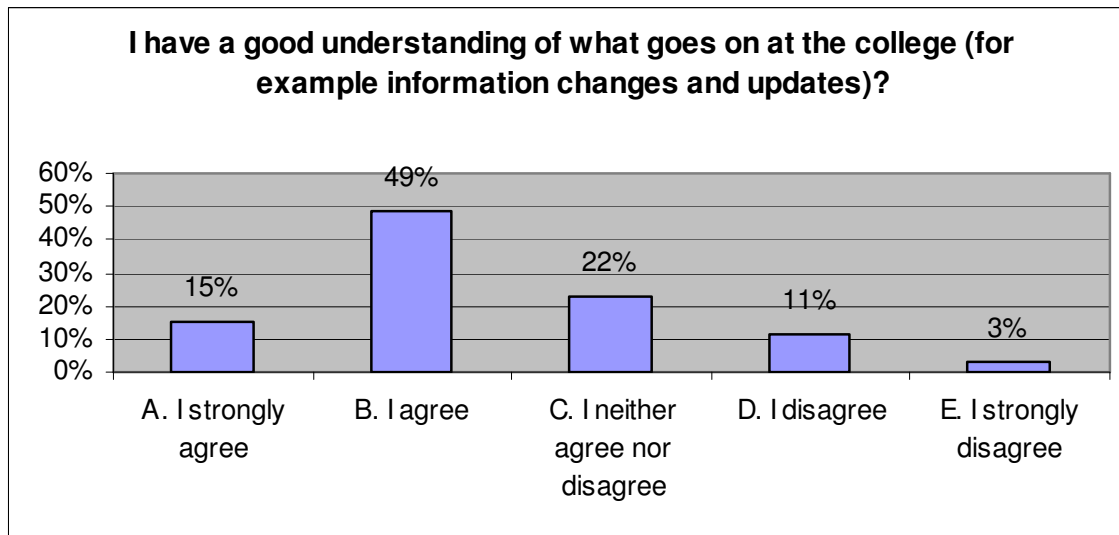
In addition, more than 240 members of the college community on six campuses participated in the focus groups which gave depth to the broad based information collected in the survey.

Preliminary results of the survey are described here. A comprehensive analysis of the information will be presented by the September meeting of the Board of Regents.

The electronic survey required access to a computer with an operating program higher than Windows 98, which allowed a larger number of respondents from the National campus. However, to be sure that all campuses had good representation, paper copies were distributed and entered into a computer centrally. The level of participation is shown in the following chart of the response of all the participants.

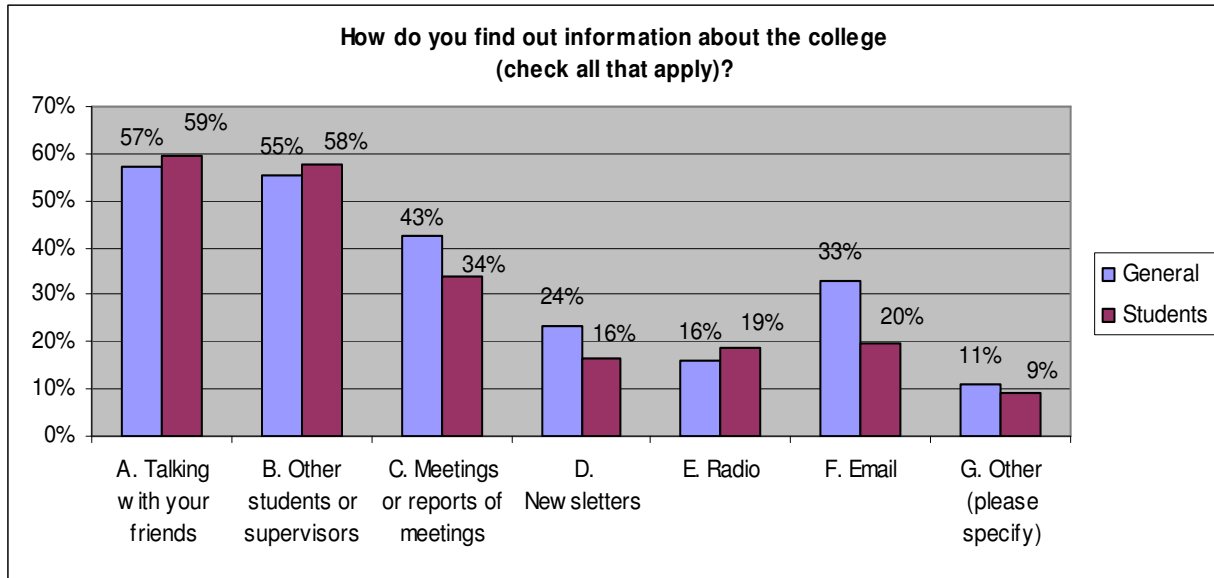


Almost one half of the college community, including students, feels that they have a good understanding of what goes on at the college. An additional almost one sixth of the group strongly agree with the statement that they understand what goes on at the college. Here are the responses of all the participants.

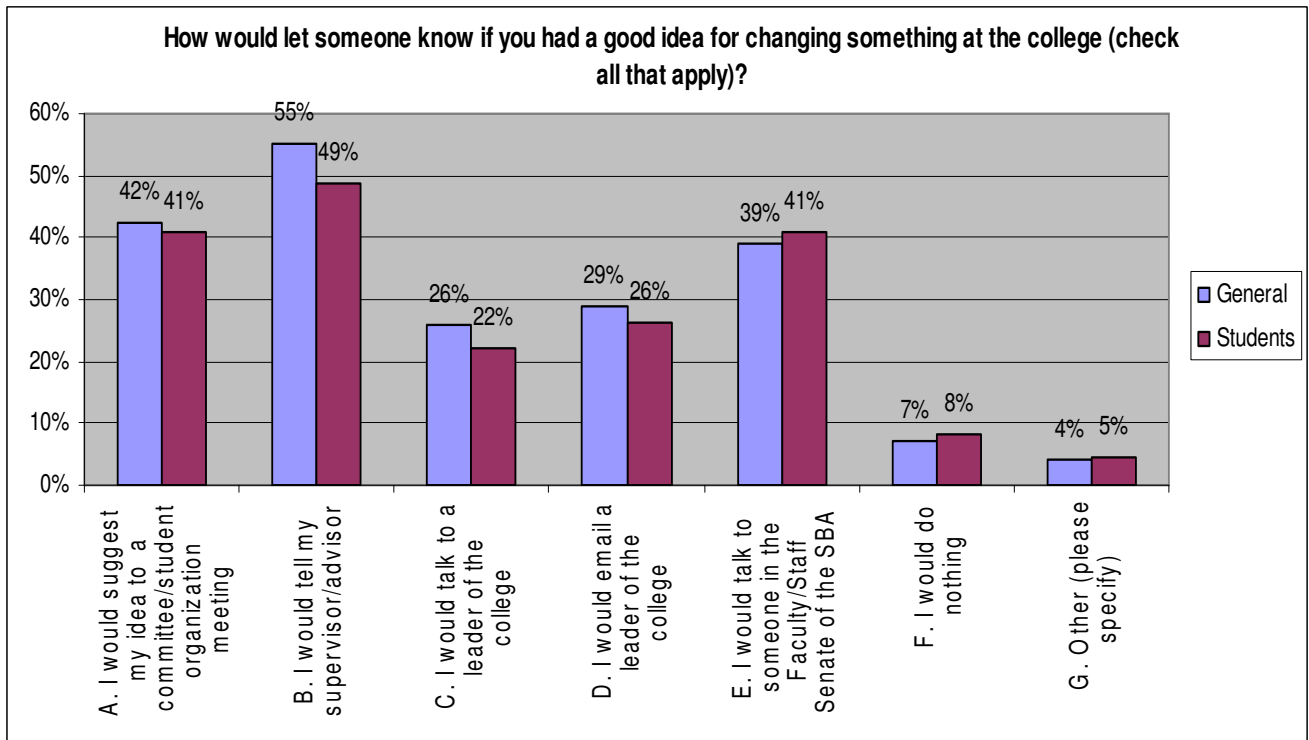


As was expected, most members of the community get information about the college from talking to friends, co-workers, other students or their instructors. A large percentage reported getting information from meetings or the reports of meetings. Here are the responses of all the participants, with the student respondents shown separately for comparison. It is helpful to know that students consider their instructors and advisors to be such an important source of

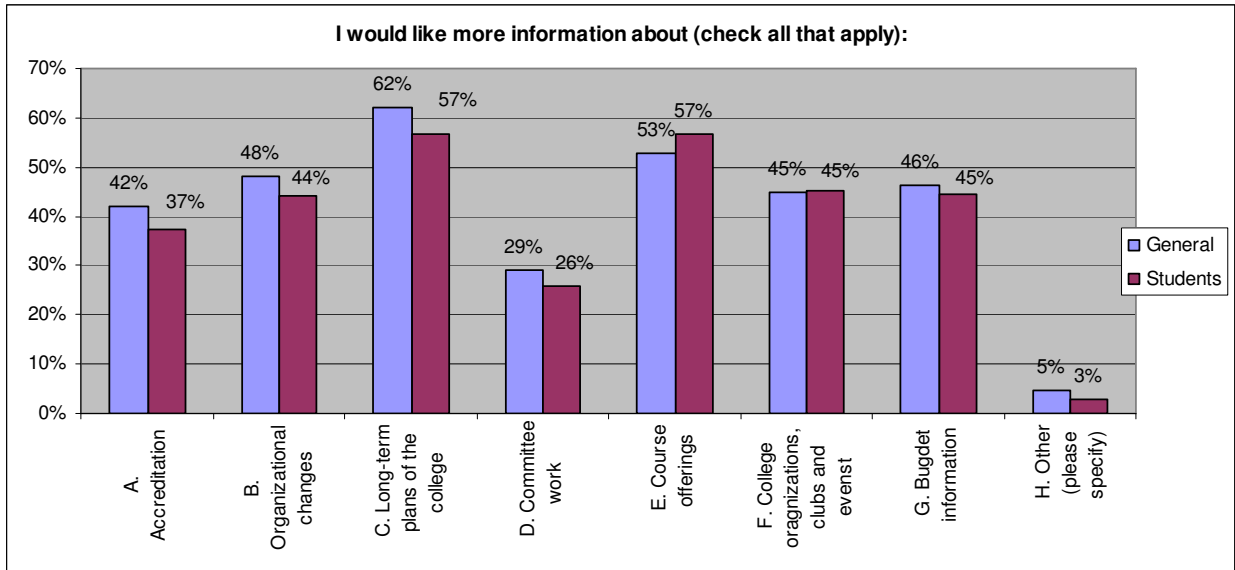
information. They also feel that advisors and instructors are good people with whom to share ideas.



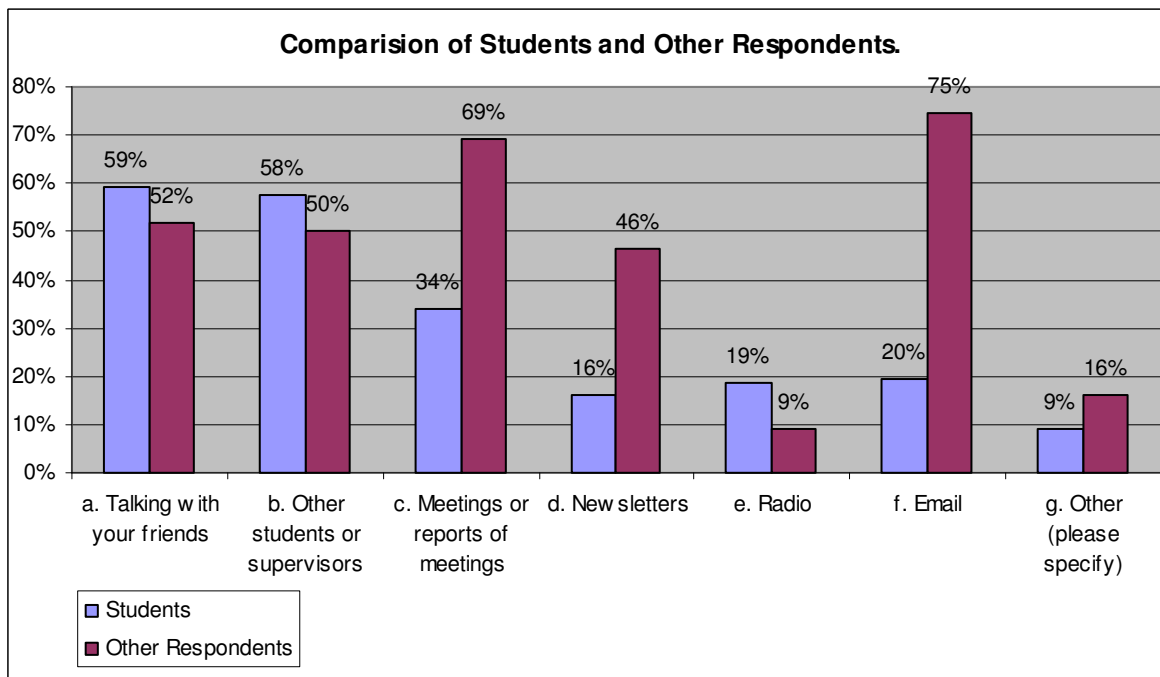
This graph also shows the overall response next to the response of the students alone. It is interesting to see that there are not enormous differences between students and employees in how they plan to convey their thoughts and ideas to the leadership of the college. From information received in the focus groups however, we know that students do not always follow through by sharing their thoughts. It is a pattern in most schools, understanding how to do something does not necessarily lead to initiating the action.



Everyone appears to be interested in receiving more information on a variety of subjects. It would appear that the accreditation information is important, but long range planning is also very important to all members of the college community. This table shows all respondents on the right and students are shown on the left.



There also great similarities in how everyone wants to receive information, but if you compare the groups differently, that is students and non-students separately, there are greater differences between the groups.



### Item #5 IPEDS Data Collection

As an educational institution that receives US Pell grant funds, COM-FSM participates in three surveys a year conducted by the US federal government, Integrated Postsecondary Education Data System [IPEDS]. This summarizes the IPEDS entries as of April 2005.

### **Total Student Unduplicated Head Count for five years**

The system collects the number of individual students who have attended during the previous school year. For the academic year fall 03 through the summer of 2004, COM-FSM had 3,387 individual students attend at least one term. Five years of unduplicated head counts reported for COM-FSM are shown below:

	Fall 03 – summer 04	Fall 02 – summer 03	Fall 01 – summer 02	Fall 00 – summer 01	Fall 99 – Summer 00
Individuals attending at least one term	3,387	2,558	2,291	1,946	1,795

### **Fall 2004 Student Profile**

The system also collects the number of freshman and continuing students enrolled in the fall term for all colleges. IPEDS requires that we show the number of full time and part time.

#### National campus full time, part time, freshman and continuing students

National campus	Full time freshman	Part time freshman	Full time continuing	Part time continuing	Total
Male students	125	6	258	57	446
Female students	134	3	247	84	468
Total students	259	9	505	141	914

#### Pohnpei full time, part time, freshman and continuing students

Pohnpei campus	Full time freshman	Part time freshman	Full time continuing	Part time continuing	Total
Male students	156	6	105	65	332
Female students	164	4	77	37	282
Total students	320	10	182	102	614

#### Chuuk full time, part time, freshman and continuing students

Chuuk campus	Full time freshman	Part time freshman	Full time continuing	Part time continuing	Total
Male students	216	57	30	23	326
Female students	232	70	36	23	361
Total students	448	127	66	46	687

#### Kosrae full time, part time, freshman and continuing students

Kosrae campus	Full time freshman	Part time freshman	Full time continuing	Part time continuing	Total
Male students	15	36	4	62	117
Female students	31	26	19	53	129
Total students	46	62	23	115	246

#### Yap full time, part time, freshman and continuing students

Yap campus	Full time freshman	Part time freshman	Full time continuing	Part time continuing	Total
Male students	44	9	3	18	74
Female students	41	14	11	7	73
Total students	85	23	14	25	147

#### Age Breakdown of COM-FSM students

Although student ages are reported to IPEDS divided into several different categories, these are the total number of students, by campus, for the age groupings used by IPEDS for the fall 2004 enrollment.

Age	National	Pohnpei	Chuuk	Kosrae	Yap	Total
Under 18	19	0	27	2	6	54
18 – 19	278	51	222	108	44	703
20 – 21	296	76	175	64	39	650
22 – 24	174	49	80	35	23	361
25 – 29	68	29	58	14	12	181
30 – 34	36	12	23	12	10	93
35 – 39	9	4	19	4	5	41
40 – 49	15	3	15	3	2	38
50 – 64	6	0	8	1	0	15
unknown	13	390	60	3	6	472
Totals	914	614	687	246	147	2,608

#### Retention of Students from Fall 03 to Fall 04

IPEDS also requires us to report the retention of freshmen students from Fall 2003 until Fall 2004. This is our breakdown by campus and overall.

	National	Pohnpei	Chuuk	Kosrae	Yap	Overall
Percent of freshmen from fall 03 enrolled in school during fall 04	216:340 ( 64% )	111:196 ( 57% )	135:354 ( 38% )	41:83 ( 49% )	21:114 ( 14% )	524:1084 ( 48% )