
IEQA

Institutional Effectiveness and Quality Assurance

Self study timeline going forward, Final draft from team leaders will be due last week of October/first week of November, our target for the final draft remains September 15th. The ALO would then finalize report for the BOR meeting in December 2015. Transmission of final signed report to ACCJC and distribution to Visiting Team will be in January 2016 then the team visit will be in March 2016.

College representatives attended an Accrediting Commission for Community and Junior Colleges (ACCJC) Self Evaluation Workshop, and the ACCJC Regional Workshop on Student Learning Outcomes (SLOs) and Assessment at Kapi'olani Community College on July 15, 2015. The purpose of the workshop was to develop, assess, and use SLOs to improve instruction and support services.

The training also included access to ACCJC resources for self-evaluation, requirements for evidence in the institutional self evaluation report, eligibility requirements, compliance with USDE regulations and commission policies, resources for self evaluation, and specific standard formats of the self evaluation report.

Teams and lead writers met with Consultant Jim Mulik 4-8 May 2015.

Teams and lead writers met with Consultant David Adams 1-8 June 2015, and 3-10 August 2015.

Recommendation summaries from Consultant Jim Mulik's visit include the following:

During visits with each standard writing team, it was stressed that the ACCJC is looking to ensure that the college is addressing to specific things in the self-evaluation report:

- (1) Is the college meeting its mission?
- (2) Is the college setting up students for success?

In addition the meeting the mission and setting students up for success, Jim and the writing teams discussed the movement away from "equally" treating all students and the move toward "equitably" treating all students. The differences between equality and equity were discussed, and places in the ACCJC's standards where equity is stated were reviewed.

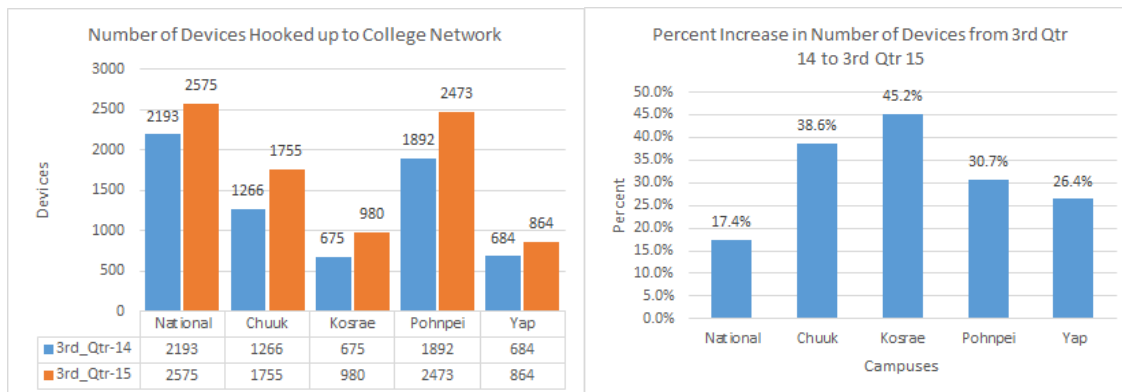
The Institutional Research and Planning Office of the IEQA is providing assistance to the VPAS by facilitating development of the performance budget planning for the FY 2017 budget period. Key aspects of the facilitation is to use a structured approach that focuses on review of college enrollment and achievement data, evaluation and assessment data, review and prioritization of plans including the college strategic plan, mini work plan on student success and the college's Integrated Education Master Plan (IEMP). SMARTER (specific, measurable, achievable, realistic, time bound, extended and reviewed) goals are to be established at the Institutional Level to guide department and office budget development and SMARTER goal setting. Meetings were held on June 19, July 9 and July 27. The process will also

include dialogue on the budget development and decision making during the Management Team’s training session on Pohnpei prior to the next BOR meeting in August.

ITO Information Technology Office

Network/Systems

IT Office continues in our efforts of maintenance and expansion of systems to accommodate and support mission critical technology functions. All Campuses continue usage of their internet services via ADSL, Single Mode Fiber optics and/or T1 technologies depending on location. Satellite uplinks via PACNET are still in use. A new connectivity contract with FSMTC is now active. Bandwidth has been expanded for all networks for improved services at National, Pohnpei, Yap and Chuuk campuses due to recent changes in infrastructure allowing for such expansions. Direct internet connectivity in Pohnpei increased 7x, Yap increased 4x, Chuuk increased 4x. Kosrae campus rates for direct internet connectivity will remain the same as fsmtc infrastructure does not allow for further expansion at this time. However Kosrae campus links for services directly located at National campus have been doubled. The situation for Kosrae campus will continue to be monitored for potential network improvements as they become available.

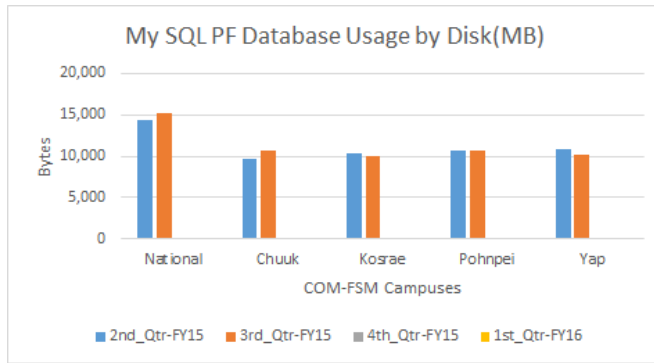


Computer Labs

Purchase of student support technology in computer labs and in support of networks for those labs continues on schedule. Chuuk and Kosrae campuses will soon be receiving new equipment in student computer labs. New equipment is in place and operational at Kosrae campus, new equipment will be operational at Chuuk campus before the beginning of Fall semester.

Student Information System (SIS)

SIS functionality is good. IT continues to work with Office of Admissions Records and Retention (OARR) and IRPO for further reporting modifications and capabilities. Functionality and long term plans for the SIS have been discussed and will continue to be in upcoming meetings with users and consultants.



This graph shows actual usage of the SIS backend Database by campus comparing 2nd and 3rd quarters in 2015.

Web and Publications

Website improvement efforts and news efforts are proceeding. Updated procedures for request for news, printing and publications services are now in use. The new official COM-FSM catalog is now available via the website.

IRPO Institutional Research and Planning Office

Self-Evaluation

- IRPO continues the development of its standard I.B.. Since David Adams visit in June 2015 a draft report was sent to Adams for review. After acknowledgement of the draft report from Adams, a skype session took place on Friday, July 10, 2015. The purpose of the skype session was to seek recommendations on the write up process and revising IRPO standard at the same time. IRPO is expected to finish report by mid July 2015.

Program review

- IRPO completed and submitted its program review on June 16, 2015.

Data Requests

- IRPO continues to assist in providing data requests internally and externally.
 - IRPO fulfilled (6) data requests since May 2015:

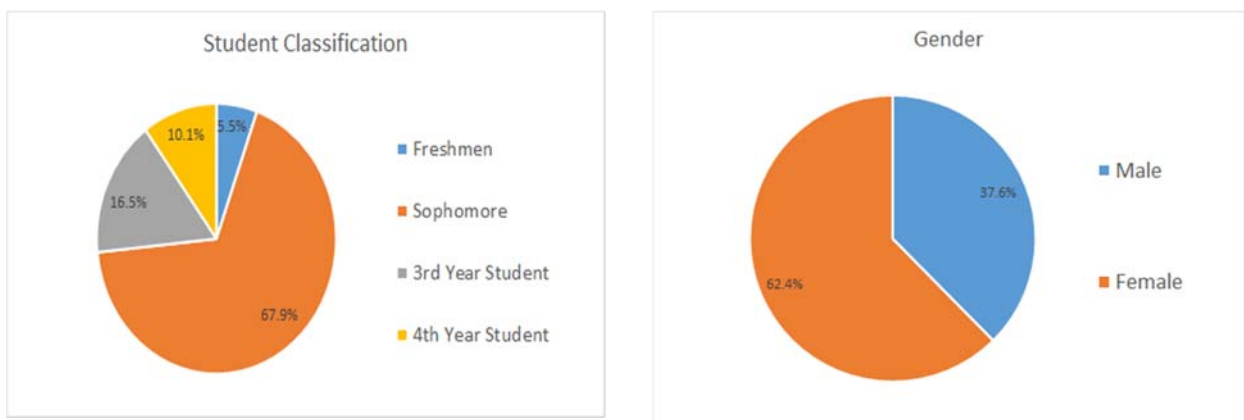
Data requested by:	Description/Data	Date completed and sent
COM-FSM Human Resources Office	Major Enrollment Trends Fall	May 5, 2015
COM-FSM Human Resources Office	Major Enrollment Trend Summer	May 5, 2015
COM-FSM Financial Aid Office	PELL and SEG awarded data (from AY2010-2011 to AY2014-2015)	July 6, 2015
COM-FSM Rafael Pulmano	Program data	July 7, 2015
COM-FSM Human Resources Office	FSM population distributions by state	July 9, 2015
FSM Government Office of the President	Graduate listing (from AY 2005-2006 to AY 2014-2015)	July 9, 2015
Yap campus(Cecilia Dibay)	Yapese Graduates listing Spring 2015	July 15, 2015

Higher Education Publication (hep)

- IRPO acknowledged and completed the 2016 Higher Education Directory (hep) on June 23, 2015 to meet the June 26, 2015 deadline. Previous data entries were submitted by mail. This years data entry was successful and completed online.

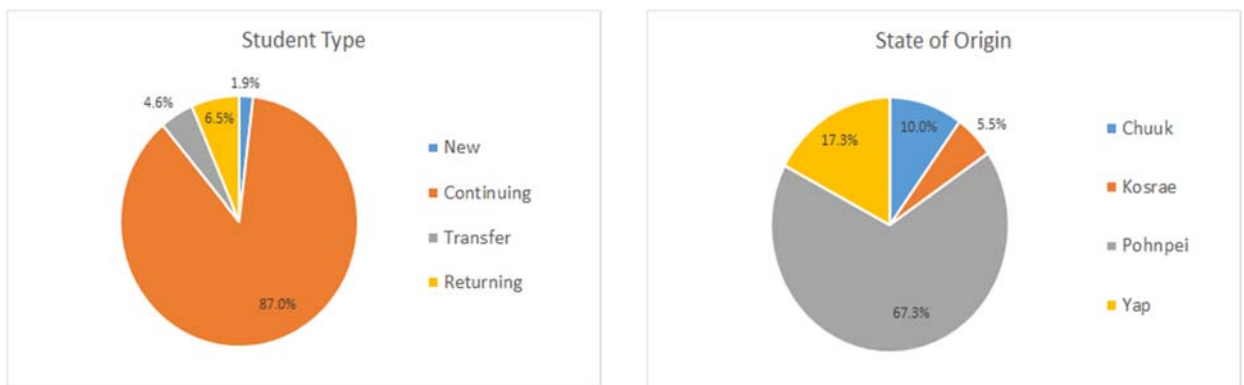
Surveys

- Initial summer survey conducted at the National campus. Surveys were sent out to all enrolled students at the National campus., 104/361 (29%) of the students responded. Click on the link below to view full survey results. A summary of highlight National campus summer 2015 registration follows below.
 - [2015 Summer Student Registration Survey results](#)



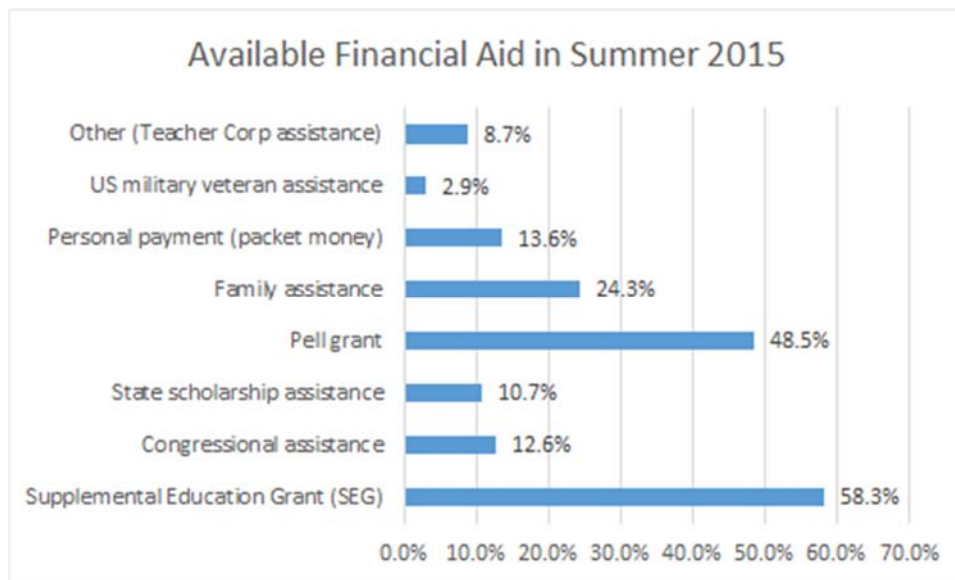
Graph 1: Summer 2015 survey participants by classification and gender.

A total of 109 out of 381 enrolled for summer session participated in the initial summer 2015 survey administration at the national campus. Student classification shows that sophomore participants are at **67.9%** of all survey participants, 3rd year students **16.5%**, 4th year students **10.1%**, and freshmen at the lowest **5.5%**. Overall, females represented **62.4%**, and males at **37.6%**.



Graph 2: Summer 2015 survey participants by student type and origin.

Graph 2 shows that the continuing students represented 87.0% of the overall survey participants, returning students 6.5%, transfer students 4.6%, and new students at 1.9%. 67.3% were Pohnpeians, 17.3% were Yapese, 10.0% were Chuukese, and Kosraeans at 5.5%.



Graph 3: Summer 2015 available financial aid (student may have more than one source of funding)

Graph 3 provides information on a new indicator to capture how students are paying for summer session. 58.3% (60 students) are eligible for supplemental education grant (SEG), 48.5% (50 students) for PELL grant, 24.3% (25 students) for family assistance, 13.6% (14 students) for personal payment, 12.6% (13 students) for congressional assistance, 10.7% (11 students) for state scholarship assistance, 8.7% (9 students) for Teach Corp funding, and finally 2.9% (3 students) received financial support from the U.S. military veteran assistance. The majority of students had two or more sources of funding.

Additional survey assistance

- IPRO continues to assist other offices in the development of surveys on surveymonkey.
 - Peer Counseling Office - Kick Butts Day Survey - May 1, 2015

National Community College Benchmark Project (NCCBP)

- IRPO completed basic entry into the NCCBP on Friday, June 12, 2015 to meet the June 15, 2015 deadline. The process for NCCBP is that July is the month for the review of the data and requests for clarification will be provided to IRPO. On Friday, July 10, 2015 the NCCBP representative Michelle Taylor responded after submission of the COM-FSM NCCBP data entry raising a concern. According to the NCCBP rep, they identified values to the data elements listed below that are unusually large or small relative to mean values in the data set and requires verification from IRPO. IRPO acknowledged NCCBP's concern and verified that all data entries are accurate on Tuesday, July 14, 2015.
- **Outlier Report** – areas where COM-FSM is either very high or very low compared to other colleges included in the NCCBP data collection. The full NCCBP report will be available fall 2015.

Benchmark	Source	Value	Comparison to Other NCCBP Community College in NCCBP

Service Area Unemployment Rate	2010 Census Report	16%	High
% of Full Time Students	Full-Time Credit Headcount	67% full-time 33% Part-time	High % full-time student
% Pell Grant Recipients	FA data	89%	High
Developmental Credit Hours	SIS data	25%	High
% Native Hawaiian, Pacific Islanders	IPEDS	100%	High
CCSSE Active & Collaborative Learning Benchmark Means	CCSSE 2014	64	High
CCSSE Student Effort Benchmark Means	CCSSE 2014	63	High
CCSSE Support for Learners Benchmark Mean	CCSSE 2014	69	High
% of Students that Received a Passing Grade of those that Completed English Comp II	Total ABCP Grades (159) Total ABCPD and F Grades (263) SIS data	60%	Low
% of Students that Received a Passing Grade of those that Completed Speech	Total ABCP Grades (61) Total ABCPD and F Grades (88) SIS data	69%	Low
% of Students that Received an A or B Grade that Enrolled in Credit Courses	A (1,653) B (2,169) Number of C Grades (2,190) D (843) F (1,000) P (184) W (693) SIS data	44%	Low
% Credit Hours Taught by Full-time Faculty	Total Student Credit Hours Taught (23,088) Total Student Credit Hours Taught (4,394) SIS data	84% Full-time Faculty 16% Part-time Faculty	High % in Full-time Faculty
% Sections Taught by Full-time Faculty	Total Credit Sections Taught (377)	83%	High

	Total Credit Sections Taught (76) SIS data		
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SUMMARY REPORT ON COLLEGE ENROLLMENT

On Tuesday, July 28, 2015 IRPO was requested to prepare a summary enrollment report presentation to the BOR. The presentation is under preparation and electronic and paper copies will be provided at the BOR meeting.

Data and Information

- IRPO generated a summary report on [Academic Year Enrollment Trends, Student Achievement Spring 2015 and Enrollment Summer 2015](#) . The summary report appears below.

Institutional Research and Planning Office
Summary Academic Year Enrollment Trends, Student Achievement Spring 2015 and Enrollment Summer 2015
Board of Regents August 2015

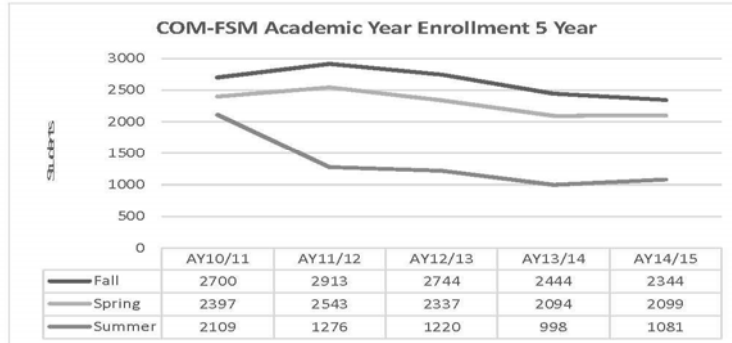


Figure 1: Academic Year Enrollment Trends

The college has seen a general decline in enrollment since AY2011/12. There has been a slight upturn in spring 2015 and summer 2015 enrollment primarily due to increased enrollment at Kosrae and Pohnpei campuses. Primary factors affecting overall enrollment include out-migration and increased completion for post-secondary education among other factors.

Spring Semester Achievement

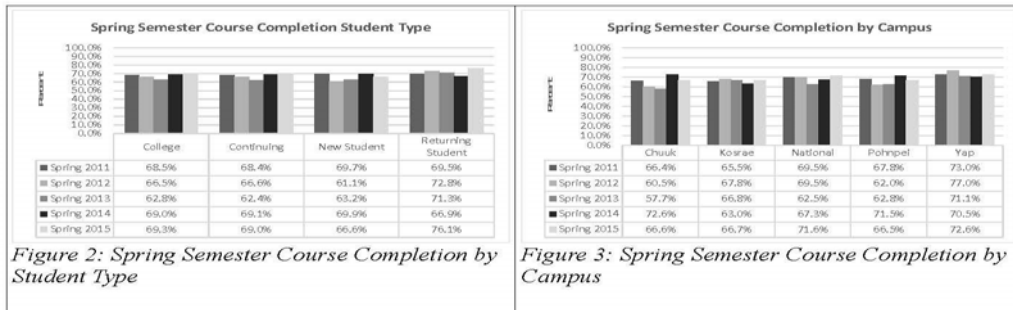


Figure 2: Spring Semester Course Completion by Student Type

Figure 3: Spring Semester Course Completion by Campus

The average college course completion rate for spring 2015 was 69.3%. This indicates a slight increase over Spring 2014. Course completion by campus shows the National and Yap campuses above the college average for spring 2015 with Chuuk, Kosrae and Pohnpei below the college average. Over the five years period represented in the graphs, there has been significant variation in course completion rates by both student type and campus.

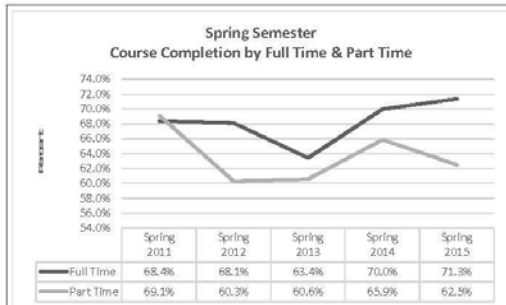


Figure 4: Spring Semester Course Completion FT vs PT

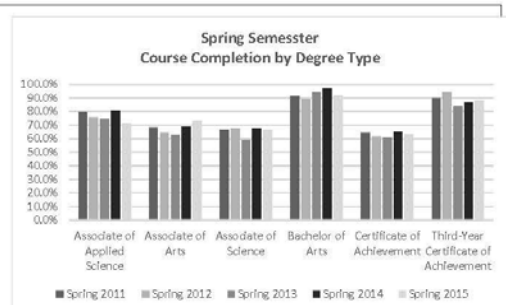


Figure 5: Spring Semester Course Completion by Degree Type

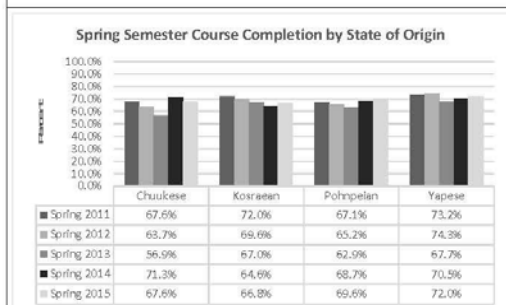
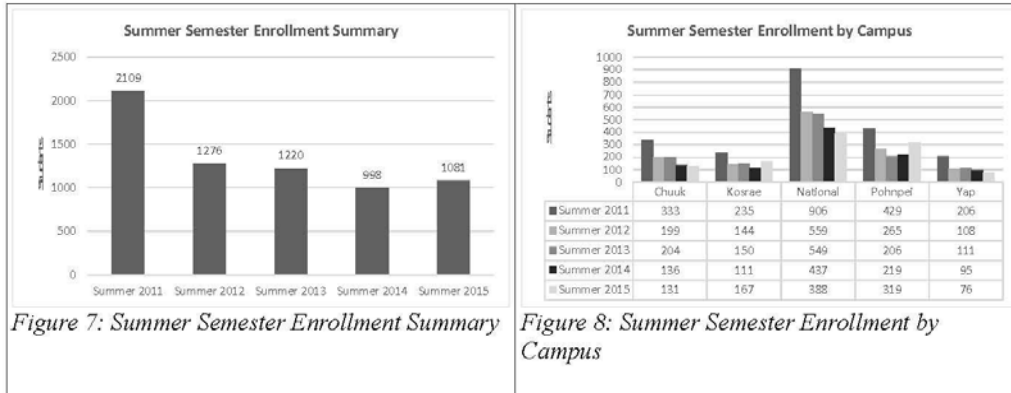


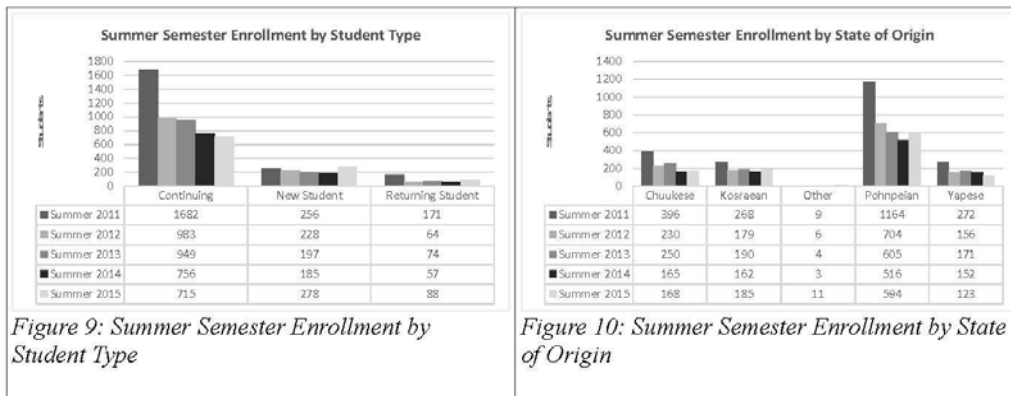
Figure 6: Spring Semester Course Completion by State of Origin

The greatest variation in spring course completion rates is seen in full-time versus part-time students with variation up to 9%. Spring 2011 was an exception when part-time course completion rates exceeded full-time completion rates. Degree type also shows significant variation with BA and TYC students at 80% to 90+% course completion rates. Certificate students course completion rates are lower than associate degree rates. However, as report previously, the greatest variation in course completion rates is seen at the individual course and instructor level.

Summer Semester Enrollment



Summer semester 2015 sees a slight increase (83 students) over spring 2014 levels. This is associated with increase in Pohnpei and Kosrae campuses enrollment figures. Chuuk, National and Yap campuses have seen a decline in enrollment in each of the last five (5) summer semesters.



New students showed a major increase in enrollment from spring 2014 (185 students) to spring 2015 (278 students) with a smaller increase for returning students. Continuing students enrollment continued its five-year decline. In line with the enrollment increases at Kosrae and Pohnpei campuses, enrollment increased in the number of Pohnpeians and Kosraeans in summer 2015 compared to summer 2014. There was also a very slight increase of 3 Chuukese in summer 2015, but a decline of 29 Yapese.

Tables 1 and 2 that follow provide 1) over enrollment trends by major and degree for summer semesters and 2) enrollment by major, degree and campus for summer 2015.

Table 1: Summer Semester Enrollment Trends by Major

major	degree	Summer 2011	Summer 2012	Summer 2013	Summer 2014	Summer 2015
Health Career Opportunities Program	AA	81	74	68	69	71
Liberal Arts	AA	276	150	138	98	100
Liberal Arts / Media Studies	AA		1			
Micronesian Studies	AA	107	73	55	57	52
Pre-Teacher Preparation	AA	387	267	294	173	165
Special Education	AA	2				
Building Technology	AAS	21	12	7	6	1
Electronics Technology	AAS	53	37	35	22	15
Telecommunication Technology	AAS	25				
Telecommunications	AAS	1	20	18	22	19
Ag. & Nat. Res. Management	AS	1	20	18	19	29
Agriculture	AS	27	3	2	4	
Business Administration	AS	158	120	106	106	91
Computer Information Systems	AS	158	100	85	54	58
Early Childhood Education	AS	2	1			
Hospitality and Tourism Management	AS	47	20	27	16	36
Marine Science	AS	40	21	23	15	36
Nursing	AS	7	17	11	13	
Nursing (PN)	AS					6
Nursing-RN	AS		2	8	16	30
Pre-Teacher Preparation	AS	1				
Public Health	AS	16	15	11	5	8
Teacher Education - Elementary	AS	53	8	1	4	
Elementary Education	BA	63	44	30	24	13
Agriculture and Food Technology	CA	84	28	49	61	75
Basic Public Health	CA		14	26	28	41
Bookkeeping	CA	94	57	72	42	60
Building Maintenance and Repair	CA	5	6	3		1
Cabinet Making/Furniture Making	CA	8	3	1	3	5
Career Education: Motor Vehicle Mechanic	CA	8	1	4	6	15
Carpentry	CA	12	3	2	3	5
Construction Electricity	CA	10	2	5	14	9
Electronic Engineering Technology	CA	55	20	27	15	27
General Studies	CA	25				
Health Assistant Training Program	CA	8	12	3	4	1
Law Enforcement	CA	4	1			
Nursing	CA					1
Nursing Assistant	CA		1	2	11	22
Public Health	CA	28				
Refrigerator and Air Conditioning	CA	8	1	6	2	3
Secretarial Science	CA	37	21	23	17	6
Trial Counselor	CA	28	16	14	14	10
Accounting	TYC	2	2		4	
General Business	TYC	7	3	1	8	2
Pre-Teacher Preparation	TYC	1				
Public Health	TYC	12	5		7	5
Teacher Preparation - Elementary	TYC	144	72	40	31	61
Unclassified	UC	3	1	5	5	2
Undeclared	UD		1			
Total		2109	1275	1220	998	1081

Table 2: Summer 2015 Enrollment by Major

Major	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Students
Ag. & Nat. Res. Management	AS		2	19	7	1	29
Agriculture and Food Technology	CA		21		49	5	75
Basic Public Health	CA	12	28			1	41
Bookkeeping	CA	18			38	4	60
Building Maintenance and Repair	CA				1		1
Building Technology	AAS				1		1
Business Administration	AS	10	8	41	20	12	91
Cabinet Making/Furniture Making	CA				5		5
Career Education: Motor Vehicle Mechanic	CA				15		15
Carpentry	CA				5		5
Computer Information Systems	AS	1	2	36	17	2	58
Construction Electricity	CA				9		9
Electronic Engineering Technology	CA		12		8	7	27
Electronics Technology	AAS		6	2	7		15
Elementary Education	BA			13			13
General Business	TYC	1		1			2
Health Assistant Training Program	CA					1	1
Health Career Opportunities Program	AA	1	3	42	18	7	71
Hospitality and Tourism Management	AS	3	1	2	29	1	36
Liberal Arts	AA	9	16	51	20	4	100
Marine Science	AS		3	21	9	3	36
Micronesian Studies	AA	2	2	35	13		52
Nursing	CA		1				1
Nursing (PN)	AS	2	4				6
Nursing Assistant	CA	14	3		5		22
Nursing-RN	AS	3	3	17	6	1	30
Pre-Teacher Preparation	AA	52	24	67	8	14	165
Public Health	AS	1	2	3	1	1	8
Public Health	TYC			5			5
Refrigerator and Air Conditioning	CA				3		3
Secretarial Science	CA	1			5		6
Teacher Preparation - Elementary	TYC		26	23		12	61
Telecommunications	AAS	1			18		19
Trial Counselor	CA			10			10
Unclassified	UC				2		2
College		131	167	388	319	76	1081