

IEQA Institutional Effectiveness and Quality Assurance

- Strategic Plan Annual Report
- Accreditation Self Evaluation <https://sites.google.com/site/comfsmselfevaluation/>
- VPIEQA completed college-wide training on the Accreditation Self Evaluation process August-September 2014.
- ALO/VPIEQA attended the required team training and served as a member of the accreditation visiting team to El Camino College, California.
- Susan Moses (faculty) will be serving as a member of the accreditation visiting team to College of the Marshall Islands during spring 2015 and attending the required team training.
- Pacific Post Secondary Education Council (PPEC) *Report to the Accrediting Commission of Community and Junior Colleges (ACCJC) July-December 2014* <http://www.comfsm.fm/accreditation/PPEC/PPEC-July-December-2014.pdf>
- To proactively stay informed of accreditation trends, changes, and challenges, VPIEQA/ALO attended the Council For Higher Education Accreditation (CHEA) and the CHEA International Quality Group Annual Conference, January 26-29, 2015.
- First Annual COM-FSM *Institutional Student Learning Outcomes Academic Assessment Report 2013-2014* http://www.comfsm.fm/assessment/Institutional_Assessment_Report_2014_Final-1
- Assessment Coordinator & Assistant Accreditation Liaison Officer (ACAALO) completed the Western Association of Schools and Colleges (WASC) Assessment Leadership Academy along with the Interim Vice President for Instructional Affairs (VPIA). Training for both was funded by COM-Land Grant to support accreditation-related work.

ITO Information Technology Office

IEMP ITO Performance: Information Technology

Outcome	Strategies/Action Steps	Timeline	KPI Target FY 2014	Current Performance or Actual	Notes towards improving performance below targets
TP1: To deliver effective technology services to support college services	TP1.1 Maintenance and expansion of systems to accommodate and support mission critical technology functions.	Continuous	Bandwidth Improvements to meet higher needs of mission critical COM-FSM services	All Campuses continue usage of their internet services via ADSL with data rates of 1537/768 kbps each. FMI campus retains their T1 link to	

				<p>Yap campus as their primary internet service line.</p> <p>Voice over Internet Protocol (VoIP) quality has continued to be improved, intercampus usage by administrators and staff to place telephone calls via VoIP has increased.</p> <p>Changes to remote access have been authorized in order to continue Business Office functions remotely as a temporary measure in light of employee changes at the Business Office.</p> <p>Recent Backend Database problems on primary servers have temporarily affected services like e-mail. Failover measures have now been configured to use multiple LDAP server to prevent backlog issues as recently experienced.</p>	
TP2: Enhance physical	TP2.3: Purchase technology refresh	Continuous	Student networks and	Purchase of student support	

infrastructure to support communication and information services	for computer labs based on schedule, funds permitting, inclusive of all technology needs to match curriculum and associated technology needs.		computer lab equipment refreshed based on 2 year cycle and functional to meet curriculum needs and technology standards.	technology in computer labs and in support of networks for those labs continues on schedule.	
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In compliance with established plans and priorities, the monitoring and improvement of the overall COM-FSM technology system is in direct support of mission critical COM-FSM functions and to improve communications.

Networks: Yap, Chuuk and Kosrae Campuses continue usage of their internet services via ADSL with data rates of 1537/768 kbps each. Pohnpei campus also on ADSL link continues on their 1537/768 kbps via T1 link. FMI campus retains their T1 link to Yap campus as their primary internet service line. We continue to separate campus internet bound traffic from system bound traffic to ensure SIS and email access for all campuses regardless of traffic congestion.

Voice over Internet Protocol (VoIP) quality has continued to be improved, intercampus usage by administrators and staff to place telephone calls via VoIP has increased. VoIP calls do not cost additional money for time spent, as do regular long distance calls. Our VoIP system is available for intercampus calls only at this time.

Changes to remote access have been authorized in order to continue Business Office functions remotely as a temporary measure in light of employee changes at the Business Office.

Recent Backend Database problems due to power outages on primary servers have temporarily affected services like e-mail. Failover measures have now been configured to use multiple LDAP servers to prevent backlog issues as recently experienced. Measures have also been taken to ensure improved backup power services.

Website: COM-FSM’s website serves as the official online presence of the College for information, communication, calendar, and hosting vital documents. IT continues collaboration efforts with different units to accommodate website updates and relevancy. Live event streaming is a new website capability IT has developed.

SIS Developments

Progress on work towards the goals of continuous improvement of the COM-FSM SIS database continued. Recent early registration and online registration sessions were a success. Refresher SIS training at each of the campuses was conducted for key individuals and faculty in December 2014.

IRPO

Institutional Research and Planning Office

- Accreditation Standard I.B. *Assuring Academic Quality and Institutional Effectiveness* has been reviewed and revised on a daily basis to meet the February 6 deadline for completing a second rough draft narrative.
- *Training* – Participated in MCREL’s acting science data research webinar-Data Scientist toolbox course.
- *Visioning Summit and Report* --The college annual Visioning Summit in 2014, provided training for faculty and staff to engage in double-loop learning and systematic thinking in context of reviewing a case study for *College of the Whimsy Isles*. Emphasis was on student learning and achievement, financial constraints, and enrollment trends. Groups analyzed institutional and campus-level data, drew conclusions, and developed time and budget constrained plans for immediate impact interventions. The case study address real world problems in a non-threatening manner. The summit report is available at <http://www.comfsm.fm/irp/Reports/Summits/Fiscal & Accreditation Summit 2014 Report.pdf>
- *IRPO 360 Evaluation*--IRPO collaborated with Sandy Pond Associates (SPA) to develop and implement a 360 Evaluation as part of a detailed office assessment. The process is ongoing and will result in improvement plans to implement fall 2015. This 360 Evaluation will be used as a model for other college offices to conduct a similar, detailed assessment for improving effectiveness.
- *Postsecondary Education Data System (IPEDS)*--IRPO locked the fall surveys October 2014. The surveys characteristics are: Institutional characteristics, Completions, and 12 month enrollment. <http://www.comfsm.fm/?q=irpo-ipeds>
- Prioritization of academic programs occurred both spring 2012 and 2014. http://wiki.comfsm.fm/Program_Prioritization_Working_Group
- Prioritization of nonacademic programs occurred spring 2013 and will be repeated spring 2015. http://wiki.comfsm.fm/Non-Academic_Programs
- IRPO Director made presentations on the College’s enrollment data with the Management Team and also with the College Community during the All Campus Meeting on January 21, 2015.
- IRPO Director represented the college during the *Migration Profile Development Workshop* conducted by IOM. Dr. Michael Levin provided extensive information on both current and historical migration trends, including the change in migration patterns in Guam, CNMI, Hawaii, and the US mainland. Migration continues to be high with flows directed at the US mainland with more stable Micronesian communities in Guam, CNMI, and Hawaii

Foundations of Excellence (FoE)

A team of four, which includes one IRPO staff member, traveled to Brevard, Asheville for a four-day training at the John N. Gardner Institute. The training focused on software titled *Foundations of Excellence Technology (FoEtec)*. FoEtec provides a web-based software platform for the Foundations

of Excellence process. Processes include data collection (surveys, policies, and procedures), and working group meetings to compile a comprehensive report to improve student success.

The FoE team has been working with students collecting data via a survey. Surveys consists of two 1) Foundations of Excellence® First-Year Faculty/Staff Survey for Two-Year Institutions, and 2) Foundations of Excellence® First-Year and Transfer-Bound Student Survey for Two-Year Institutions. All surveys were sent via email to participants. Participants include all full-time and part-time COM-FSM employees, all freshmen students, and some sophomore students.

In total, 564 students, staff, faculty, and administrators completed the *Foundations of Excellence First-Year Survey*. The results of this survey are now integrated with the Foundations of Excellence technology platform for use by the Dimension Analysis Working Groups.

The four Dimension Analysis Working Groups will be formed early spring 2015 to analyze survey results, examine policies and procedures, and consider programs, units, and interventions related to the first year experience of students at the COM-FSM. These working groups will generate recommendations towards producing a system-wide, cross-unit approach to supporting the success of new and transfer students during the critical first two terms of their college experience.

Semester Data Reports

A key element of IRPO work is to provide current data and data trends. Following are semester data reports for fall semester 2014 (including both enrollment and achievement) and the initial enrollment data for spring semester 2015. Each report addresses specific data for the fall and spring semesters and also trends in the data over multi-year periods. The report addresses enrollment and achievement data by sub-populations. Major sub-populations addressed in the report included: campus, gender, state of origin, and degree type.

Fall 2014 Enrollment and Achievement Report

The following information summarizes Fall Semester 2014 student enrollment data¹ for the College of Micronesia – FSM. Comparison data are also provided with previous fall semesters. For additional information please contact the Institutional Research and Planning Office at Email: reschplanning@comfsm.fm Phone: (691) 320-2480 ext. 119 or via the College Website: <http://www.comfsm.fm/irpo/>. This report will be expanded at the end of spring 2015 to include student achievement data.

¹ Enrollment Data and charts for fall 2014 are based on extracts from the college's Student Information System (SIS) September 2014.

Enrollment

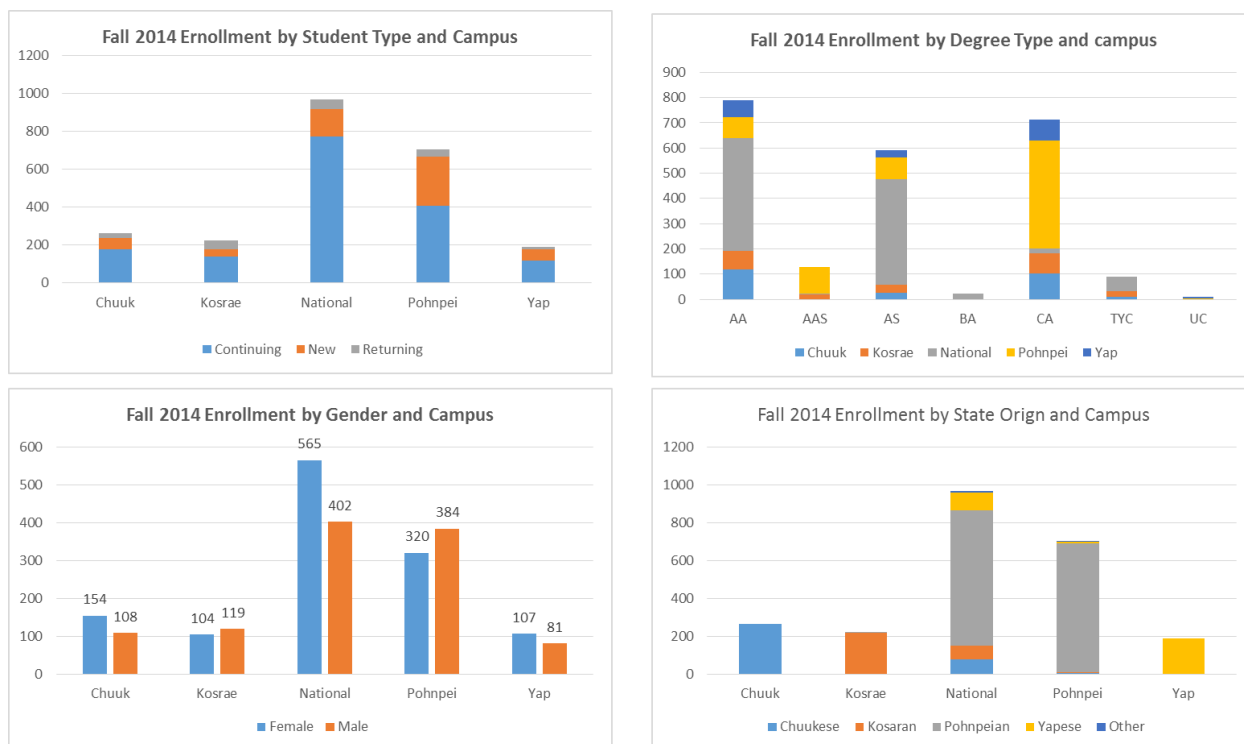


Figure 1. Fall 2014 enrollment by student & degree type, gender and state of origin

Total enrollment (headcount) for fall 2014 was 2344 students spread across five campuses. Eleven percent of students are at Chuuk Campus, 10% at Kosrae Campus, 41% at the National campus, 30% at Pohnpei Campus, and 8% at Yap Campus. By gender, 53% of students are female and 47% male. By state of origin, 15% of students are Chuukese, 13% Kosraean, 60% Pohnpeian, 12% Yapese, and 1% other. The state of origin for the National Campus: 8% of students are Chuukese, 8% are Kosraean, 74% are Pohnpeian, 10% are Yapese, and 1% other. Our largest degrees programs are associate of arts with 34% of students, certificate programs with 30%, and associate of sciences with 25% of students.

Table 1. Fall 2014 enrollment by student type & campus plus FTE

studentType	Chuuk	Kosrae	National	Pohnpei	Yap	credits
Continuing	177	112	800	342	108	1539
New	63	41	161	244	58	566
Returning	26	37	46	29	9	146
Headcount	262	223	967	704	188	2344
FTE	266	189	1007	614	175	2251

Full Time Equivalence (FTE) students represent 96% of headcount.

Table 2. Fall 2014 enrollment by state of origin and campus

stateOrigin	Chuuk	Kosrae	National	Pohnpei	Yap	students	percent	national
Chuukese	262	0	76	5	0	343	15%	8%
Kosraean	0	219	74	3	0	296	13%	8%
Pohnpeian	0	4	716	681	0	1401	60%	74%
Yapese	0	0	92	10	188	290	12%	10%
Other	0	0	9	5	0	14	1%	1%
Students	262	223	967	704	188	2344	100%	100%

Credits

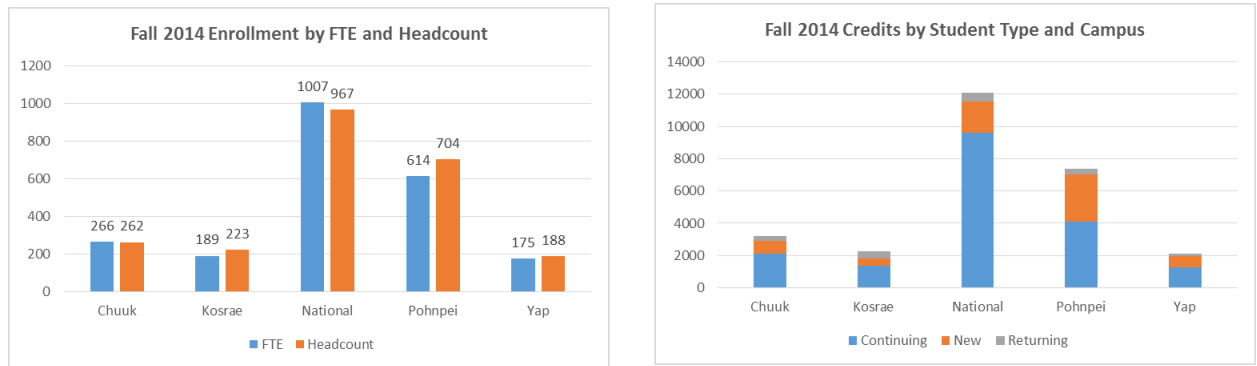


Figure 2. Fall 2014 enrollment by FTE, headcount and credits per student type by campus

Continuing students account for 68% of credits at the college, new students 25%, and returning students 6%.

Table 3. Fall 2014 credits by campus

studentType	Chuuk	Kosrae	National	Pohnpei	Yap	credits	percent
Continuing	2129	1344	9599	4101	1290	18463	68%
New	753	487	1931	2923.5	695	6789.5	25%
Returning	306	441	550	348.5	109	1754.5	6%
credits	3188	2272	12080	7373	2094	27007	100%

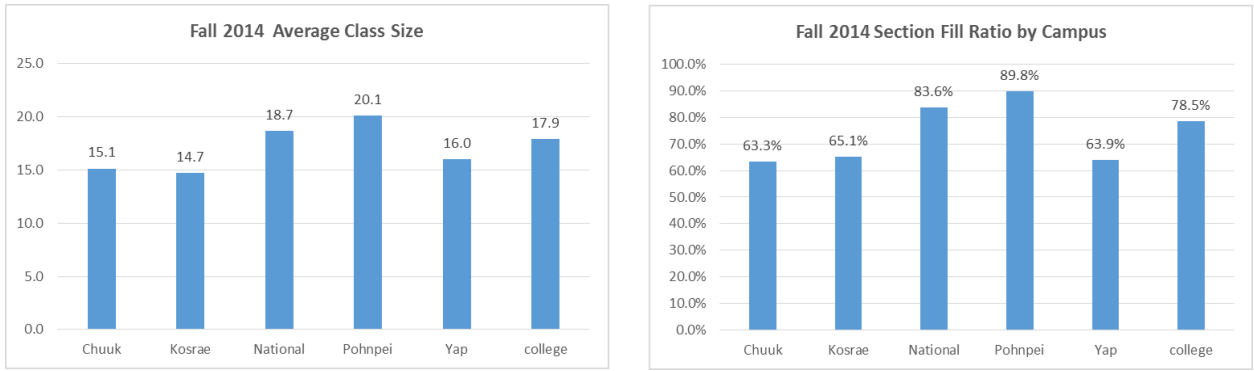


Figure 3. Fall 2014 average class size & section fill ratio by campus

Average class size varies from 20.1 students per class at Pohnpei Campus to 14.7 at Kosrae campus with an overall average class size of 17.9 students. Sections fill ratios are highest at Pohnpei Campus at 89.8% and lowest at Yap Campus with 63.9% while overall the ratio is 78.5%. Data on the number of sections offered at each campus is found in table 4.

Table 4. Fall 2014 number of sections by campus

term	Chuuk	Kosrae	National	Pohnpei	Yap	sections
2014.3	65	47	204	115	41	472
%	14%	10%	43%	24%	9%	100%

Distributions for age and student credits

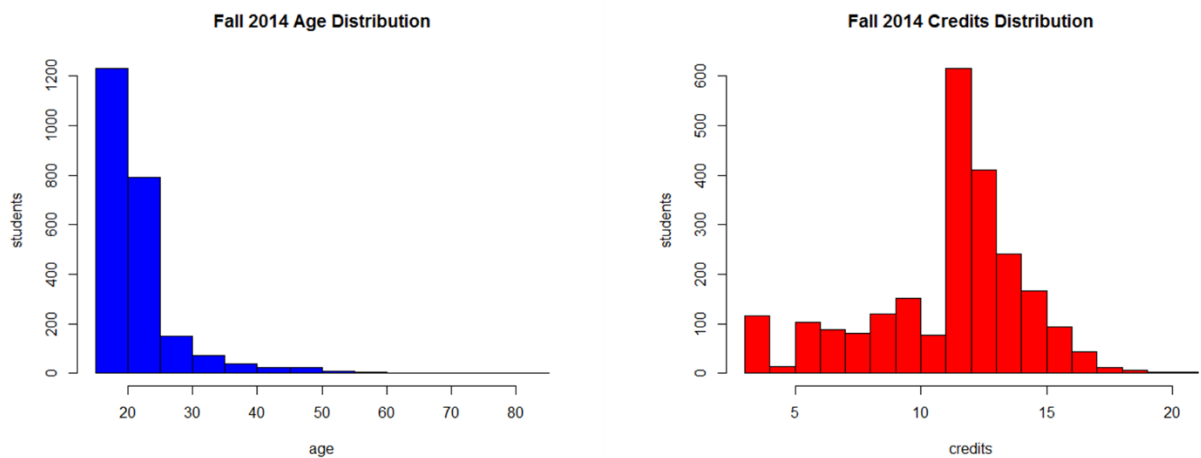


Figure 4. Fall 2014 student age and credits per student distribution

Students range in age from 16 to 84 years. The mean age is 22.18 with a median age of 20.00. Seventy-five percent of students are 23 years or younger. In terms of credits, the mean number of credits is 11.52 with a median of 12.00. Seventy-five percent of students take 13 credits or less.

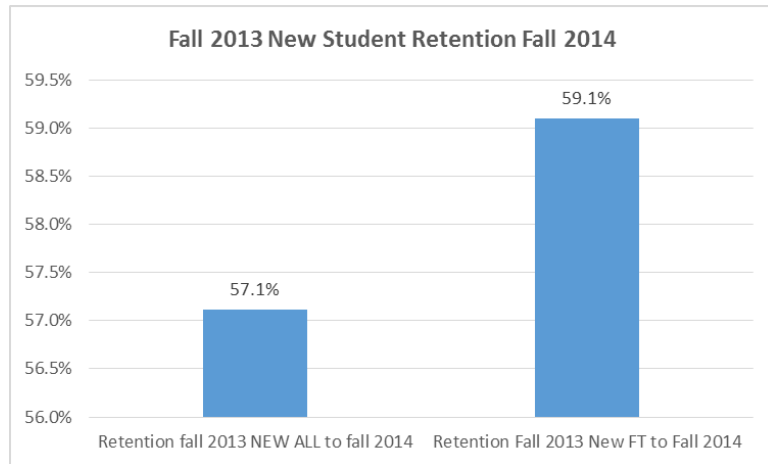


Figure 5. Fall 13 new student retention rate in fall 2014

Of all new students in fall 2013, 57.1% returned to the college in fall 2014. For new full time students in fall 2013, 59.1% returned in fall 2014.

There were a total of 140 instructors during fall 2014 with 69% being full time.

Table .5 Fall 2014 full time and part time instructors by campus

Fall 2014 Instructors Full Time and Part Time						
Instructor	Chuuk	Kosrae	National	Pohnpei	Yap	Total
Full Time	15	8	45	22	6	96
Part Time	3	7	14	7	10	41
World Teach				3		3
Total	18	15	59	32	16	140
Percent FT	83%	53%	76%	69%	38%	69%

Fall Semester Comparison information

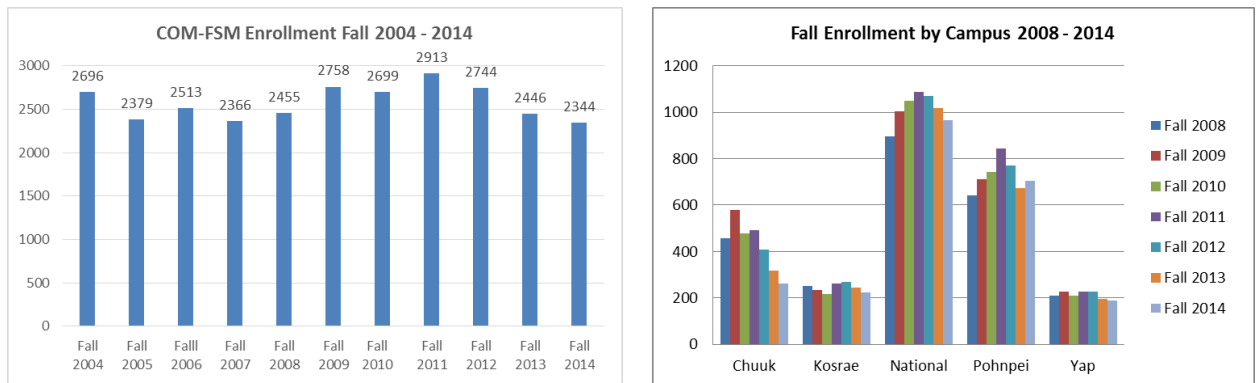


Figure 6. Fall semester comparison - enrollment for college and by campus

Headcount at the college continued to decline from fall 2013 to fall 2014 by 4.2%. The decline in headcount since its high in fall 2011 is at 19.5% in fall 2014. Pohnpei campus was the only campus in fall 2014 to see an upward movement for head count from fall 2013. Generally, the college is seeing a decline in headcount across all campuses.

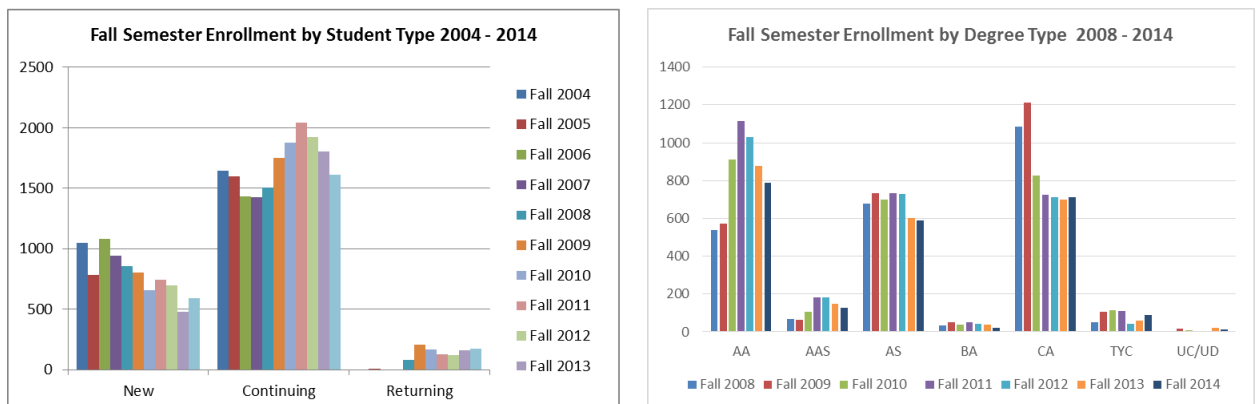


Figure 7. Fall semester comparison - enrollment by student and degree type

There was an upturn of new students with 581 new students in fall 2014 compared to 481 new students in fall 2013 and returning students had an increase of ten students to 173. However, there was a decline of continuing students from 1802 in fall 2013 to 1613 in fall 2014. Declines have been since in the associates of arts and sciences degree enrollment while the number of certificate students has been somewhat steady for the past four fall semesters.

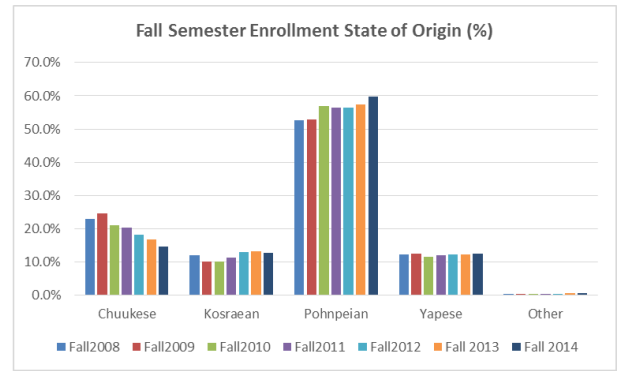
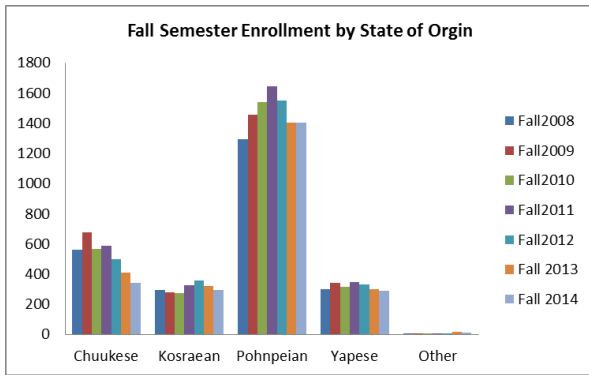


Figure 8. Fall semester comparison - state of origin by headcount and percent of students

The decline in Chuukese students continues from its high at 24.5% in overall percentage of students at the college in fall 2009 to its current level at 14.6% in fall 2014. The percent of Yapese students remains steady with the biggest increase observed in the percent of Pohnpeian students currently at 59.5% of students overall – up from 52.7% in fall 2008.

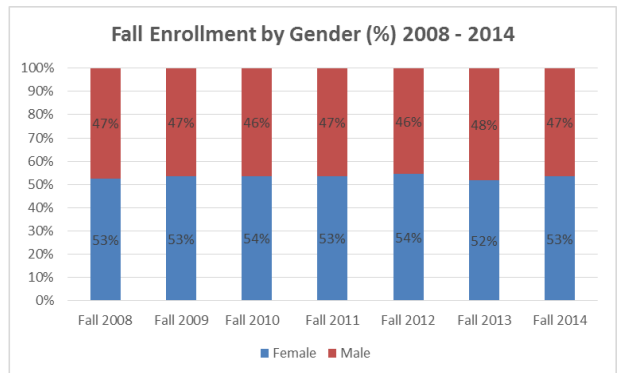
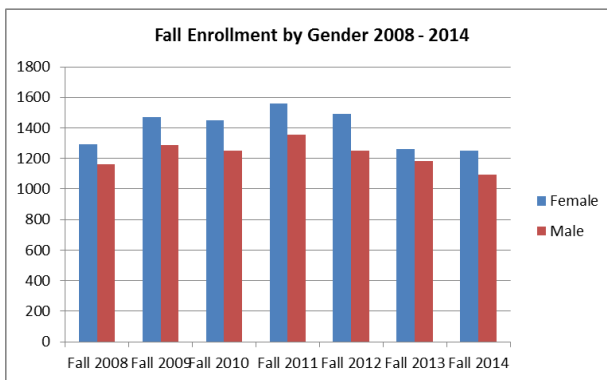


Figure 9. Fall semester comparison - gender by headcount and percent

The ratio of male to female is steady with females composing 53 to 54% of the college population.

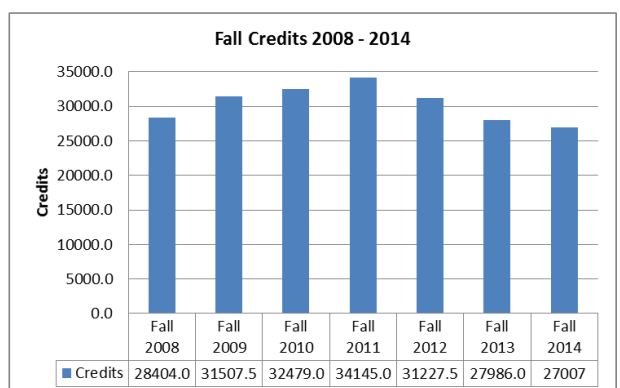
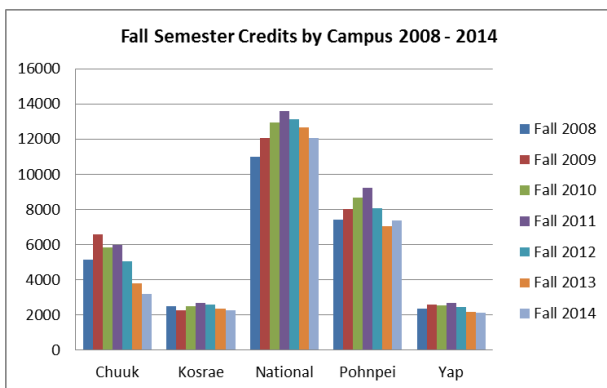


Figure 10. Fall semester comparison - credits for college and campuses

Credits per semester continue to decline as headcount continues to decrease.

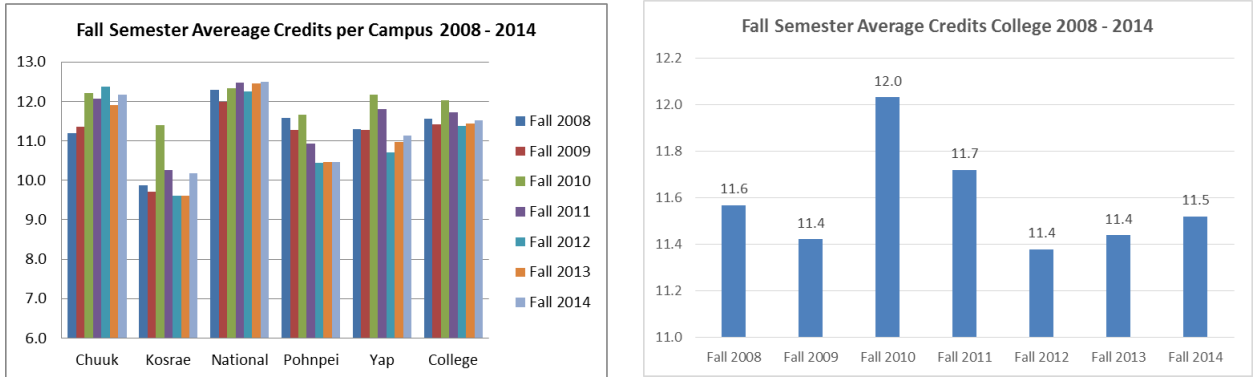


Figure 11. Fall semester comparison - average credits per student by college and campuses

Average credits per student has gone up slightly to 11.5, but is still below the high of 12.0 credits per student in fall 2010.

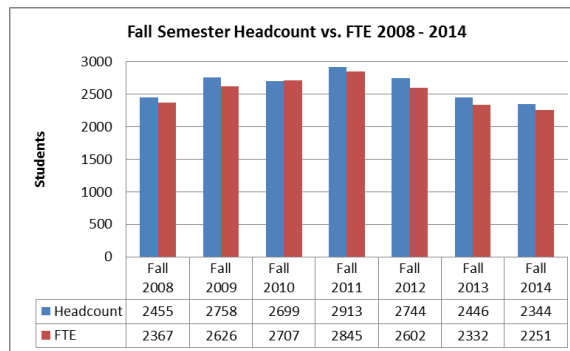


Figure 12. Fall semester comparison - headcount versus FTE

FTE and headcount was approximately the same in fall 2010, but FTE is 4.7% below headcount in fall 2014.

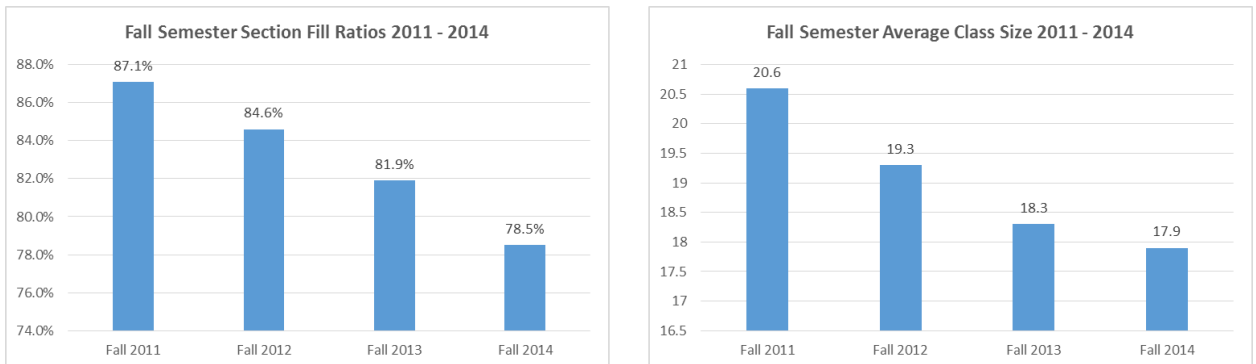


Figure 13. Fall semester comparison - section fill ratios and average class size

Section fill rates has fallen by 8.6% since fall 2011, while average class size is 2.7 students fewer over the same period.

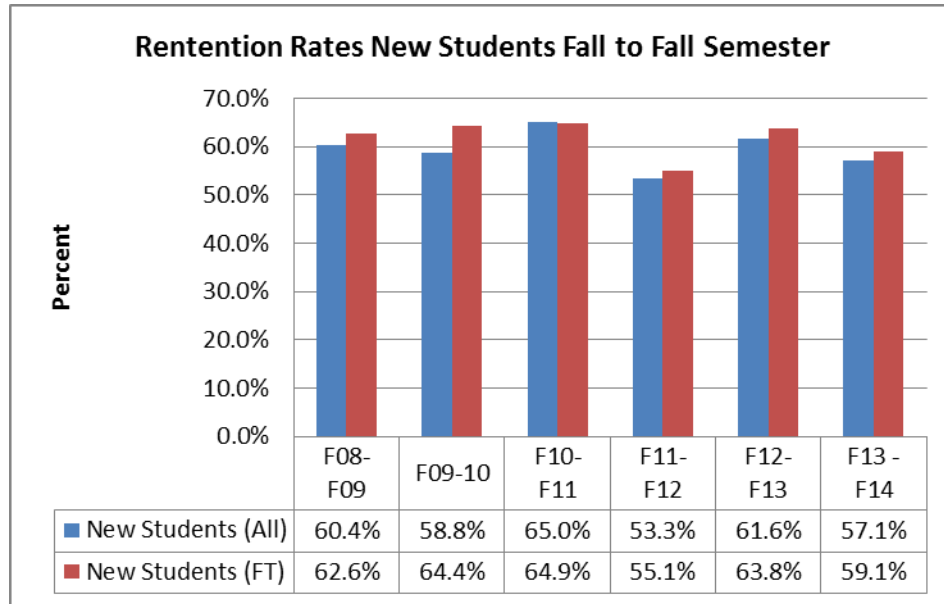


Figure 14. Fall semester comparison - retention rates F08/09 to F13/14

Retention rates from fall 2013 to fall 2014 dropped below 60% for all new students in fall 2013 and full time students in fall 2013.

Residence Hall Occupancy

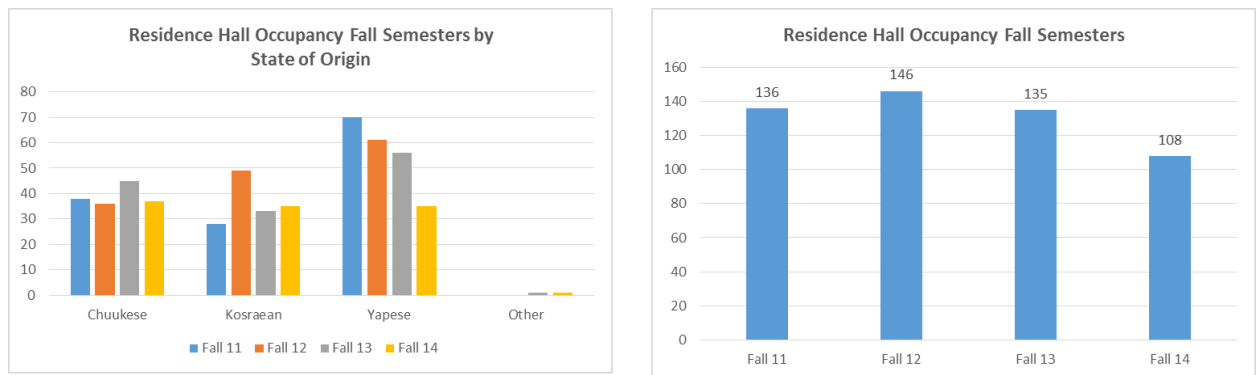


Figure 15. Residence Hall Occupancy by State of Origin

Residence hall occupancy for fall 2014 by state of origin shows just about an equal distribution across Chuukese (37), Kosraean (35) and Yapese (35) with one student from outside the FSM. The total count of 108 students in residence at the college represents a 20% drop from fall 2013's 136 residents. In fall 2014, 52% of residents were male and 48% female.

Student Achievement

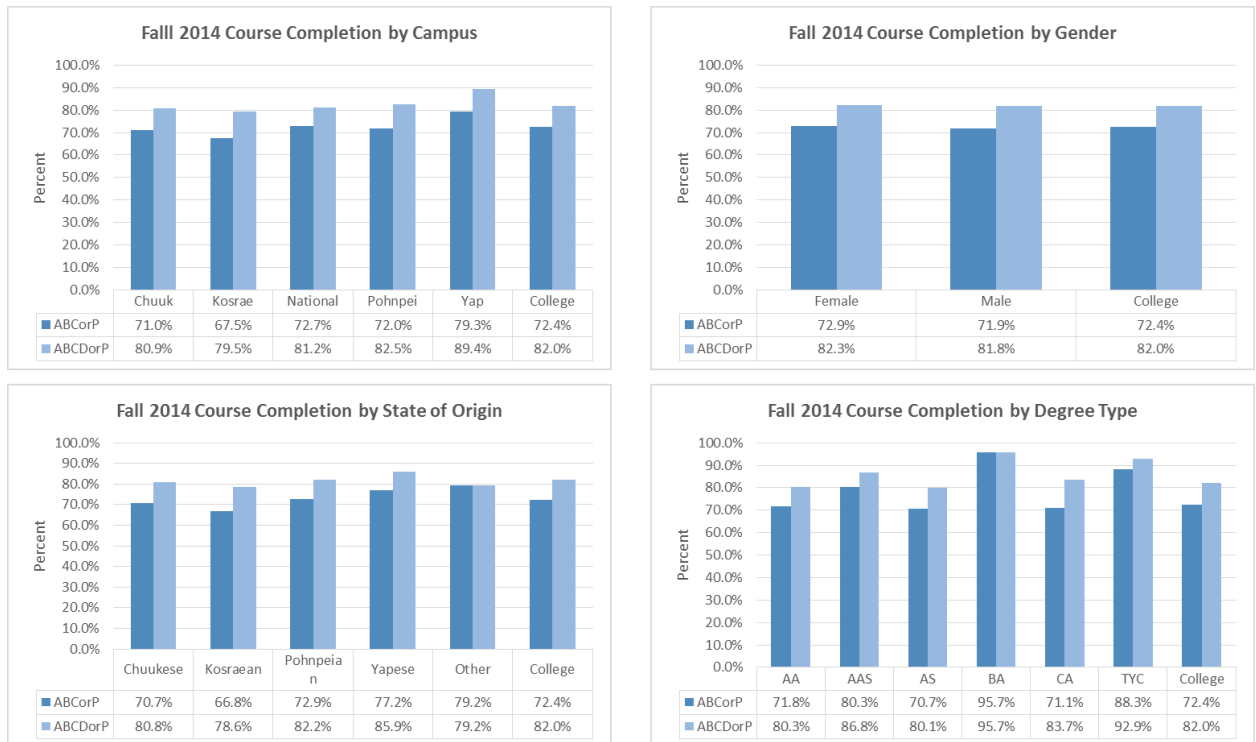


Figure 16. Fall 2014 course completion rates by campus, gender, state of origin and degree type

Overall course completion rates at the college are 72.4% for ABC or P grades and 82.0% for ABCD or P grades. There is some variation by campus with Kosrae Campus the lowest at 67.5% and Yap Campus the highest at 79.3%. A similar pattern is also seen in the data by student state of origin. For the major programs, the course completion rates are similar at 71.8% for AA degree students, 70.7% for AS degree students, and 71.1% for certificate students.

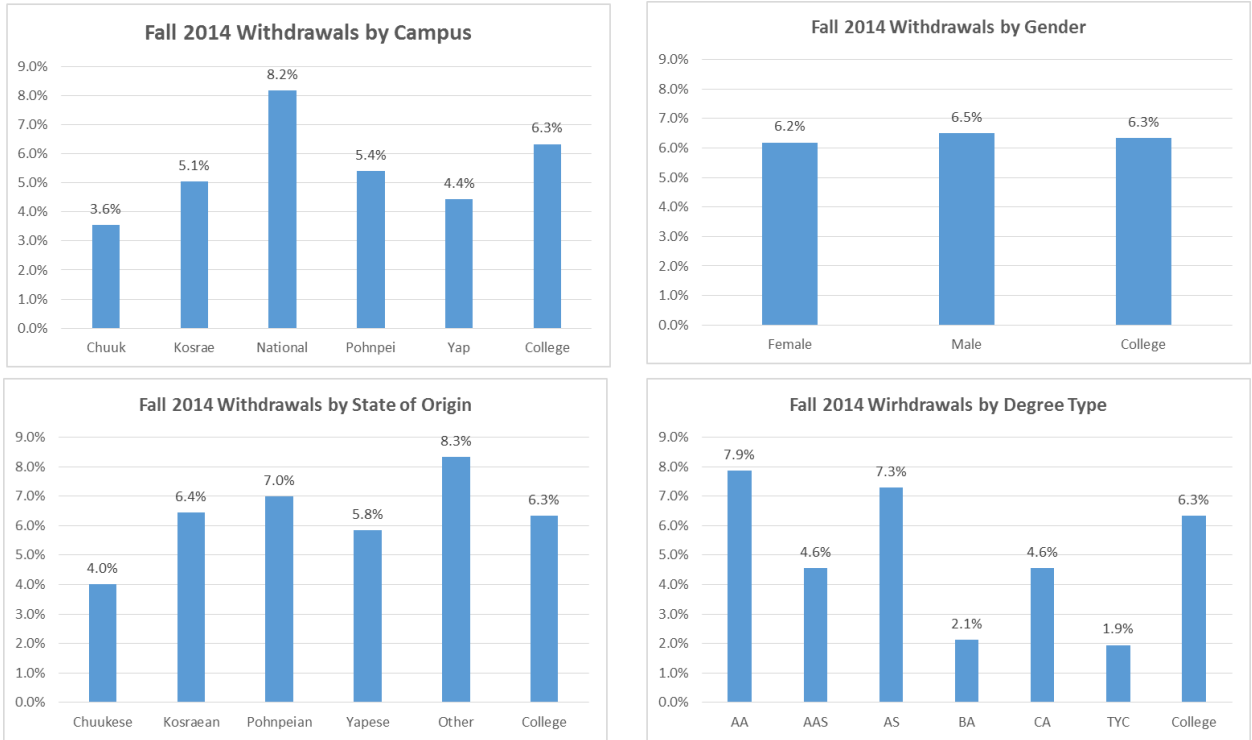


Figure 17. Fall 2014 course withdrawal rates by campus, gender, state of origin and degree type

Withdrawals are highest at the National Campus with 8.2% and lowest at Chuuk Campus at 3.6%. Withdrawal rates by gender show limited variation. Pohnpeians are more likely to withdraw (7.0%) than students from other FSM states. The biggest variation in withdrawals is by degree. AA degree students are the most likely to withdraw (7.9%) with certificate students withdrawing at a 4.6% rate. The smaller BA and TYC programs have the fewest withdrawals.

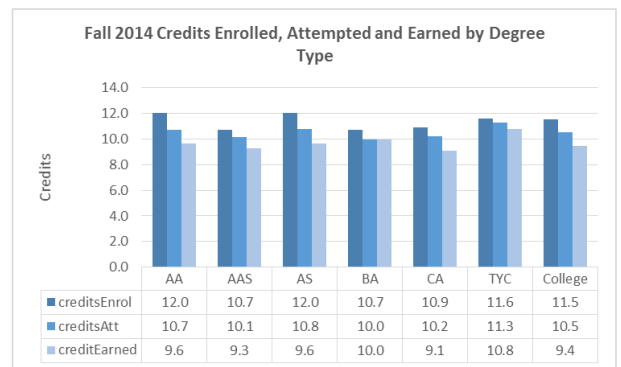
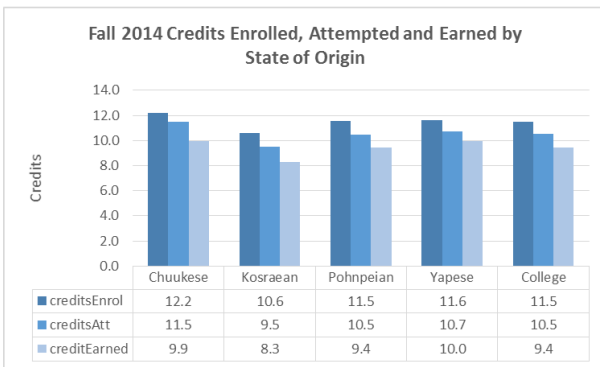
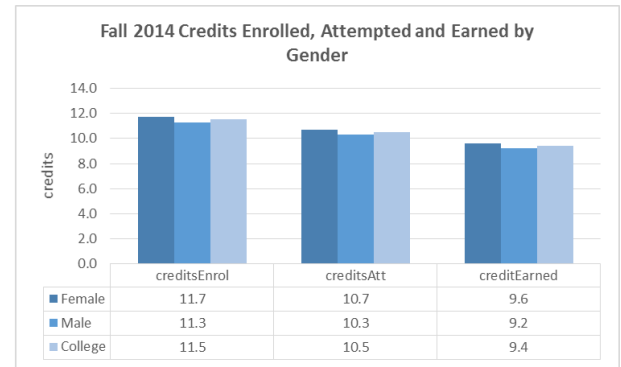
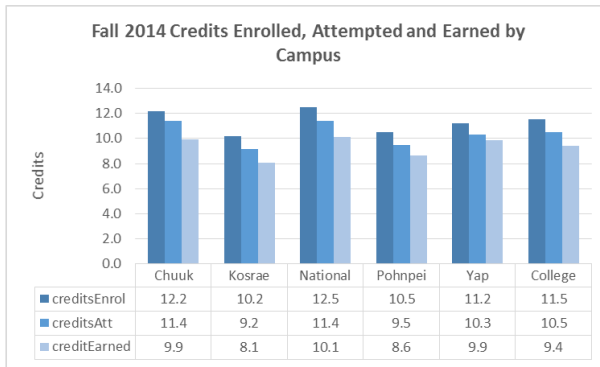


Figure 18. Fall 2014 comparison credits enrolled, attempted, and earned by campus, gender, state of origin and degree type

Comparing credits enrolled (at beginning of semester after add/drop) to credits attempted (after withdrawals) and credits earned provides a broad picture of how students are progressing toward obtaining a degree. For the college, the average number of credits enrolled was 11.5, with 10.5 credits per students after withdrawals and 9.4 credits per student actually earned.

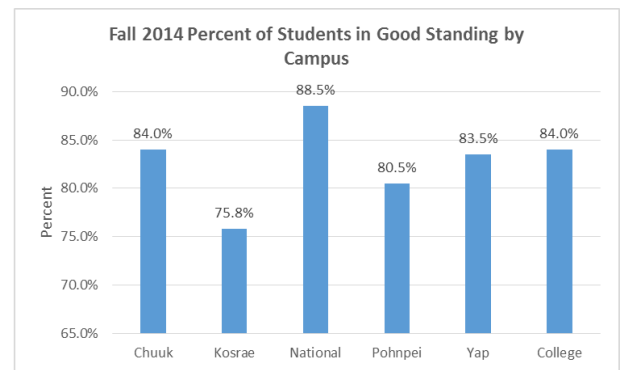
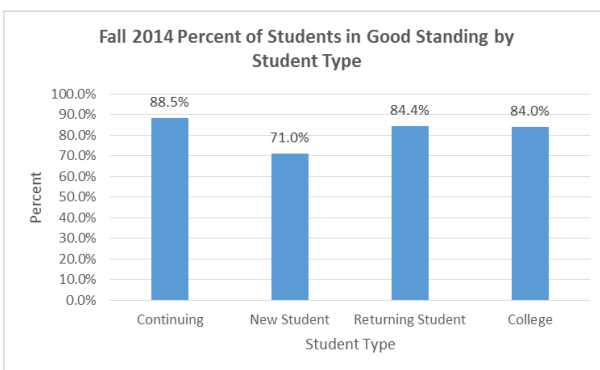


Figure 19. Fall 2014 percent of students in good standing by student type and campus

The overall rate for students in good standing (GPA greater than 2.00) was at 84.0%. However, new students were at 71%. There was also variation by campus with 75.8% of students in good standing at Kosrae Campus and 88.5% of students in good standing at the National Campus.

Table 6. Fall 2014 graduates by state of origin and gender (1/29/2015)

stateOrigin	Chuuk	Kosrae	National	Pohnpei	Yap	Graduates
Chuukese	14		7			21
Kosraean		15	14	1		30
Pohnpeian			91	45		136
Yapese			21		11	32
Other (Japanese)			1			1
Graduates 1/29/2015	14	15	134	46	11	220
Gender	Chuuk	Kosrae	National	Pohnpei	Yap	graduates
Female	8	3	79	19	6	115
Male	6	12	55	27	5	105
Graduates 1/29/2015	14	15	134	46	11	220

As of January 29, 2015 (not all graduates file for graduation in the semester they graduate) there were 220 graduates at the college. By gender, 52% were female and 48% male. Pohnpeians represented 62% of all graduates. Table 8 provides a detailed listing of graduates by major and campus. Graduates tend to be young with a median age of 23 and a mean age of 25. The youngest graduate was 19 and the oldest 57. Seventy-five percent of graduates were 26 years of age or younger.

Table 7. Fall 2014 enrollment by major and major size

majorDescription	degree	Chuuk	Kosrae	National	Pohnpei	Yap	students	%	%running
Teacher Preparation	AA	113	39	113	10	32	307	13.1%	13.1%
Liberal Arts	AA	4	23	153	44	18	242	10.3%	23.4%
Business Administration	AS	16	9	137	19	10	191	8.1%	31.6%
Agriculture and Food Technology	CA		29		138	21	188	8.0%	39.6%
Bookkeeping	CA	47			112	11	170	7.3%	46.8%
Computer Information Systems	AS	2	6	111	9	13	141	6.0%	52.9%
Health Career Opportunities Program	AA	2	7	102	11	14	136	5.8%	58.7%
Micronesia Studies	AA	1	2	81	16	4	104	4.4%	63.1%
Secretarial Science	CA	19			40	6	65	2.8%	65.9%
Teacher Preparation - Elementary	TYC	11	22	32			65	2.8%	68.6%
Marine Science	AS	1	4	50	7	2	64	2.7%	71.4%
Electronics Technology	AAS		20		44		64	2.7%	74.1%
Nursing	AS	4	9	49			62	2.6%	76.7%
Ag. & Nat. Res. Management	AS		1	38	10	4	53	2.3%	79.0%
Electronic Engineering Technology	CA		19		5	27	51	2.2%	81.2%
Basic Public Health	CA	17	29			2	48	2.0%	83.2%
Hospitality and Tourism Management	AS			8	38	1	47	2.0%	85.2%
Telecommunications	AAS	1			45		46	2.0%	87.2%
Construction Electricity	CA				44		44	1.9%	89.1%
Nursing Assistant	CA	20		1		11	32	1.4%	90.4%
Cabinet Making/Furniture Making	CA				27		27	1.2%	91.6%
Public Health	AS	1		22	1		24	1.0%	92.6%
Career Education: Motor Vehicle Mechanic	CA				24		24	1.0%	93.6%
Elementary Education	BA			22			22	0.9%	94.6%
Trial Counselor	CA			19		1	20	0.9%	95.4%
Carpentry	CA				20		20	0.9%	96.3%
Building Technology	AAS			1	17		18	0.8%	97.1%
Refrigerator and Air Conditioning	CA				15		15	0.6%	97.7%
General Business	TYC			15			15	0.6%	98.3%
Unclassified	UC			1	4	6	11	0.5%	98.8%
Public Health	TYC			8			8	0.3%	99.1%
Health Assistant Training Program	CA		1			5	6	0.3%	99.4%
Agriculture	AS		2	3			5	0.2%	99.6%
Teacher Education - Elementary	AS	3	1				4	0.2%	99.8%
Building Maintenance and Repair	CA				4		4	0.2%	100.0%
Business Administration	TYC			1			1	0.0%	100.0%
students		262	223	967	704	188	2344	100.0%	

Table 8. Fall 2014 graduates by major and campus

majorDescription	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Graduates
Ag. & Nat. Res. Management	AS			2			2
Agriculture and Food Technology	CA		7	1	9		17
Bookkeeping	CA	2			6		8
Business Administration	AS			25			25
Cabinet Making/Furniture Making	CA				2		2
Career Education	CA				3		3
Computer Information Systems	AS			19			19
Electronic Engineering Technology	CA				2	3	5
Electronics Technology	AAS		4		8		12
General Business	TYC			11			11
Health Assistant Training Program	CA					3	3
Health Career Opportunities Program	AA			10	1		11
Hospitality and Tourism Management	AS				2		2
Liberal Arts	AA		1	15			16
Marine Science	AS			2			2
Micronesian Studies	AA			11			11
Nursing (PN)	AS			1			1
Nursing-RN	AS			7			7
Public Health	AS			2			2
Refrigerator and Air Conditioning	CA				1		1
Secretarial Science	CA	1					1
Teacher Education - Elementary	AS	1					1
Teacher Preparation	AA	10	3	16		5	34
Teacher Preparation - Elementary	TYC			6			6
Telecommunications	AAS				12		12
Trial Counselor	CA			6			6
Graduaes 1/29/2015		14	15	134	46	11	220

Spring 2015 Semester Initial Enrollment Report

The following information summarizes spring semester 2015 student enrollment data² for the College of Micronesia – FSM. Multi-year comparison data provides an overview of enrollment trends for spring semester. For additional information please contact the Institutional Research and Planning Office at Email: reschplanning@comfsm.fm Phone: (691) 320-2480 ext. 119 or via the College Website: <http://www.comfsm.fm/irpo/>. This report will be expanded at the end of the semester to include student achievement data.

² Enrollment Data and charts are based on extracts from the college’s Student Information System (SIS) January 2015 (after add/drop).

Enrollment

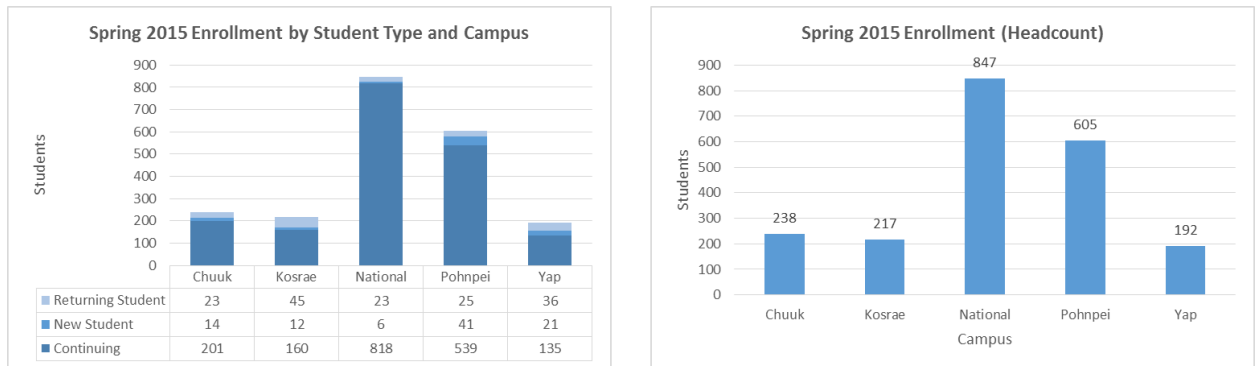


Figure 1. Spring 2015 enrollment by student type and headcount

Two thousand ninety-nine (2099) students attended the college in spring 2015 representing a slight increase from spring 2014. Eighty-eight (88.3%) percent were continuing students, 4.2% new students and 9.2% returning students. The National and Chuuk campuses continued to see a decline in enrollment while Kosrae, Pohnpei, and Yap campuses increased enrollment over spring 2014.

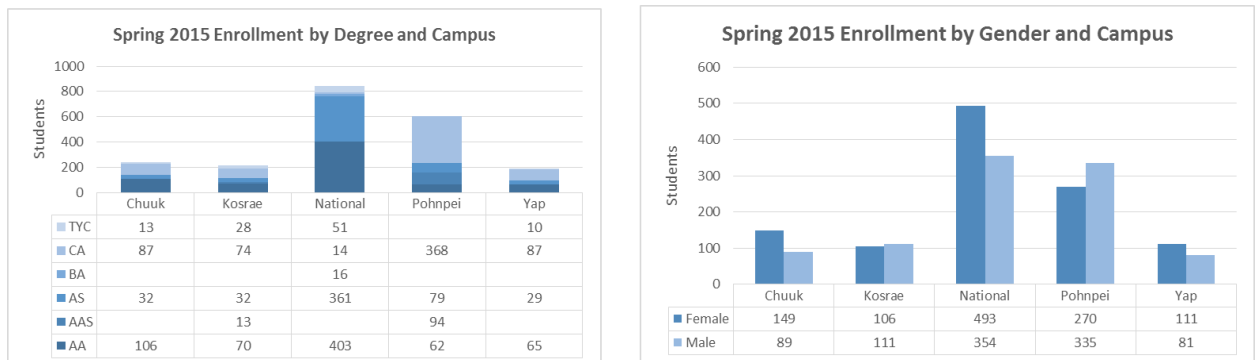


Figure 2. Spring 2015 enrollment by degree type and gender

Associate of arts degree students represented 33.6% of all students, certificate students 30.0%, and associate of arts degree students 25.4%. Associate of applied science degree students represented 5.1% of students, third year certificate students 4.9%, and bachelor degree students were less than 1% of the overall student population. Overall, 54% were female and 46% of students were male. Gender did vary by campus. There were more females at Chuuk, National, and Yap campuses while males predominated at Kosrae and Pohnpei campuses.

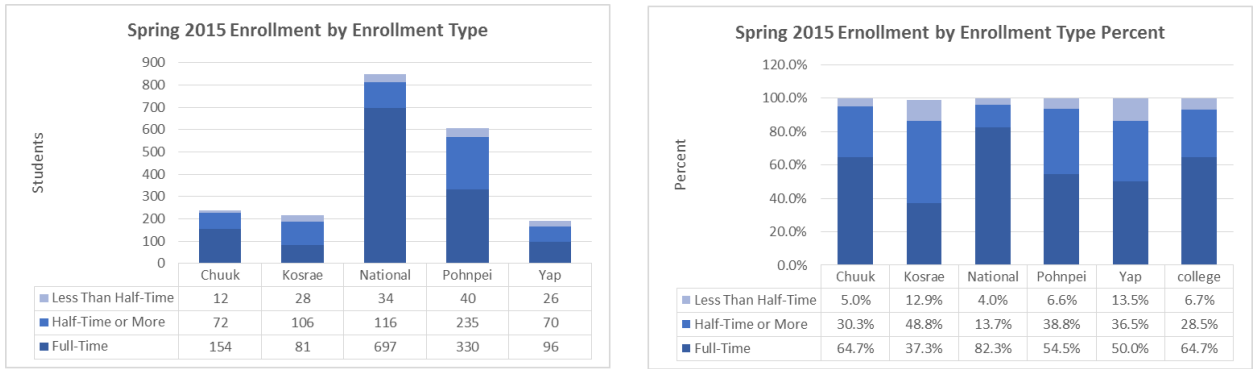


Figure 3. Spring 2015 enrollment by full-time, half-time and less than half-time

Eight-two (82.3%) percent of National Campus students were full time (enrolled for 12 or more credits) while the college average was at 64.7%. Kosrae Campus was the lowest at 37.3% full time students.

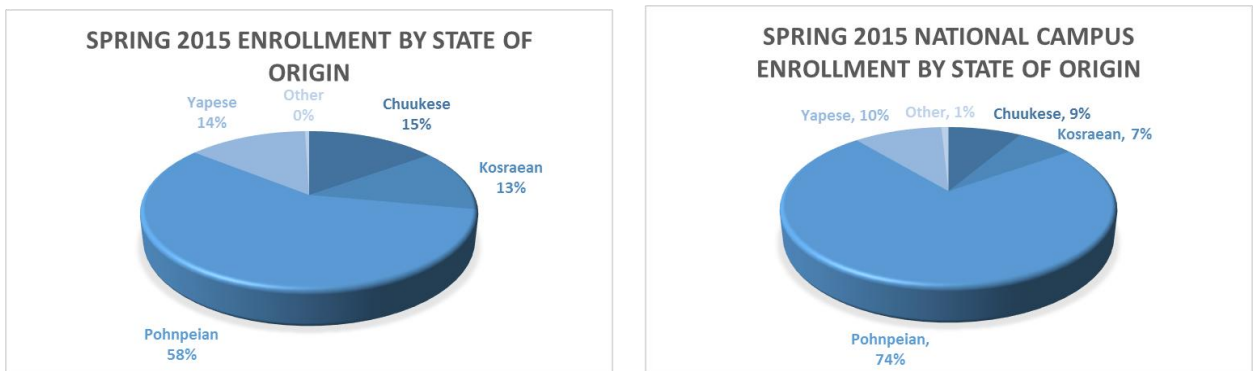


Figure 4. Spring 2015 enrollment by state of origin for college and National campus

Pohnpeians represented 58% of the overall college student population, Chuukese 15%, Yapese 14%, and Kosraeans 13%. At the National campus 74% of students were Pohnpeians, Yapese 10%, Chuukese 9%, and Kosraeans 7%. Chuukese students are significantly under represented at the college based on FSM population ratios.

Enrollment by major/degree and campus is provided in Table 6 at the end of this report. The colleges largest programs are Teacher Preparation (AA), Liberal Arts (AA), Business Administration (AS), and Agriculture and Food Technology (CA).

Information on programs and sections are provided in Table 7 at the end of this report. Programs are divided by the courses they “own”. In this sense, General Education is the college’s largest program with 112 of 445 sections being offered.

Credits

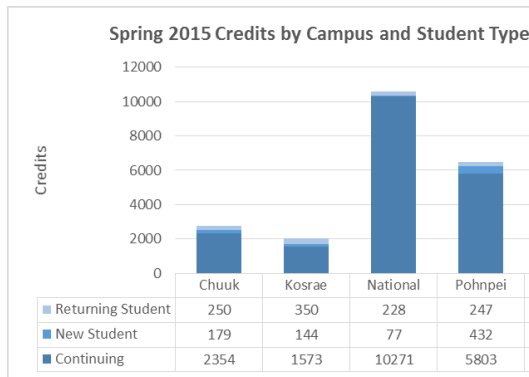


Figure 5. Spring 2015 enrollment by student type

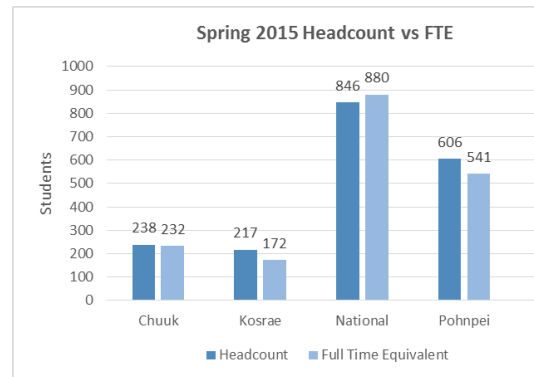


Figure 6. Spring 2015 enrollment by headcount vs. FTE

Total credits for spring 2015 is 23,869. Dividing total credits by 12 (full time enrollment) provides a FTE of 1989 students. The table below provides detail of credits by student type and campus.

Table 1. Spring 2015 credits by student type and campus

student Type	Chuuk	Kosrae	National	Pohnpei	Yap	credits
Continuing	2354	1573	10271	5803	1455	21456
New Student	179	144	77	432	217	1049
Returning Student	250	350	228	247	289	1364
Total Credits	2783	2067	10576	6482	1961	23869
%CreditsCampus	11.7%	8.7%	44.3%	27.2%	8.2%	100.0%

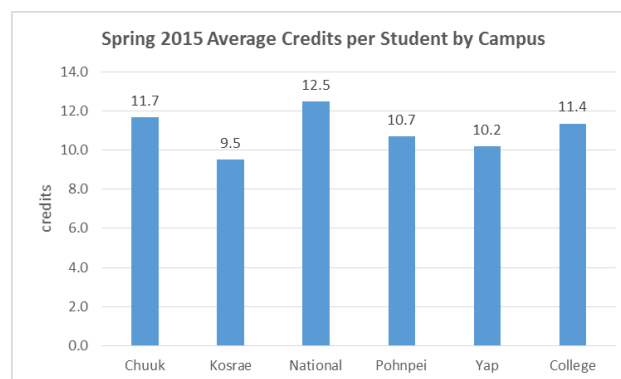


Figure 7. Spring 2015 average credits per student and campus

Average credits vary from a high of 12.5 credits per student at the National Campus to a low of 9.5 credits per student at Kosrae Campus. The college average credits per student is 11.4.

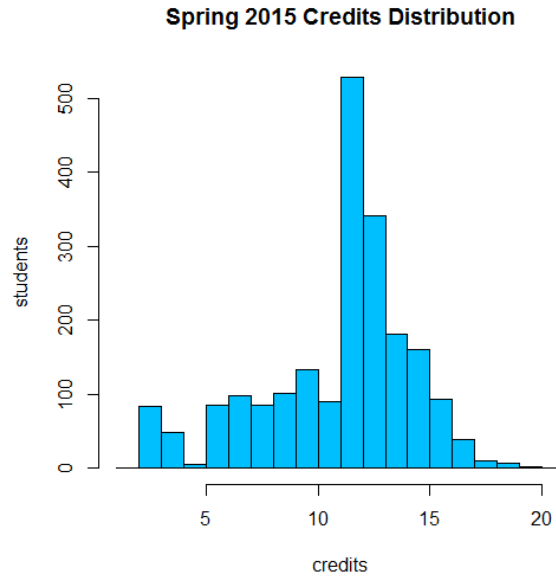


Figure 8. Spring 2015 histogram for credits distribution

The histogram above provides a graphical presentation of credits per student distribution. While the mean number of credits per student is 11.4 the median is 12 credits per student.

Sections

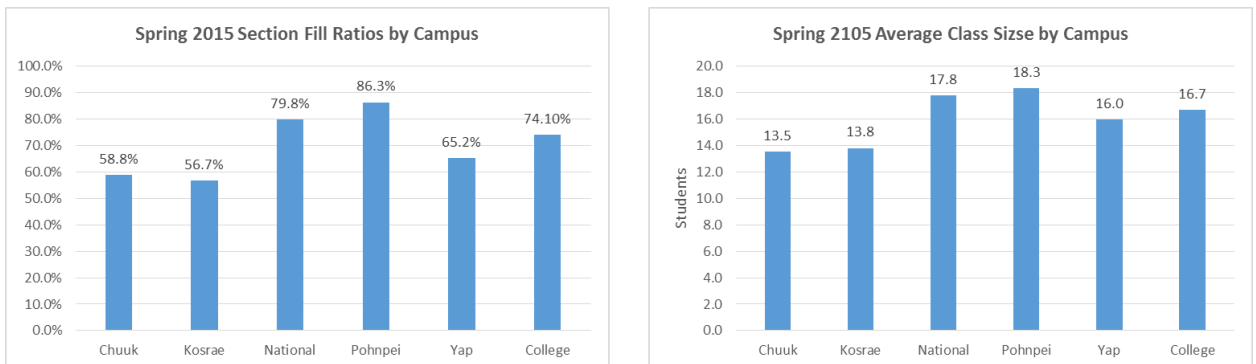


Figure 9. Spring 2015 section fill ratios and average class size by campus

The overall section fill ratio (actual enrollment divided by maximum possible enrollment) for the college is 74.1%. The range is a low of 56.7% at Kosrae Campus to a high of 86.3% at Pohnpei Campus. Average class size is at 16.7 for the college and ranges from 13.5 students per class at Chuuk Campus to 18.3 students per class at Pohnpei Campus.

Table 2. Spring 2015 number of courses taught by instructor

<i>Courses</i>	<i>Instructors</i>
1	20
2	15
3	23
4	46
5	15
6	7
7	2
11*	1

* At the time of compilation 11 courses were listed as staff

Forty-six (46) instructors are teaching 4 courses while 23 instructors are teaching 5 or more courses. A normal course load is generally considered as 4 courses. However, course load is also dependent upon both contact hours and preparation hours.

Age

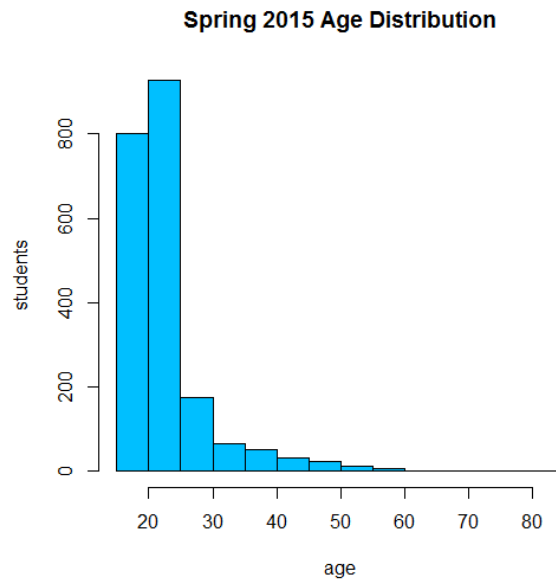


Figure 10. Spring 2015 histogram of age distribution

The college's spring 2015 student population continues to be young. The minimum age is 16, median age 21, mean age of 23.3, and maximum age of 84.

Persistence Rates

Persistence rates (new students in fall 2014 who returned to school in spring 2015) are quite high. The fall 2014 cohort of new full time students persistence rate was 91.1% and the fall 2014 cohort of new students (all) was at 88.2%. Details of persistence rates are provided in Tables 8 and 9 at the end of this report.

Table 3. Spring 2015 persistence rates

Description	Fall 2014	Spring 2015	PersistenceRate
New Students All	558	492	88.2%
New Students Full Time	418	381	91.1%

FSM Fisheries and Maritime Institute (FSM FMI)

FSM FMI has a total enrollment of 42 students for spring 2015. Enrollment is down from the 53 students enrolled in spring 2014.

Table 4. Spring 2015 enrollment FMI by major and state of origin

Enrollment by Major and Year					
Programs	Spring 2015				
Programs 1st Year Students					
Fishing	6				
Navigation	7				
Marine Engineering	8				
Total 1st Year Students	21				
Programs 2nd Year Students					
Fishing	6				
Navigation	12				
Marine Engineering	3				
Total 2nd Year Students	21				
Total FMI Students	42				
Enrollment by State of Origin	Chuukese	Kosraean	Pohnpeian	Yapese	Total
1st Year Fall 2014	2	0	0	19	21
2nd Year Fall 2014	5	4	3	9	21
Total Fall 2014	7	4	3	28	42

Residence Hall

Eighty students are residing in the college's residence halls in spring 2015 compared to 109 residents in spring 2014. Biggest reductions are seen in Yapese and Kosraeans with reductions of 35% for Yapese and 30% for Kosraeans.

Table 5. Spring 2015 resident hall occupancy

Sex	Chuuk	Kosrae	Yap	Pohnpei	others	Total
Male	17	6	15	0	0	38
Female	13	13	16	0	0	42
Total	30	19	31	0	0	80

Spring Semester Trends

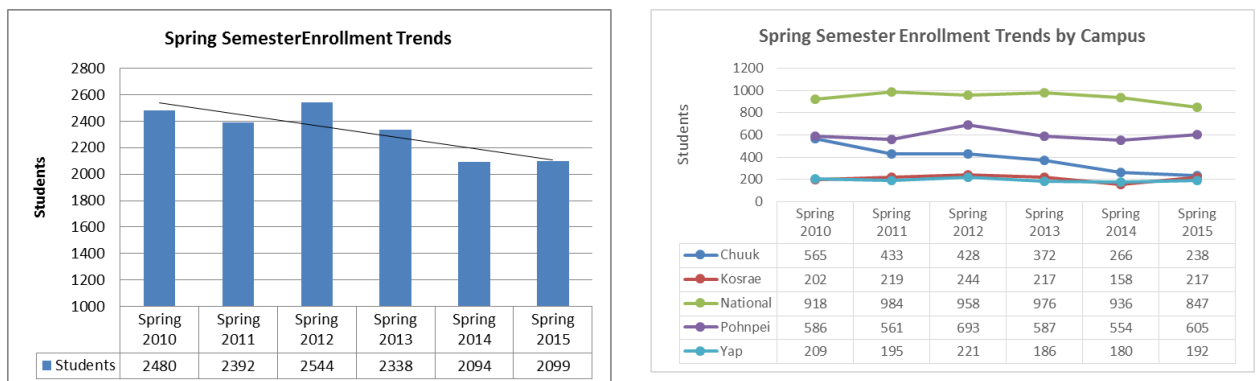


Figure 11. Spring semester trends enrollment by college and campuses

Spring 2015 enrollment of 2099 is 5 students over the spring 2014 enrollment. However, the National Campus had 89 fewer students and Chuuk Campus 28 fewer. These reductions were off set by increases at Kosrae, Pohnpei, and Yap campuses.

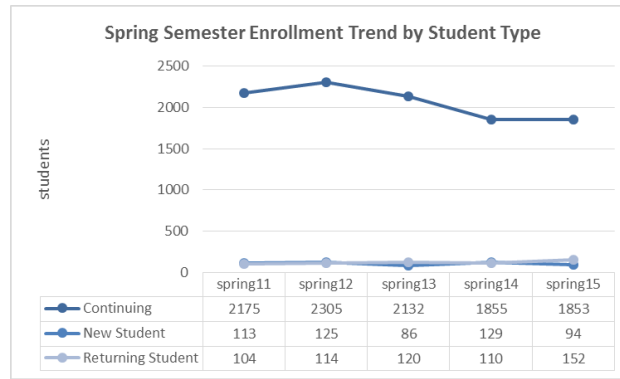


Figure 12. Spring semester trends enrollment by student type

Spring semester enrollment trends by student type are more complex. While continuing students remained virtually the same from spring 2014 to spring 2015, there was a reduction of new students and an increase of returning students.

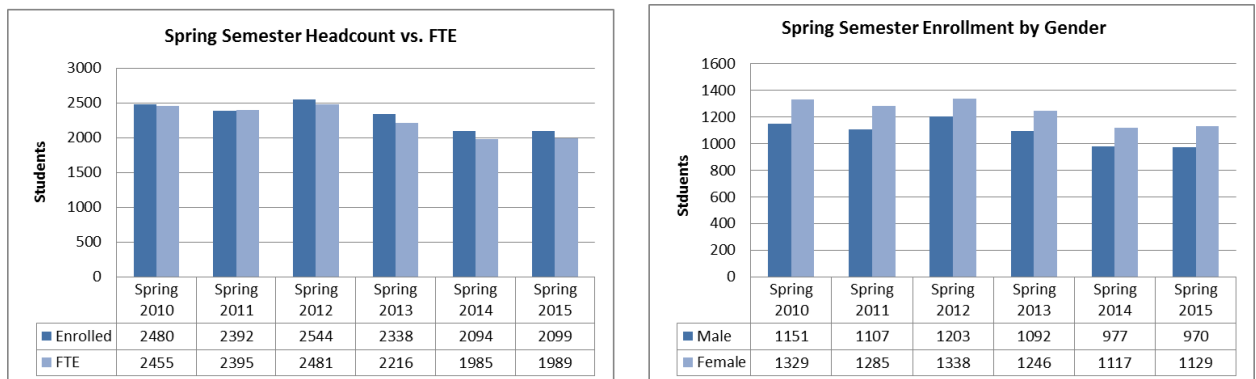


Figure 13. Spring semester trends enrollment by headcount vs FTE and gender

Enrollment trends by head count shows a leveling off of the downturn in enrollment in spring 2015 while the FTE rates are consistent. Enrollment by gender is generally 54% female and 46% males with only slight variation from year to year. Note here is variation by campus in gender ratios.

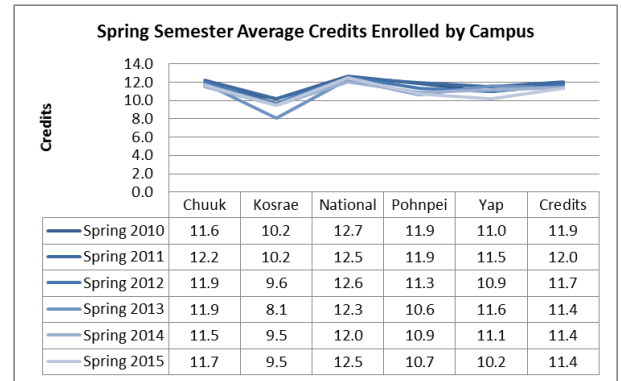
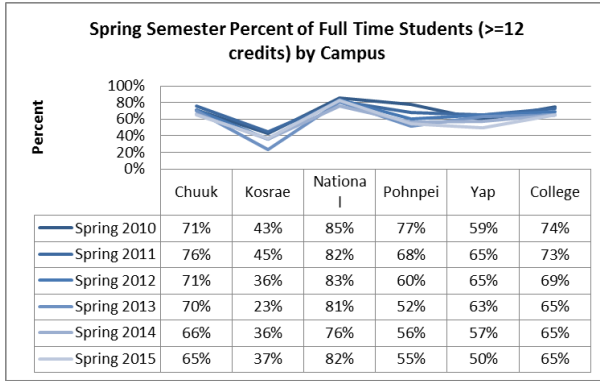


Figure 14. Spring semester trends full-time students and average credits per campus

The percent of full time students has been consistent over the past three spring semesters at 65%. As can be seen, there is significant variation by campus with the National Campus having the highest ratio and Kosrae Campus the lowest ratio. Average credits per student have also been stable at 11.4 for the college over the past three spring semesters with considerable variation across campuses.

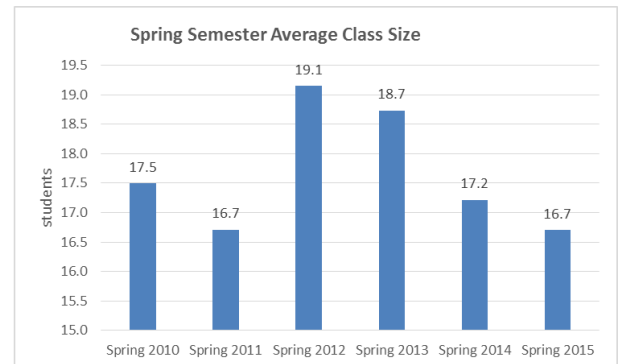
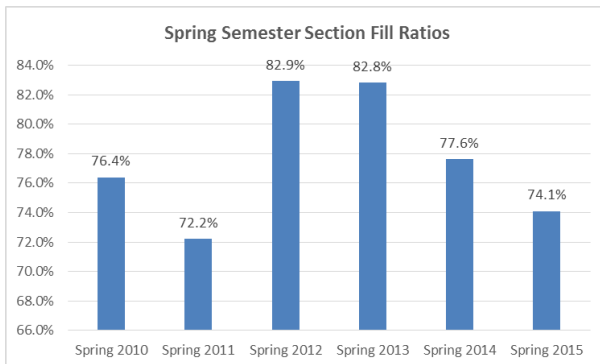


Figure 15. Spring semester trends section fill ratios and average class size

Both section fill ratios (actual enrollment divided by maximum enrollment) and average class size continue to decline since spring 2012.

Table 6. Spring 2015 enrollment by major and campus

major	degree	Chuuk	Kosrae	National	Pohnpei	Yap	Students
Health Career Opportunities Program	AA	1	6	82	7	18	114
Liberal Arts	AA	5	23	132	33	16	209
Micronesian Studies	AA	1	3	78	14	1	97
Teacher Preparation	AA	99	38	111	8	30	286
Building Technology	AAS				21		21
Electronics Technology	AAS		13		40		53
Telecommunications	AAS				33		33
Accounting	AS	3					3
Ag. & Nat. Res. Management	AS		2	36	7	2	47
Agriculture	AS		1	2		2	5
Business Administration	AS	15	8	124	15	11	173
Computer Information Systems	AS	1	7	95	12	9	124
Hospitality and Tourism Management	AS		1	3	37	2	43
Marine Science	AS		3	46	3	1	53
Nursing	AS	5	7	38	3		53
Public Health	AS	4	1	17	2	2	26
Teacher Education - Elementary	AS	4	2				6
Elementary Education	BA			16			16
Agriculture and Food Technology	CA		26		123	21	170
Basic Public Health	CA	18	22				40
Bookkeeping	CA	40			97	14	151
Building Maintenance and Repair	CA				3		3
Cabinet Making/Furniture Making	CA				21		21
Career Education: Motor Vehicle Mechanic	CA				16		16
Carpentry	CA				19		19
Construction Electricity	CA				43		43
Electronic Engineering Technology	CA		23		4	25	52
Health Assistant Training Program	CA		1			4	5
Nursing Assistant	CA	17	2			18	37
Public Health	CA	1					1
Refrigerator and Air Conditioning	CA				15		15
Secretarial Science	CA	11			26	5	42
Trial Counselor	CA			14	1		15
Accounting	TYC			6			6
General Business	TYC			11			11
Public Health	TYC			15			15
Teacher Preparation - Elementary	TYC	13	28	19		10	70
Undassified	UC			2			2
Undeclared	UD				2	1	3
Students		238	217	847	605	192	2099

Table 7. Spring 2015 section fill ratios and average class size by program

program	sections	enrollMax	enrollmen	sectionFill	AvgClassSize
Accounting (3rd Year)	4	83	51	61.4%	12.8
Achieving College Excellence (ACE)	16	322	163	50.6%	10.2
Agriculture and Food Technology (CA)	15	376	270	71.8%	18.0
Agriculture and Natural Resources (AS)	6	140	97	69.3%	16.2
BA	4	70	30	42.9%	7.5
Bookkeeping (CA)	28	672	450	67.0%	16.1
Building Technology (AAS)	3	31	19	61.3%	6.3
Business Administration (AS)	18	436	366	83.9%	20.3
Cabinet Making (CA)	4	60	57	95.0%	14.3
Carpentry (CA)	4	48	45	93.8%	11.3
Computer Information Systems (CIS)	13	296	237	80.1%	18.2
Construction Electricity (CA)	7	110	104	94.5%	14.9
Electronic Engineering Technology (CA)	10	188	132	70.2%	13.2
Electronic Technology (AAS)	5	102	86	84.3%	17.2
General Business (3rd year)	3	60	33	55.0%	11.0
General Education	112	2646	2192	82.8%	19.6
Hospitality and Tourism Management (AS)	6	115	74	64.3%	12.3
instruction pre-requisite course	33	870	611	70.2%	18.5
LA/H COP (AA)	20	435	390	89.7%	19.5
Liberal Arts (AA)	21	545	423	77.6%	20.1
Marine Science (AS)	7	118	86	72.9%	12.3
Micronesia Studies (AA)	15	328	273	83.2%	18.2
Motor Vehicle Mechanics (CA)	2	30	23	76.7%	11.5
Nursing (AS)	3	70	25	35.7%	8.3
Nursing Assistant (CA)	4	98	61	62.2%	15.3
Pre-Teacher Preparation (AA)	26	526	414	78.7%	15.9
Public Health (3rd Year)	7	160	69	43.1%	9.9
Public Health (AS)	6	150	72	48.0%	12.0
Public Health (CA)	2	35	16	45.7%	8.0
Refrigeration and Air Condition (CA)	3	32	28	87.5%	9.3
Secretarial Science (CA)	1	25	8	32.0%	8.0
Teacher Preparation – Elementary (3rd Year)	20	465	246	52.9%	12.3
Telecommunications (AAS)	2	35	20	57.1%	10.0
Trial Counselors (CA)	3	60	30	50.0%	10.0
Unassigned	12	301	235	78.1%	19.6
Summary	445	10038	7436	74.1%	16.7

Table 8. Spring 2015 persistence rates full time students

majorDescription	degree	New Fall 2014 FT	Persisted Spring 2015	students	Chuuk	Kosrae	National	Pohnpei	Yap
Accounting	AS	0	1	-	-	-	-	-	-
Ag. & Nat. Res. Management	AS	4	5	125.0%	-	-	100.0%	-	100.0%
Agriculture and Food Technology	CA	54	51	94.4%	-	100.0%	-	92.3%	100.0%
Basic Public Health	CA	18	12	66.7%	66.7%	80.0%	-	-	0.0%
Bookkeeping	CA	48	40	83.3%	80.0%	-	-	84.4%	100.0%
Building Technology	AAS	1	1	100.0%	-	-	-	100.0%	-
Business Administration	AS	21	22	104.8%	100.0%	100.0%	115.4%	100.0%	50.0%
Cabinet Making/Furniture Making	CA	8	8	100.0%	-	-	-	100.0%	-
Career Education: Motor Vehicle Mechanic	CA	4	4	100.0%	-	-	-	100.0%	-
Carpentry	CA	9	8	88.9%	-	-	-	88.9%	-
Computer Information Systems	AS	23	27	117.4%	100.0%	100.0%	129.4%	100.0%	50.0%
Construction Electricity	CA	21	20	95.2%	-	-	-	95.2%	-
Electronic Engineering Technology	CA	14	12	85.7%	-	75.0%	-	-	90.0%
Electronics Technology	AAS	3	4	133.3%	-	-	-	133.3%	-
Health Career Opportunities Program	AA	13	16	123.1%	-	-	100.0%	-	300.0%
Hospitality and Tourism Management	AS	8	9	112.5%	-	-	60.0%	166.7%	-
Liberal Arts	AA	51	39	76.5%	-	-	82.9%	54.5%	60.0%
Marine Science	AS	21	18	85.7%	-	-	94.7%	0.0%	-
Micronesian Studies	AA	15	14	93.3%	-	-	69.2%	400.0%	100.0%
Nursing	AS	9	10	111.1%	150.0%	100.0%	83.3%	-	-
Nursing Assistant	CA	24	18	75.0%	73.3%	-	-	-	77.8%
Public Health	AS	1	2	200.0%	-	-	100.0%	-	-
Refrigerator and Air Conditioning	CA	4	4	100.0%	-	-	-	100.0%	-
Secretarial Science	CA	18	11	61.1%	80.0%	-	-	58.3%	0.0%
Teacher Preparation	AA	23	23	100.0%	140.0%	100.0%	92.9%	66.7%	-
Telecommunications	AAS	3	2	66.7%	-	-	-	66.7%	-
		418	381	91.1%	90.4%	92.9%	94.2%	90.6%	83.3%

Table 9. Spring 2015 persistence rates all students

majorDescription	degree	New Fall 14 ALL	Persisted Spring 15	students	Chuuk	Kosrae	National	Pohnpei	Yap
Accounting	AS	0	1	-	-	-	-	-	-
Ag. & Nat. Res. Management	AS	7	6	85.7%	-	-	100.0%	66.7%	100.0%
Agriculture and Food Technology	CA	90	85	94.4%	-	100.0%	-	91.9%	116.7%
Basic Public Health	CA	22	15	68.2%	71.4%	76.9%	-	-	0.0%
Bookkeeping	CA	63	57	90.5%	82.4%	-	-	93.2%	100.0%
Building Technology	AAS	2	2	100.0%	-	-	-	100.0%	-
Business Administration	AS	24	24	100.0%	100.0%	100.0%	123.1%	33.3%	50.0%
Cabinet Making/Furniture Making	CA	9	10	111.1%	-	-	-	111.1%	-
Career Education: Motor Vehicle Mechanic	CA	9	7	77.8%	-	-	-	77.8%	-
Carpentry	CA	9	9	100.0%	-	-	-	100.0%	-
Computer Information Systems	AS	29	31	106.9%	100.0%	100.0%	135.3%	50.0%	75.0%
Construction Electricity	CA	22	21	95.5%	-	-	-	95.5%	-
Electronic Engineering Technology	CA	19	16	84.2%	-	71.4%	-	-	91.7%
Electronics Technology	AAS	3	4	133.3%	-	-	-	133.3%	-
Health Career Opportunities Program	AA	22	22	100.0%	-	0.0%	107.1%	100.0%	100.0%
Hospitality and Tourism Management	AS	10	11	110.0%	-	-	60.0%	140.0%	-
Liberal Arts	AA	64	49	76.6%	-	200.0%	82.1%	63.2%	60.0%
Marine Science	AS	26	21	80.8%	-	100.0%	94.7%	33.3%	-
Micronesian Studies	AA	17	16	94.1%	-	-	76.9%	166.7%	100.0%
Nursing	AS	10	11	110.0%	150.0%	100.0%	83.3%	-	-
Nursing Assistant	CA	25	18	72.0%	68.8%	-	-	-	77.8%
Public Health	AS	2	3	150.0%	-	-	100.0%	100.0%	-
Refrigerator and Air Conditioning	CA	8	7	87.5%	-	-	-	87.5%	-
Secretarial Science	CA	25	17	68.0%	80.0%	-	-	68.4%	0.0%
Teacher Preparation	AA	26	25	96.2%	116.7%	100.0%	92.9%	75.0%	100.0%
Telecommunications	AAS	7	4	57.1%	0.0%	-	-	66.7%	-
Unclassified	UC	8	0	0.0%	-	-	-	0.0%	0.0%
NewAll_Fall2014		558	492	88.2%	86.2%	87.5%	96.5%	86.9%	75.4%