

**2014 Annual Report****Final Submission**

03/28/2014

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:	+6913202480 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/publications/catalog-2013-2014/Catalog%202013-2014.pdf (page 20)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.comfsm.fm (statement found on the footer of every college webpage)
6.	Total unduplicated headcount enrollment:	Fall 2013: 2,446 Fall 2012: 2,744 Fall 2011: 2,913
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	1,630
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	689
9.	Number of courses offered via distance education:	Fall 2013: 2 Fall 2012: 1 Fall 2011: 1
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 30 Fall 2012: 18 Fall 2011: 12
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	61%
14b.	Successful student course completion rate for the fall 2013 semester:	70%

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, what is it?	N/A
	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 2012-2013 academic year:	426
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16b.	Number of students who received a degree in the 2012-2013 academic year:	320
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16c.	Number of students who received a certificate in the 2012-2013 academic year:	106
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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
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17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	n/a
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18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
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18b.	If yes, please identify them:	n/a
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19a.	Number of career-technical education (CTE) certificates and degrees:	18
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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:	0
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19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0
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19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0
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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
	n/a			0 %	0 %

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	
	n/a		0 %	0 %	

Please list any other institution set standards at your college:		
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Enrollment (Headcount) Fall	Total unduplicated headcount of students enrolled by semester.	2201
Enrollment (FTE) Fall	Total credits/12 credits per student	2099

22.

Enrollment (New Students) Fall	Total unduplicated headcount of students enrolled who enrolled for the first time in fall semesters.	433
Credits	Total credits per semester.	25187
Percent of student enrolled full time (enrolled for 12 or more credits) fall semesters	Percent of unduplicated headcount of students who enrolled for 12 or more credits/total unduplicated headcount of students.	59.9
Percent of students earning 12 or more credits fall semesters	Percent of unduplicated headcount of students who earned 12 or more credits/total unduplicated headcount of students.	35.4
Average student credits enrolled (Fall)	Total credits enrolled per semester/Total unduplicated headcount of students.	10.3
Average student credits attempted (Fall)	Total credits enrolled per semester – credits withdrawn/Total unduplicated headcount of students.	9.2
Average student credits earned (Fall)	Total credits earned per semester/Total unduplicated headcount of students.	7.9
Percent of students in good academic standing (%) (students with 2.0 GPA or above)	Good academic standing - students with 2.0 GPA or above.	71.4
Enrollment by gender (Fall) % women	Percent of women enrolled.	48.6
Retention Rates	Percent of new full time (students in fall semester who return to school the next fall semester.	49.6
Course completion (Fall) % ABC or P	Number of student earning ABCorP grades/total students-courses.	61.5
Percent withdrawals (Fall)	Number of withdrawals/Total student - courses taken.	8
Enrollment ratios (Fall)	Total student enrolled/Total maximum number of students that can be enrolled due to class size limitations.	73.8
Average Class Size (Fall)	Total unduplicated headcount of students/total number of sections.	16.5
Persistence rate fall to spring	Proportion of student cohort enrolled in the fall who attend the next spring semester.	70.6
Course completion Spring % ABC or P (Spring)	Number of student earning ABCorP grades/total students-courses.	56.3
Withdrawals (Spring)	Number of withdrawals/Total student - courses taken.	13.9
Enrollment ratios (Spring)	Total student enrolled/Total maximum number of students that can be enrolled due to class size limitations.	74.7
Average Class Size (Spring)	Total unduplicated headcount of students/total number of sections.	16.8
Graduation rate (full time cohort) 100%	New full time fall semester students who graduated within two years (Associate Degrees) (fall, spring & summer semesters).	3.6
Graduation rate (full time cohort) 150%	New full time fall semester students who graduated within three years (Associate Degrees) (fall, spring & summer semesters).	11.9
Average student credits enrolled (Spring)	Total credits enrolled per semester/Total unduplicated headcount of students.	10.3
Average student credits attempted (Spring)	Total credits enrolled per semester – credits withdrawn/Total unduplicated headcount of students.	8.8
Average student credits earned (Spring)	Total credits earned per semester/Total unduplicated headcount of students.	7.4

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).

23. Standard setting has followed a process emphasizing review of institutional data and program specific data to capture trends in student achievement. The process was designed to ensure data and recommendations from data would be reviewed through the existing committee structure. Curriculum and Assessment Committee reviewed and commented on instructional related standards; Recruitment, Admissions and Retention Committee reviewed and commented on student related standards such as retention and enrollment targets; and Council of Chairs reviewed and commented on all standards. The Management team (office directors in administration, student services & instruction) also reviewed and commented on standards. During spring 2014 workshop sessions, faculty used standards to assess individual program performance, report concerning trends/identify gaps, and discuss improvement plans. For example, low graduation rates for 100% and 150% prompted faculty to examine scheduling to offer more courses outside traditional hours of 8am-4pm, M-F, as course completion is not the only obstacle to timely graduation. Faculty articulated the value and necessity of examining data semesterly rather than merely during bi-annual program reviews.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 286
	b.	Number of college courses with ongoing assessment of learning outcomes 286
	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): 32
	b.	Number of college programs with ongoing assessment of learning outcomes 32
	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 programs:	http://www.comfsm.fm/?q=program-assessment and http://wiki.comfsm.fm/Academic_Programs
28.	Number of courses identified as part of the GE program:	50
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:	50
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%

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).

35.

COM-FSM continued linkage of Course Student Learning Outcomes (CSLOs) to Institutional Student Learning Outcomes (ISLOs) through a linkage process (http://wiki.comfsm.fm/@api/deki/files/2647/=ISLO_linkage.pdf). The ISLO linkage process is focused on two-year programs, third-year certificate programs, and the General Education Program. Trainings were conducted for faculty and staff on revised ISLOs and the linking process. The process identifies which ISLOs will be assessed in a program's capstone course(s). The process also includes an analysis/narrative between the CSLO and ISLO. A project is underway to embed common ISLO assessments in courses. Spring 2014, ISLO assessment results were entered into TracDat for the first time (software launched fall 2013). Full-time faculty completed training to input program, course and institutional assessment results into TracDat. The assessment coordinator/assistant ALO was hired fall 2013 and is responsible for coordinating ISLO assessment data, generating ISLO reports, and posting results on the "Assessment of Student Learning" webpage (<http://www.comfsm.fm/?q=program-assessment>). Public friendly ISLO data assessment results and an annual report will be placed on the website summer 2014.

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.

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).

36.

COM-FSM continued alignment of course, program and institutional SLOs. Matrices for each program demonstrate links between course SLOs and program SLOs. Through dialogue, each program is generating narrative to articulate alignment and identify gaps missed by more superficial matrices. COM-FSM is undergoing the process of linking course SLOs (CSLOs) to institutional SLOs (ISLOs) through the linkage process for degree programs. Trainings were conducted for faculty and staff on ISLO revisions and the ISLO linking process. The linkage process identifies which ISLOs will be assessed in a program capstone course(s). This linkage process also includes an analysis between the CSLO and the ISLO. Because ISLOs were revised spring 2013, some programs have identified gaps in linkages and begun reviewing curriculum to ensure ISLOs are adequately supported (http://wiki.comfsm.fm/Assessment_Coordinator_and_Assistant-ALO). The Public Transparency & Accountability webpage (www.comfsm.fm), which includes an Assessment of Student Learning section with Program Assessment Summaries (PASs), program matrices, and CSLO/ PSLO narratives (for all programs), was established (<http://www.comfsm.fm/?q=program-assessment>).

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).

37.

The Assessment of Student Learning webpage on the college home page provides Program Assessment Summaries (PASs) which contain Program Data Sheets and SLO matrices. The COM-FSM wiki pages have a designated assessment page where ISLO and General Education assessment plans, trainings, and help sheets are recorded. Program assessment reports are located on wiki under Academic Programs. 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 on each SLO. Students made aware of SLOs are more focused and responsible for their learning. Faculty use of technology to communicate assessment results: <http://danaleeling.blogspot.com/search/label/assessment> <http://www.comfsm.fm/~pulmano/assessment-collaborative-learning.html>. http://www.comfsm.fm/accreditation/2014/slo/student_feedback_slo_tracking_jupiter_grades.pdf PASs provide recommendations for future/current students and the public to inform decisions. TracDat (ACE, General Education) reports consolidate assessment results by campus and the 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 (1,250 character limit, approximately 250 words).

Dialog 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.

38. and improvement plans. All programs submit assessment reports each year using ItracDat and program reviews bi-annually. Program reviews contain two years of assessment data and performance indicators that provide information for program prioritization. Program prioritization results inform CAC, Finance, Planning and Resource Committee, EC, and Cabinet decisions on program offerings and resource allocation. Program prioritisation is completed May 2014. The Integrated Education Master Plan (IEMP) is revised to address recommendations for changes and budget reallocation. All changes are aligned with college mission and include development of a first year experience course, Career and Technical Education authentic experiences, and changes to a textbook written by an education professor. All student body association activities require articulated outcomes and outcome assessment by student officers. We are shifting efforts beyond collection of data and report generation to greater energy on dialogue, critical data analysis, and quality improvements for impact.

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).

39. Hospitality and Tourism Management (HTM) program uses experiential learning to help students demonstrate competencies for program learning outcomes. Students use role-play and simulation in the classroom for learning. Course level assessment indicated students were not achieving desired outcomes. The HTM program implemented a Student Excursion. Students visit local hotels, restaurants, and tourism related agencies. To experience authentic industry work and travel first-hand, students raise funds for travel to a different island. Students are required to write a reflection paper and link the experience to program learning outcomes.
http://wiki.comfsm.fm/@api/deki/files/3064/=HTM_Student_Kosrae_Excursion_Proposal_and_Student_Reflection_Paper.pdf
 Yap Campus LRC conducted orientation for students as to enhance student learning and success. Students were using Google as the only means to conduct research. During orientation students learned the many services the LRC provides. Students were required to write a reflection paper and link the experience to student leaning.
www.comfsm.fm/accreditation/2014/slo/lrc_success_story.pdf

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Mission/Objectives Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Extension of the Third Year Certificate in Teacher Preparation to the state campuses. Revised mission statement.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 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 the Fisheries and Maritime Institute.
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

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

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