

April 25, 2006

## **MEMORANDUM**

To: The President

From: Director, Institutional Research and Planning

Subject: Board of Regents Report for May 2006 Meeting in Pohnpei

This report covers the period from March 2, 2006 to April 24, 2006.

### **Strategic Planning**

Development of the strategic plan for the college has been proceeding with working sessions on objectives, strategic and measures at the national, Pohnpei, Chuuk, FMI and Yap campuses. The sessions provided background on strategic planning, environmental issues and moved into development of priority objectives and strategies for each goal and measures to determine if the goal is being met. Attached is the log of visits with details of sessions and participants. IRPO director and staff will be visiting Kosrae campus prior to the next board meeting.

A draft of the strategic plan is expected to be available for the BOR review in its May session.

### **Institutional Assessment Plan Development Process**

The IRPO has been coordinating informational sessions on development of an Institutional Assessment Plan. A working group is being established to draft the plan and is composed of faculty and staff from all campuses. A majority of the work will be conducted through email. A set of basic assumptions for development of the plan have been agreed upon.

1. Basic assumptions for development of the college's institutional assessment plan.

- 1.1 Assessment /evaluation of SLO occurring at course and program levels

- 1.2 Flexibility in assessing SLOs is needed

- 1.3 Flexibility is not at the expense of quality

- 1.4 Plans are written

- 1.5 Assessment capacity varies across the college

- 1.6 Quality required across programs

- 1.7 Scope of assessment must be realistic, achievable and sustainable.
- 1.8 Assessment at the college is primarily for improvement
- 1.9 Assessment is to assess learning and not to assess instructors
- 1.10 Plans are made to be implemented

A series of meetings have been conducted with faculty at the national campus regarding participation in the writing process and 1 ½ to 2 hour background and information sessions have been conducted at Yap campus, FMI, and Chuuk campus. Upcoming will be session at Kosrae and Pohnpei campuses. The attached log of visits includes meetings and participants in the assessment sessions.

A timeline is to be established for drafting of the institutional assessment plan for presentation top the BOR meeting.

**Integrated Postsecondary Education Data System (IPEDS)**

The spring period is designated for reporting institutional data to National Center of Education Statistics (NCES), US Department of Education. During this data collection, *Spring 2006 Data Collection*, the college reported enrollment data (by gender, race/ethnicity, full or part time, first-time or continuing, age, etc.), unduplicated head count, total entering class, total credit hour activity, and retention rates, graduation rate, finance data (current & noncurrent assets and liabilities, net assets, revenues and expenditures, scholarships and fellowships, endowment fund, etc.), student financial aid data (including percent of full time, first time students received any financial aid, types of financial aid assistance received and the average amount received. Samples and figures will be provided in this report for you review.

In this collection, we were required to report enrollment in fall 2005 semester. We reported a total enrollment of 2283 students-1553 full time undergraduates and 730 part time undergraduates. Additionally, 632 first time full time and 129 first time part time undergraduate students enrolled during the term, and a 921 continuing full time undergraduate and a 601 total continuing part time were still in school. We also reported breakdown by gender at 791 full time and 375 part time undergraduates male, and 762 full time and 355 part time undergraduate female. The reported age distribution was obviously insignificant. Ages 18-19 and 20-21 are usually the expected age for a student coming in to college. In the category of 18-19 we reported a total of 614 full time and 163 part time students. At the 20-21 age category, we reported a total of 491 full time and 240 part time students. The table below will show further detail on what was reported.

<b>Fall 05 Enrollment - Summary by race/ethnicity</b>				
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students	Prior year
<b>Men</b>				
Nonresident alien	0	0	0	0
Black, non-Hispanic	0	0	0	0
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	790	373	1163	774

Hispanic	0	0	0	0
White, non-Hispanic	1	2	3	4
Race/ethnicity unknown	0	0	0	0
<b>Total men</b>	<b>791</b>	<b>375</b>	<b>1166</b>	<b>778</b>
<b>Women</b>				
Nonresident alien	0	0	0	0
Black, non-Hispanic	0	0	0	0
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	762	352	1114	750
Hispanic	0	0	0	0
White, non-Hispanic	0	3	3	0
Race/ethnicity unknown	0	0	0	0
<b>Total women</b>	<b>762</b>	<b>355</b>	<b>1117</b>	<b>750</b>
<b>Grand Total</b>	<b>1553</b>	<b>730</b>	<b>2283</b>	

<b>Fall 05 Enrollment by age and gender</b>				
NOTE: These data are <b>mandatory</b> this year.				
Enrollment as of the institution's official fall reporting date or as of October 15, 2005				
Age	Full-time undergraduate students		Part-time undergraduate students	
	Men	Women	Men	Women
Under 18	4	11	2	2
18-19	268	346	79	84
20-21	257	234	124	116
22-24	147	85	81	58
25-29	56	40	38	32
30-34	29	27	23	24
35-39	9	6	9	12
40-49	7	8	11	23
50-64	7	5	6	4
65 and over	0	0	0	0
Age unknown/unreported	7	0	2	0
<b>Total</b>	<b>791</b>	<b>762</b>	<b>373</b>	<b>355</b>
Total full-time undergraduate students (from part A)	791	762	375	355

Unduplicated head count for the academic year 2004-2005 was also reported at a total of 1085. Total entering class for fall 2005 was reported at a total of 761. The total credit hour activity in academic year 2004-05 reported is 24704.5. A retention rate for fall 2004 cohort was also reported at a comparison between full time and part time students. Full time retention rate is 53% and part time rate is 40%. Overall, the college retention rate is around 51%. Another set of data that was reported was on graduation rate. We were asked to report on the status of the fall 2002 cohort. Tell how many graduated within 150% of normal time to completion and those graduated between 2 to 4 years for 2 years colleges. The status would then tell us our graduation rate. For the fall 02 cohort, we have a graduation rate of 18%.

Other data included in the submission to IPEDS were college financial data. We were required to report a whole lot of financial figures for fiscal year 2005 based on estimated values since our

finance audit report has not yet been finished. For this, please refer to the attached document for review of the finance data reported to IPEDS. Upon released of the fiscal year 2005 audit report, there may be inconsistent figures compared to what we reported here. However, keep in mind that these amounts reported to IPEDS are estimated values.

The last piece of the submission was the student financial aid data. This term we were required to report on the status of the students enrolled back in fall 2004. We reported number, percentage, average amounts, and types of aid assistance received for students in that cohort who were full time first time, those who received financial aid assistance, and the total number undergraduate in the fall 04 cohort. A table is presented on the following page for your review.

<b>Student Financial aid to your Fall 2004 cohort</b>			
<i>Please provide the following information for you fall 2004 cohort of full-time, first-time</i>			
<b>Fall 2004 cohort information from the <u>Student Counts</u> page:</b>			
Total undergraduate in cohort as defined above.		<b>1158</b>	
Number in cohort who received any <u>financial aid</u>		<b>1024</b>	
<i>Report the number of students in the cohort who received each of the types of aid listed below at any time during the full academic year 2004-05. The percentage will be calculated for you.</i>			
<b>For each type of aid, calculate the average amount of aid received by these students for the entire academic year.</b>			
<b>Types of aid</b> (report only those amounts that pass through your financial aid office)	<b>Number of students receiving aid</b>	<b>Percentage of cohort receiving aid</b>	<b>Average amount of aid they received</b>
<b><u>Federal grants</u></b> (grants/educational assistance funds)	<b>882</b>	<b>76%</b>	<b>\$2,018</b>
<b><u>State/local government grants</u></b> (grants/scholarships/waivers)	<b>142</b>	<b>12%</b>	<b>\$116</b>
<b><u>Institutional grants</u></b> (scholarships/fellowships)	<b>0</b>	<b>0%</b>	<b>\$0</b>
<b>Loans to students (including perkins loan)</b>	<b>0</b>	<b>0%</b>	<b>\$0</b>
<b>Caveat</b>			

## Surveys

The Resurvey of communications across the college was completed and the results included in the evidence to support the WASC site visit to the college from April 24 – 25, 2006. The results are attached to this report segregated by major categories of respondents.

The survey shows that the college community does feel that they are receiving needed information about the college.

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4. I have a good understanding of what goes on at the college (for example information changes and updates)?

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	<b>Resp. Total</b>	<b>Percentage</b>
I strongly agree.	118	16.6%
I agree.	333	47.0%
I neither agree nor disagree.	164	23.1%
I do not agree.	71	10.0%
I strongly disagree.	23	3.2%
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Total Respondents	709	
(skipped this question)	6	

Information is received in different ways. Overall talking with friends and with other students and supervisors rank as the highest in sources of information.

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5. How do you find out information about the college (check all that apply)?

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	<b>Resp. Total</b>	<b>Percentage</b>
Talking with your friends	363	52.5%
Other students or supervisors	371	53.7%
Meetings or reports of meetings	243	35.2%
Newsletters	131	19.0%
Radio	47	6.8%
Email	180	26.0%
Other (please specify)	54	7.8%
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Total Respondents	691	
(skipped this question)	24	

However, when segregated we see that faculty tend to prefer email as their primary source of receiving information and staff get information from meetings. The college must maintain and improve a broad based information program to reach all segments of the college.

A problem with the communications survey is that while the number of students responding to the survey was sufficient to be confident of the results, the number of faculty and staff respondents needs to be increased. IRPO will be developing strategies to increase participation in surveys.

### **Sponsored Programs**

The college contracted Michael Mosher to do a site visit for the Student Services Programs in February 2006. A report has been received regarding the site visit. Among the recommendations

that came out of this visit is that we need to modify objective number 6. In reviewing why we are not meeting this objective with the Director of Student Services, it was found that the SSSP proposal writer used only one semester data in creating this objective. A request for multiple semester data was made and the result showed that this objective was 15% higher than the whole college population. The Director used this data in requesting a change to objective 6 to make it attainable yet still remain ambitious. The full report of the evaluation by Micheal Mosher can be obtained from the Institutional Research and Planning Office and the Student Support Services Program Office.

### **Progress Report and WASC Site Visit**

IRPO staff (Dayle Dannis, William Edwin and William Mailpiy) devoted significant time (including after hours and on weekends) and effort in supporting the preparation, collection and organization of the college's evidence for the WASC site visit.

xc: Norma Edwin

**Institutional Research & Planning Office**  
**Campus site visits and activities**

<b>Date</b>	<b>Campus</b>	<b>Facilitator(s)</b>	<b>People contacted</b>	<b>Purpose of meeting</b>	<b>Activities/Outcomes</b>
3/28/06	National campus (BOR room)	Jimmy Hicks Willy Edwin	Ringlen Ringlen, Rencelly Nelson, Norma Edwin, Penny Weilbacher, Jeff Arnold, Eddie Haleyalig, Faustino Yarofaisug, Joey Oducado,	This afternoon session focused on strategic planning objectives and strategies discussions involving new goals 7 and 5 with the Student Services and Human Resources committees.	After lengthy discussions the SSC made recommendations to reword goal 7 and decided to work only on goal 2; the HR committee drafted new objectives and strategies.
3/29/06	National campus (BOR room)	Jimmy Hicks Willy Edwin	Ringlen Ringlen, Karen Simion, Penny Weilbacher, Gordon Segal, Rencelly Nelson, and Phyllis Sibanzuz,	This afternoon session focused on strategic planning objectives and strategies discussions involving new goals 4 and 8 with the Technology Advisory Committee and Cabinet.	The 2 committees drafted new objectives and strategies for both goals.
4/04/06	National campus (MITC)	Jimmy Hicks Willy Edwin	Francisco Mendiola, Karen Simion, Rencelly Nelson, Eugene Edmund, Miller Lemuel, Dannis Lorrin, Warren Ching, Donald Porter, and Felix Phillip	This afternoon session focused on strategic planning objectives and strategies discussions involving new goals 3 and 6 with the Facilities committee and the Finance committee.	After lively discussions, both committees brought forth with drafts or new objectives and strategies for their respective goals.
4/06/06	National campus (MITC)	Jimmy Hicks Willy Edwin	Spensin James, Ringlen Ringlen, Karen Simion, Rachel Hollinsworth, Benson Moses, Jeff Arnold, Rita Hinga, Marlou Gorospe, Stanley Etse, Penselyn Etse, Joey Oducado, and Benina Ilon	This afternoon session focused on strategic planning objectives and strategies discussions involving new goals 1 and 2 with the Curriculum committee and the Student Services committee.	Lengthy discussions among groups resulted in new objectives and strategies for both goals.
4/10/06	FSM-FMI	Jimmy Hicks Willy Edwin	Matthias Ewarmai and Serphin Ilesiyalo	The purpose for this meeting was to get familiarized with the background of the campus and how they are doing their reporting.	Topics discussed included JICA reports in which FMI submits on a regular basis, support from the FSM government, and the possible expansion of the services provided.  The campus is also interested in expanding their efforts into traditional navigation and possibly automotive areas.
4/10/06	FSM-FMI	Jimmy Hicks	Serphin Ilesiyalo, Felix Figir,	This was an afternoon session	Participants came up with objectives

		Willy Edwin	Augustino Sanemai, Clotilda Dugnen, Santo Sarongelfeg, Alex M. Raiuklur, Marcelino Jibemai, and Valerio D. Ken	conducted as a workshop on strategic planning and assessment for the college.	and strategies for goal 7 relating to their campus and recommended new objectives and strategies for goal 1.  Informational discussions on assessment and identified key staff who will participate in the development of the assessment manual
4/11/06	Yap campus	Jimmy Hicks Willy Edwin	Stan J. Fal'mngar, Luordes Roboman, Rosemary Manna, Julie Waathan, Archana Murukesan, Travis Defan, Jerome R. Pong, Martin L. Ruwmyol, Gilmoon, Gertrude Mangarwen, Cecilia Dibay, Teresa M. Filepin, John Mafel, Eric M de Guzman, Bob Yangerlou, Jovita K. Masiwemai	Conducted a morning workshop on strategic planning.	Working sessions to collect input and suggestions for the objectives and strategies of the strategic plan based on the initial work done at the National campus and input from FSM-FMI campus.
4/11/06	Yap campus	Jimmy Hicks Willy Edwin	Stan J. Fal'mngar, Luordes Roboman, Rosemary Manna, Julie Waathan, Archana Murukesan, Travis Defan, Jerome R. Pong, Martin L. Ruwmyol, Gilmoon, Gertrude Mangarwen, Cecilia Dibay, John Mafel, Eric M de Guzman, Bob Yangerlou, and Jovita K. Masiwemai	Afternoon session mainly on informational overview of institutional assessment background and development process.	Basic assumptions, assessment models from other colleges were addressed and the group identified key staff who will participate in the development of the assessment manual
4/13/06	Guam Community College	Jimmy Hicks Willy Edwin	Dr. Ray D. Somera	The purpose of this visit was to get insight from Dr. Somera on assessment and institutional effectiveness.	Dr. Somera showed us the GCC assessment cycle and how they are currently implementing their assessment plan.
4/14/06	Chuuk campus	Jimmy Hicks Willy Edwin	Jojo Peter and Alton Higashi	Afternoon session mainly on informational overview of institutional assessment background and development process.	Reached agreement on how to approach and develop an assessment manual in which Alton will be the main contact person for Chuuk. Training and implementation will be done immediately after plan in complete.
4/15/06	Chuuk campus	Jimmy Hicks	Jojo Peter, Riochy Johnny and	This morning meeting focused on	Work in progress



		Willy Edwin	Herner Braiel	<p>carry-over funds over a 27-month span, for the Career Ladder program in Chuuk. Fund balances are not consistent.</p> <p>Data and surveys were discussed and Chuuk designated Herner Braiel to assist with future college wide surveys</p>	Formal contact established for future college wide surveys
4/17/06	Chuuk campus	Jimmy Hicks Willy Edwin	Jojo Peter, Amon Inek, Alton Higashi, Riochy Johnny, Joe Kasian, Elias Sandy, Marcellus Akapito, Marylene Bisalen, Marcello Ham, Kersweet Eric, Peter Sisra, Alvios William, Switer L. Eter, Jothy John, Hermina D. Nunez, Kaichiro Harold, Atkin Buliche, Rick Chiwi, Susie Marar Lokopwe, Herner S. Braiel, and Roger Arnold,	The purpose of the visit was to conduct a workshop on strategic planning	Working sessions to collect input and suggestions for the objectives and strategies of the strategic plan. Participants were divided into 3 working groups to come up with ideas and suggestions for the objectives and strategies based on the initial work that was done at the National campus, FSM-FMI and Yap campuses.
4/18/06	Chuuk campus	Jimmy Hicks Willy Edwin	Jojo Peter, Amon Inek, Alton Higashi, Riochy Johnny, Joe Kasian, Elias Sandy, Marcellus Akapito, Marylene Bisalen, Kersweet Eric, Peter Sisra, Alvios William, Switer L. Eter, Atkin Buliche, Rick Chiwi, Susie Marar Lokopwe, Herner S. Braiel, and Roger Arnold	Afternoon session mainly on informational overview of institutional assessment background and development process..	Basic assumptions, assessment models from other colleges were shown as examples and key staff who will participate in the development of the assessment manual were identified
4/20/06	Pohnpei campus	Jimmy Hicks Willy Edwin	Penny Weilbacher, Betson Ifamilik, Rolter Olter, Rita Hadley, Debra Perman, Yoneko Kanichy, Sheila Amor G. Santos, Joyce Roby Fran Chaine, Maria Dison, Nolynn Oliver, Marlou Gorospe, Christine Tamalavage, Evelyn A. Tadena, Howard Rice, and Alicia Ada	<p>The purpose of the visit was to conduct a workshop on strategic planning and assessment for the college.</p> <p><b>The assessment meeting has been postponed due to unforeseen circumstances. This will be done after the visit at Kosrae campus.</b></p>	Working sessions to collect input and suggestions for the objectives and strategies of the strategic plan based on the initial work done at the National campus, FSM-FMI, Yap and Chuuk campuses.

