## 3College of Micronesia-FSM Instructional Program Review Template & Checklist

Lead writer of program review should complete sections 1 – 5**. Non-program staff will complete section 6.**

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| 1. **Program Review Information**
 |
| 1.1 Instructional Program Full Official Title |  |
| 1.2 Campus(es)  |  | 1.4 Date submitted to supervisor |  |
| 1.3 Lead writer (include campus code)  |  | 1.5 Assessment program review cycle |  |
| 1. **Program Overview**
 |
| **2.1 Program Mission** |
| What is the fundamental purpose and value of the program? 1 – 2 sentences, aligned with COM-FSM’s [mission statement](http://www.comfsm.fm/?q=mission-statement). |
| 2.1 |
| **2.2 Program Goals** |
| What do you expect your students to learn? Program goals are broad statements concerning knowledge, skills, or values that faculty members expect the graduating students to achieve. These can be your Program Learning Outcomes and should be consistent with program mission.  |
| 2.2 |
| **2.3 Program History** |
| Describe the history of the program. When was the program first implemented and why? Note ***significant*** milestones in the development of the program and ***significant*** current activities. Be sure to include information on how the program has developed across State campuses and **note periods of program not being offered**, with reasons where possible. |
| 2.3  |
| **2.4 Program Description** |
| Describe how the program is organized in terms of design, its relationship to other programs in the college system, degree(s) offered, internationally recognized certifications, career pathways, connections with other higher education institutions, external organizations, employers, or government agencies and other features of the program you consider valuable or innovative.  |
| 2.4  |
| **2.5 Program Admission Requirements** |
| What are the requirements for admission into the program in relation to the COMET and are there any other requisites? If any alternative admissions process exists, describe here.  |
| 2.5  |
| **2.6 Program Certificate / Degree Requirements** |
| List the requirements for students to gain a certificate/degree in the program. Include specific courses and their sequence, credits, and how internships and practical etc. may be incorporated. Present in a way that is understandable to a potential student. Include the program’s suggested schedule – is it still up to date and logical? |
| 2.6  |
|  **2.7 Program Courses and Enrollment** |
| List all courses offered in the program. Include enrollment data by campus and semester. In the second table, include courses, number of sections, # of students enrolled on each course, and enrollment ratio. Analyze the data you have presented and include explanation or interpretation.  |
| 2.7 **Course Enrollment by Campus & Semester**

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| --- | --- | --- | --- | --- |
|  | **National** | **Chuuk** | **Yap** | **Kosrae** |
| **Courses** | **F16** | **SP17** | **F17** | **SP18** | **TTL** | **F16** | **SP17** | **F17** | **SP18** | **TTL** | **F16** | **SP17** | **F17** | **SP18** | **TTL** | **F16** | **SP17** | **F17** | **SP18** | **TTL** |
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**Course Enrollment Ratio**

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| --- | --- | --- | --- | --- |
|  | **Fall 2016** | **Spring 2017** | **Fall 2017** | **Spring 2018** |
| **Courses** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio****%** | **# sect**  | **Max Enroll** | **Actual Enroll** | **Ratio****%** | **# sect**  | **Max Enroll** | **Actual Enroll** | **Ratio****%** | **# sect**  | **Max Enroll** | **Actual Enroll** | **Ratio****%** |
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|  **2.8 Program Faculty** |
| List all faculty (full-time and part-time) who teach this program. Include faculty member who taught during the assessed period but are no longer with COM-FSM and note this in status as X. In “Degrees Held”, include both level (BA, MA, PhD, and major or discipline). Note current professional development activities in process and expected completion date. |
| 2.8

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| --- | --- | --- | --- | --- |
| Instructor Name | Campus Code | Position | Degrees Held:Qualification, Major, University | StatusFT/PT/X |
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| 1. **Learning Outcomes and Program Health Indicators**
 |
| **3.1 Assessment of course student learning outcomes** |
| Present data which demonstrates the extent to which the program has achieved the established outcomes – course level assessment report. For each course, write out all the SLOs in full. Add or delete SLOs as appropriate. Copy-paste the below template for each course included in the program. After reviewing the data, write a sentence or two to describe your findings.  |
| Course Student Learning Outcomes for (course number) ……..SLO 1 – SLO 2 – SLO 3 – SLO 4 - SLO 5 – SLO 6 – SLO 7 -

|  |  |  |
| --- | --- | --- |
| Course: |  | Attainment of Course Student Learning Outcomes |
|  |  |
| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis:Course Student Learning Outcomes for (course number) ……..SLO 1 – SLO 2 – SLO 3 – SLO 4 - SLO 5 – SLO 6 – SLO 7 -

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| --- | --- | --- |
| Course: |  | Attainment of Course Student Learning Outcomes |
|  |  |
| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: |
| **3.2 Assessment of program student learning outcomes** |
| Which PSLOs did you focus on during this assessment review cycle? What did you find?  |
| 3.2  |
| **3.3 Program enrollment trends by campus** |
| Looking at the data, write a few sentences to describe what conclusions you can make about changes in enrollment for your program during the assessment period and compared to the previous assessment period.  |
| **Full-time Students (12 credits or more)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Chuuk** | **CTEC** | **Kosrae** | **National** | **Yap** | **Grand Total** |
| Fall 2016 |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |
| **Grand Total** |  |  |  |  |  |  |

**Part-time Students (less than 12 credits)**

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| **Term** | **Chuuk** | **CTEC** | **Kosrae** | **National** | **Yap** | **Grand Total** |
| Fall 2016 |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |
| **Grand Total** |  |  |  |  |  |  |

Description and Conclusion: |
| **3.4 Course completion rate** |
| How many students completed the course? What percentage of students does this represent? What percentage of students withdrew from the course?  |
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|  | **Fall 2016** | **Fall 2017** |
| **Courses** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** |
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|  | **Spring 2017** | **Spring 2018** |
| **Courses** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** |
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**Written analysis:** |
| **3.5 Student persistence and retention rate** |
| Persistence: How many students continued their program between semesters? What percentage does this represent? Retention:  |
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| --- | --- | --- | --- | --- |
| **NewStudents** **Fall 2016** | **Students** **Spring 2017** | **Students** **Fall 2017** | **Persistence** **Spring 2017** | **Retention** **Fall 2017** |
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| **NewStudents** **Fall 2017** | **Students** **Spring 2018** | **Students** **Fall 2018** | **Persistence** **Spring 2018** | **Retention** **Fall 2018** |
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Written analysis:  |
| **3.6 Graduation rate** |
| Graduation is calculated by tracking a cohort of people who joined full-time for the first time in Fall semester. Data presented tracks cohort who started the program *before* the current assessment cycle began, to see how many graduated and how long they took to graduate in the period under review. Complete the table with the data provided. If you have alternative data you wish to present, include ***in addition to*** completing the table below including how you calculated this data and your rationale. If no students enrolled full-time for the first time, write NA. |
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| **Cohort** | **# of first time full time students** | **# of students who graduated in 100% (2 years)** | **% of students who graduated in 2 years** | **# of students who graduated in 150% (3 years)** | **% of students who graduated in 3 years** | **# of students who graduated in 200% (4 years)** | **% of students who graduated in 4 years** |
| Fall 2014 |  |  |  |  |  |  |  |
| Fall 2015 |  |  |  |  |  |  |  |

Written analysis: |
| 1. **Value of Program for Students**
 |
| **4.1 Students’ satisfaction** |
| If you have conducted any formal evaluation of students’ satisfaction within your program, input your results and findings here. If not, write NA and consider how you may incorporate this into future assessment planning. |
| 4.1  |
| **4.2 Transfer data**  |
| COM-FSM is working to develop a more comprehensive understanding of students transferring to other institutions of higher education. Provide any methods and information you can on students who went on from your program to pursue their studies elsewhere. Type I transfer students: those who **graduated** your program then continued their studies at another institution of higher education. Type II: those who gained credits within your program then left to complete their degree requirements at another institution of higher education.  |
| 4.2 |
| **4.3 Alumni data**  |
| COM-FSM is working to develop a more comprehensive understanding of our alumni pathways. Provide any methods and information you can on alumni from your program during the assessed period.  |
| 4.3 |
| **4.4 Employment** |
| If your program has conducted an employer survey or collected feedback from employers in relation to your program, its outcomes, its graduates, include results here. If not, consider how you may incorporate this into your assessment planning.  |
| 4.4 |
| 1. **Analysis**
 |
| **5.1 Findings** |
| What question(s) were you trying to answer in this assessment review cycle? What does the information presented here tell you? Summarize the problems with the program as supported by your data. What part(s) of the program are working well? What did you work towards that you are happy with? To what extent were the recommendations made in the previous assessment cycle applied? |
| 5.1 |
| **5.2 Recommendations** |
| Given your findings stated in 5.1, and given the existing resources, how can the program be improved or enhanced? What recommendations do you give to yourself and other faculty members? How can your supervisor and administrative staff at COM-FSM help facilitate these improvements? What questions or problems would you like to resolve in the next academic years? |
| 5.2 |
| 1. **Financial & Regional Considerations**
 |
| **Section 6 to be completed by non-program staff**  |
| **6.1 Student’s seat cost** |
|  |
| 6.1 |
| **6.2 Cost of duplicate or redundant courses / programs / services** |
|  |
| 6.2 |
| **6.3 Revenue generated by program** |
| Tuition (program allocated), grant income |
| 6.3 |
| **6.4 Programs at regional institutions** |
| List if the same or similar program is offered, has been added or cancelled at other institutions (PCC, GCC, Hawaii, UoG, CMI, NMC) |
| 6.4 |

## *College of Micronesia-FSM Instructional Program Review Checklist*

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| **Program Review Reviewers’ Checklist Information** |
| **Instructional Program Full Official Title:** |  | **Campus(es)** |  |
| To improve quality of program review, track progress and better ensure recommendations are followed, the lead writer should ask at least one other program faculty member to critically evaluate the program review and complete the checklist below: Yes, Needs Improvement (NI) or No (not included). After the lead writer has addressed the program faculty member(s) feedback and all required elements are included, the writer submits to the instructional coordinator who then reviews and provides feedback on the quality of the program review.  |
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| **Readers** | **Campus** | **Name** | **Date** |
| Program faculty |   |   |   |
| Instructional Coordinator |   |   |   |
| Assessment team readers |   |   |   |
|  |  |  |

 |
| **Please check** ✓**your responses to the following statements**  |
| **Statement** | **Yes** | **NI** | **No** |
| **1.1 Instructional Program Full Official Title:** The program is identified.  |  |  |  |
| **1.2 Campus(es):** All campuses where program is offered are listed.  |  |  |  |
| **1.3 Lead writer:** The person responsible for writing program review & their campus is identified.  |  |  |  |
| **1.4 Date submitted to supervisor:** To be checked by IC and Assessment team. |  |  |  |
| **1.5 Assessment program review cycle:** The academic years the review covers are listed. |  |  |  |
| **2.1 Program Mission:** The approved program mission, linked to the College mission, is provided.  |  |  |  |
| **2.2 Program Goals:** Program learning outcomes are listed and are easily understandable by potential students. |  |  |  |
| **2.3 Program History:** The history of the program including the date of implementation, significant milestones in the development of the program, and significant current activities are presented. |  |  |  |
| **2.4 Program Description:** The organization of the program and its relationship to other programs in the college is clear. Existing certifications, career pathways and connections with other higher education institutions are presented. |  |  |  |
| **2.5 Program Admission Requirements:** The requirements for admission into the program and other requisites are clear.  |  |  |  |
| **2.6 Program Certificate/Degree Requirements:**  Requirements for gaining a certificate/degree in the program are clear, including specific courses, sequencing of courses, credits, internships, practical, etc.  |  |  |  |
| **2.7 Program Courses and Enrollment:** All courses offered in the program are listed with each course enrollment listed by semester and campus. The second table shows each courses systemwide with number of sections, maximum enrollment, actual enrollment and the enrollment ratio.  |  |  |  |
| **2.8 Program Faculty:** All faculty of the program are listed with their campus and position held. The level of degrees held and major / discipline are provided. Status of faculty is noted - full-time (FT), part-time (PT) and departed (X). |  |  |  |
| **3.1 Assessment of course student learning outcomes:** CSLOs for each course are written out in full. Course level assessment reports are presented clearly, showing both the number of students who attained each SLO by semester, and the % this represents. |  |  |  |
| **3.2 Assessment of program student learning outcomes:** One or more of the PSLOs presented in 2.2 (above) were assessed during the program review period. Data and findings are presented. |  |  |  |
| **3.3 Program enrollment trends by campus:** Data is provided per semester, maximum enrollment, number of students enrolled, enrollment ratio and enrollment average is shown. A brief written analysis is included including thoughtful consideration of possible reasons behind the data. |  |  |  |
| **3.4 Course completion rate:** The number of students enrolled in each course, the number and percentage who passed, and number and percentage who withdrew, are presented. |  |  |  |
| **3.5 Student persistence and retention rate:** All data cells are complete. A brief written analysis – including any possible reasons – can be included. |  |  |  |
| **3.6 Graduation rate:** The number of first-time full-time students from cohorts starting in Fall semester who graduated in 100%, 150%, and 200% (time), during the period under review, is presented. |  |  |  |
| **4.1 Student satisfaction**: Information is provided when possible. |  |  |  |
| **4.2 Transfer data:** information is provided when possible. |  |  |  |
| **4.3 Alumni data:** information is provided when possible. |  |  |  |
| **4.4 Employment:** information is provided when possible. |  |  |  |
| **5.1 Findings:** The writer has considered the data shown from the program review and presented thoughtful conclusions which draw conclusions on the period under review. The writer has summarized both positive and negative aspects of the program with reference to the section numbers above. The writer refers to the recommendations from the previous program review and has reflected on how they connect with this current program review. Findings are logically based on evidence. If evidence does not fall into the standard template, it is provided **concisely** in an appendix attached to the program review. The writer has highlighted both what is working well and meeting or exceeding expectations, and areas for improving student learning outcomes. |  |  |  |
| **5.2 Recommendations:** The writer has presented thoughtful suggestions on how the program could be improved or enhanced given current resources. The writer has made recommendations to the faculty members. The writer has made logical recommendations to the supervisor and administrative staff at COM-FSM on how to facilitate these improvements. The writer has considered which questions the program will be considering in the next program review cycle.  |  |  |  |
| **Comments, feedback, questions from Program Faculty Reader(s) to Lead Writer** **(refer to appropriate section of the program review)** |
|  |
| **Comments, feedback, questions from Instructional Coordinator to Lead Writer** **(refer to appropriate section of the program review)** |
|  |
| **Comments, feedback, questions from Assessment Team to Lead Writer** **(refer to appropriate section of the program review)** |
|  |
| **Section below to be completed by non-faculty staff** |
| **Statement** | **Yes** | **NI** | **No** |
| **6.1 Student’s seat cost** |  |  |  |
| **6.2 Cost of duplicate or redundant courses / programs/ services:** |  |  |  |
| **6.3 Revenue generated by program** |  |  |  |
| **6.4 Programs at regional institutions** |  |  |  |

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| **Endorsed by Assessment team** |   |
| Recommendations made… |
|   | to VPIA |   |
|   | to EC |   |
|   | to Curriculum Committee |   |

**ACTIONS:** |