2010-2012 *Assessment and Evaluation Report*

Office of Admissions, Records and Retention
Department of Student Services

COLLEGE OF MICRONESIA-FSM
P.O. Box 159, Kolonia, Pohnpei
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Mission, Goals and Outcomes

Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Institutional Strategic Goal Supported

Strategic Goal 2

Provide institutional support to foster student success and satisfaction
1. Promote strategic enrollment management for the College
2. Become more student-centered in the development of specific college system policies and procedures
3. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value
4. Develop a student-friendly campus environment that encourages and enables students to be health conscious

Strategic goal 9

1. Provide for continuous improvement of programs, service and college environment
2. Improve institutional assessment and evaluation
3. Integrate planning, evaluation and resource allocation for continuous improvement
4. Increase research and data driven decision making
5. Develop an integrated data system

Department's Mission Statement

The Department of Student Services promotes student success and supports student learning with an increased sense of value and importance it holds for the enhancement of all aspects of student life and learning at the College of Micronesia-FSM.

Unit or Program's Mission Statement

It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.

Unit's Services

Currently, the OARR provides programs and services to its patrons, as follows:
1. Academic transcripts
2. Admission, registration and matriculation
3. Record and report academic standing (e.g., academic honors, probation, and suspension)
4. Enrollment and program completion verification
5. U.S. Veteran Affairs e-certification
6. Degree audit, and graduation check
7. Grade change, name change, change of major and individual degree plan (IDP), and others
8. Transfer credit evaluation and equivalencies
9. Issuance of degrees and certificates, duplicate degrees or certificates, transfer credentials, and others

10. Evaluation, consolidation, systematization, maintenance, and preservation of student academic records
11. Reports to other divisions, such as, but by any means not limited to, enrollment lists, mid-term deficiency reports, academic standing, program completion reports, persistence and attrition reports, and others

Unit Goal

To increase student's satisfaction, access and success.

Unit Outcomes or Objectives

Outcome 1

To satisfy (or exceed) the needs of diverse constituents by delivering comprehensive services and providing appropriate and timely responses to requests for information and services; as such, 80% positive ratings on satisfaction surveys reaching constituents.

Action Steps or Strategies
1. Address 90% of over-the-counter and phone requests for information and services within 24 working hours; address 90% of requests for information and services via e-mails within 48 working hours of receipt.
2. All enrollment verification will be completed within one day of receipt; while all US veterans' certifications processed in five working days after the last day to add and drop courses.
3. 90% of transcript requests processed on average of three working days of receipt.
4. All requests for addition or deletion of courses including withdrawals and cancellation of registrations are completed immediately upon receipt.
5. All grades are posted to transcript within one day of receipt; graduation checks and degree audits processed at an average of one working day of receipt.
6. All degrees and certificates are posted to transcript within one week of graduation; while all degrees and certificates are available for disbursements at an average of two weeks from graduation.
7. Maintain and update complete and accurate permanent records of all students, and at the same time, guarantee the security and confidentiality of all student's education records; organize paper-based records for easy and systematic retrievals as well as efficient tracking of documents.
8. Promote staff training in customer services, stress and time management and wellness including staff enrollment to continuing education and participation in trainings and workshops, such as but by any means not limited to, techno-literacy training, files and records management, assessment and evaluation, and others.

Outcome 2

To process applications and recommend admission decisions on applications in a timely manner; as such, 90% positive ratings on annual satisfaction survey reaching different constituents.

Action Steps or Strategies
1. Notification of admission decisions (new and transfer) will be made within 10 working days of receipt of approved COM-FSM entrance test (COMET) results.
2. A letter stating missing items will be sent within seven working days of receipt of application for new and transfer admission.
3. A recommendation on admission decisions (second degree or third year certificate programs, and readmission) will be made and communicated to the Committee on Recruitment, Admissions and Retention (RAR) within 10 working days of receipt.

4. Notification of admission decisions will be made within five working days of receipt of approval from the Office of the President through the RAR Committee.
5. Develop marketing and communication plan for potential students.
6. Admission packages for all students invited for admission will be available for disbursement within 10 working days of receipt of approved COMET results and recommendations.

Outcome 3

To increase retention by 5% in Fall 2011 through developing specific retention strategies that will assist all students.

Action Steps or Strategies
1. Provide leadership, while working collaboratively with all constituents, in developing and eventually offering an intensive college success course for new students which will provide them familiarization of the college's culture and assist them in setting their educational and career goals as well as in developing their study skills.
2. Collaborate with other departments and divisions to establish and institutionalize a **Center for Student Access and Success.**
3. Promote early registration in direct coordination and collaboration with the faculty and other constituencies to encourage continuing students to use their priority registration appointments.
4. In close collaboration with the academic advisors, the division of counseling services, Financial Aid Office, and other offices, develop and expand an intervention program for students on academic probation or at-risk students.
5. Improve early alert system and tracking of student's progress by working collaboratively with faculty members to encourage them to contact students who have either poor attendance or poor performance in class.
6. Encourage stronger relationships between the divisions of Instructional Affairs's department, the counseling services, and other divisions or units in the Student Services as well as Administrative Services departments.
7. All students on probation (at-risks) at the end of the semester will receive probation notifications with flyers promoting the **Center for Access and Success.**
8. Expand the orientation program to provide monthly orientation for all students during the designated free or open time.
9. Develop marketing and communication plans for students after matriculation; develop consistent relationship with students from admission to matriculation to graduation.

Methodology

The assessment employed descriptive methodology. Descriptive method is defined by Best (1963) in the following ways: (*a*) *it describes and interprets what is; and (b) it is concerned with conditions and relationships that exist, practices that prevail, belief and processes that are going on, effects that are being felt, or trends that are developing.* However, descriptive method goes beyond mere gathering and tabulation of data -- it also involves an element of interpretation of the meaning or significance of what is described. As such, it is often combined with comparison and contrast involving measurements, classifications, interpretation, and evaluation.

Evaluation Questions	Data Sources	Sampling	Analysis
Q1. What is the patron's level of satisfaction of OARR's delivered services in meeting their needs? **Criterion for success:** *80% positive ratings on the annual satisfaction survey and other administered surveys*	Spring 2011 registration survey, satisfaction survey, office logs	Non-probability sample	Descriptive statistics
Q2. What is OARR's level of effectiveness in terms of providing support to increasing student's retention rate? **Criterion for success:** *5% increase in the student's retention rate, i.e., Fall 2010 versus Fall 2011.*	Fall 2010 versus Fall 2011 retention rates, i.e., Institutional and by campus, enrollment list reports, and office logs	Not applicable	Descriptive statistics
Q3. What is the student's level of adeptness to OARR admission and registration policies and processes, and proficiency in successfully navigating through registration processes? **Criterion for success:** *Statistically significant (positive) difference between the scores in the pre- and post tests administered to a non-probability sample of new and transfer students during Spring 2011 semester.*	Pre-and post tests, and Registration activity log,	Non-probability sample	Descriptive statistics

Assessment Results and Findings

Evaluation Question (Q1)

What is the patron's level of satisfaction about the efficiency and effectiveness of OARR's delivered services in meeting their needs?

First Means of Assessment for Q1

To gather the data (*the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs*) regarding the current conditions, a normative survey was conducted to a non-probability sample of students. Normative surveys are frequently made to ascertain the normal and typical condition or practice. According to C. Sanchez (2001), *"Normative survey is an investigation designed and conducted to ascertain the facts concerning the present status of an institution or situation"* (p. 253).

As such, the Spring 2011 Registration Survey was administered to a non-randomly selected sample (*n*) of 156 students during the two-day regular registration for Spring 2011 semester held last January 4-5, 2011. The non-probability sample (*n*) of 156 subjects consisted of 74 (or 46.79%) female and 80 (or 51.28%) male students who registered for Spring 2011 semester classes at the National Campus last January 4-5, 2011. The size of the non-probability sample (*n*=156) represent 16% of the population (N).

The instrument, *Spring 2011 Registration Survey,* consisted of several sections: (a) demographics that included *gender, campus, classification, registration status, and major or program of study*; and (b) 14 questions that employed five-point Likert Scale (*very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied*). However, only six of these 14 questions were directly related to OARR and the services it facilitates or provides (*see* Table 2.0). Table below shows the distributions of the sample (*n*=156) by classification and registration status:

Table 1.0
Distributions by classification and registration status
n=156

Classification[1]	Count	Count% of *n*	Registration Status	Count	Count% of *n*
Freshmen	36	23.08%	New	6	3.85%
Sophomores	73	46.79%	Continuing	123	78.85%
3rd Year Students	24	15.38%	Transfer	6	3.85%
4th Year Students	9	5.77%	Returning	16	10.26%
No answer	14	8.97%	No answer	5	3.21%
Total *n*	156	100.00%	Total *n*	156	100.00%

[1]**Classification**: F*reshmen are students who have earned less than 30 credits while sophomores, 30-70 credits. 3rd year students are those who are matriculated into the college's 3rd year certificate of achievement programs. 4th year students are those who are under the University of Guam (UOG) and the college;s baccalaureate partnership program in Elementary Education.*

Means of Unit Assessment and Criteria for Success (Q1)

Criterion for Success is 80% positive rating in the *registration survey*. Criterion for success had been met. Overall, a vast majority (81.41% or 127) of the 156 subjects expressed **satisfaction**, while only 8.98% (or 14) signified **dissatisfaction**, and 9.62% (or 15) conveyed **neutrality** about how the registration process (Spring 2011 semester).

However, in combining the responses to the six questions in the **Spring 2011 Registration Survey** that specifically relate to OARR, the Office received an overall *positive rating* of 85.55% as against 6.30%

negative rating with 9.62% of the 156 subjects signifying *neutrality*. For more details, please refer to **Table 2.0** under the **Summary of Assessment Data** section of this report.

Summary of Assessment Data (Q1)

As stated in the previous section of this assessment report, the **Spring 2011 Registration Survey** was administered to a non-randomly selected sample (*n*) of 156 subjects. The registration survey was conducted to determine the effectiveness of the registration process, *in general,* and the efficiency of the units or offices that facilitate the registration, *in particular,* from the *perception of the students.* Specifically, six of the 14 questions in the survey were directly related to OARR's *level of effectiveness and efficiency* in terms of delivering the registration from the perception of the subjects (*n*=156).

Table 2.0
Distribution of the responses to questions (six of 14 questions) that were directly related to OARR
n=156

Questions	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		No Answer		Total
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count % of *n*	Count	Count% of *n*	Count	Count% of *n*	
Hours set for registration	66	42.31%	68	43.59%	12	7.69%	2	1.28%	8	5.13%	0	0.00%	156
Forms used for registration	68	43.59%	67	42.95%	12	7.69%	1	0.64%	7	4.49%	1	0.64%	156
Location used for registration	84	53.85%	52	33.33%	10	6.41%	5	3.21%	5	3.21%	0	0.00%	156
Lay-out used for registration	61	39.10%	65	41.67%	19	12.18%	5	3.21%	5	3.21%	1	0.64%	156
Helpfulness of OARR Staff	81	51.92%	51	32.69%	14	8.97%	3	1.92%	5	3.21%	2	1.28%	156
Time involved in completing the registration process	59	37.82%	60	38.46%	23	14.74%	6	3.85%	7	4.49%	1	0.64%	156

Location and lay-out used for the registration

The results of the **Spring 2011 Registration Survey** showed that OARR received the ***highest positive rating*** with 87.18% (or 136) of the 156 subjects surveyed expressing satisfactions in terms of the *location used for the registration.* The Spring 2011 regular registration was held in the Practice Gym of the FSM-China Friendship Sports Center. The gym is fitted with air conditioning units, carpeted floor, and other facilities suitable to an arena registration.

80.77% (or 126) signified *satisfaction* with *the lay-out used for the registration* with only 6.41% (or 10) conveying their *dissatisfaction*, and 12.18% (or 19), *neutrality*.

Forms used for registration

The 156 subjects surveyed were also asked about the *forms* used for registration. 86.54% (or 135) expressed *satisfaction*, while 5.13% and 7.69% indicated *dissatisfaction* and n*eutrality*, respectively. OARR received 78.41% positive rating in this category in the 2009 registration survey. The **increase** (8.13%) may be attributed to several elements: (a) OARR redesigned its paper registration form specifically using NCR papers, (b) the change in the registration process where course selection became a

part of the registration procedure, and (c) students were no longer required to secure signatures and approval of instructors to sign up or register for courses.

Hours set for registration and helpfulness of OARR staff

85.90% (or 134) of the subjects expressed *satisfaction* with the *hours set for registration* while only 6.41% (or 10) signified *dissatisfaction*, and 7.69%, n*eutrality*. Spring 2011 semester regular registration was open to all students beginning 9:00 AM to 4:00 PM.

On the other hand, a majority of the subjects (84.62% or 132) gave OARR *positive rating* in terms of *the helpfulness of the staff* as against 5.13% (or 8) and 8.97% (or 14) who expressed *dissatisfaction* and *neutrality*, respectively.

Time involved in completing registration process

Finally, the Spring 2011 registration survey results showed that OARR received the **lowest positive rating** (76.28%) in terms of the *time involved in completing the registration process*. Although only 8.33% expressed *dissatisfaction* and 14.74%, *neutrality*, this definitely **an area where OARR needs to coordinate and collaborate with the other divisions and offices directly involved in facilitating the registration in order to address several observed factors that may have caused the significant lag or holdup in the registration**.

Specifically, the lags were observed to be significant in **Steps One** (*issuance of clearances by Business Office*) and **Two (***creation of identity and term record* activation*)* of the registration.   In 2010, OARR streamlined the registration process by reducing the number of steps or phases from seven to only five (*see* **Figure 1.0** below). This may have contributed to the 17.43% increase in the *positive rating* in this area (*time involved in completing registration*) as compared to the 2009 registration survey results.
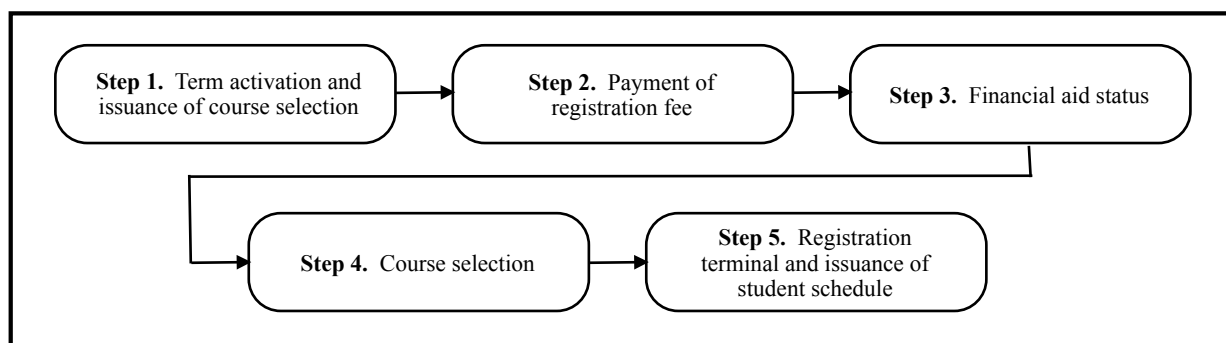

Figure 1.0. The *five-step* registration process

While the college offers the preference to students to *early register*, this is an option extended only to *continuing students*. Additionally, regular registration was shortened from three days to two days beginning 2010.

Others

As mentioned in the *prior section* of this assessment report, the 2011 **Spring 2011 Registration Survey** instrument had 14 questions; however, only six questions were directly related to OARR.   The other questions were directed to assessing the level of efficiency and effectiveness of the other offices directly involved in facilitating the registration -- and that is, *from the perceptions of the subjects.*

The 156 subjects were asked to respond to question 7 (*Helpfulness of the Business Office staff*) and question 8 (*Bill paying process*). These two questions were directed to Business Office. 81.41% of the respondents gave Business Office *positive ratings* in terms of question 7 as compared to 7.69% who expressed *dissatisfaction*. However, Business Office received 76.41% p*ositive rating* and 5.13% *negative rating* in question 8 with 18.59% of the respondents indicating *neutrality* to question 7. **This is an area**

where OARR will have to work in close collaboration with Business Office to further improve services in this phase of the registration process.

Additionally, the respondents gave 65.38% *positive rating* in terms of their *perceptions about the helpfulness of the peer guides* -- this was area with the **lowest positive rating** in the Spring 2011 registration survey. 14.10% of the respondents expressed their *dissatisfaction*, while 17.31%, *neutrality*. **This is area where OARR needs to coordinate with the Student Services' division of Student Life especially to identify** *strategies* **and other suitable approaches to improve the services extended by our** *peer guides* **especially to incoming new freshman students.**

Finally, two questions (10 and 11) in the survey were directed to *Instructional Affairs*. 79.49% of the respondents expressed *satisfaction* with the *academic advising at the registration site* (question 10) as against 5.77% who signified *dissatisfaction* (14.10, *neutrality*). However, the respondents gave 68.59% positive rating in terms of the *availability of courses for program* (question 11) with 12.82% negative rating and 27.95 expressing *neutrality*. **This is another area warranting OARR to work in close collaboration with the Department of Instructional Affairs to further improve services in the area of** *on-site academic advising* **and** *availability of courses for programs***.**

Second Means of Assessment for Q1

The **College of Micronesia-FSM Student Satisfaction Survey 2011 (**s*ee* http://www.comfsm.fm/irpo/files/surveys/student-Survey-Summary-11032011.pdf) was administered to a non-randomly selected sample of 1,004 students by the Institutional Research and Planning Office (IRPO).

The non-probability sample (*n*) of 1,004 subjects consisted of 431 (or 42.93%) male and 566 (or 56.37%) female; however, 7 (or 0.69%) of subjects opted to signify classification by gender. Table below shows the distribution of these 1,004 samples (*n*) by campus.

Table 3.0
COM-FSM Student Satisfaction Survey 2011
Subjects in headcount and % of n=1,004 distributed by Campus

National		Pohnpei		Chuuk		Yap		Kosrae		Undeclared[1]	
Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*
360	35.86%	402	40.04%	62	6.18%	106	10.56%	60	5.98%	14	1.39%

[1]*Skipped question*
Note: The FSM Fisheries and Maritime Institute (FSM FMI) was not included in this survey attributing to its fairly or somewhat different structure and services as compared to the other five campuses of the College.

The subjects were also asked *how often they have used the service areas*. Specific to OARR, 16.1% (or 157) of the subjects indicated *daily* while 34.3% (or 334) and 23.0% (or 224) signified *weekly* and *monthly,* respectively. 19.0% (or 185) reported *semester* and 7.7% (or 75), *not applicable*.

Means of Unit Assessment and Criteria for Success (Q1)

Criterion for Success is 80% positive rating in the *satisfaction survey.* **Criterion for success had been met.** OARR received 85.1% positive rating in the **COM-FSM Student Satisfaction Survey 2011** as against 3.4% negative rating (*see* Table 4.0).

Table 4.0
COM-FSM Student Satisfaction Survey 2011
Part D: Please indicate your level of satisfaction for the Service Areas

Service Areas	Very Satisfied		Satisfied		Somewhat Satisfied		Neutral		Somewhat Unsatisfied		Unsatisfied		Very Unsatisfied	
	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*
Admissions Office	286	29.3%	418	42.9%	126	12.9%	95	9.7%	14	1.4%	11	1.1%	9	0.9%

Table below shows the levels of satisfaction of the 1,004 subjects surveyed about OARR: *particularly* (a) the registration process, and (b) how the office responds to the student's unique needs and requests.

Table 5.0
COM-FSM Student Satisfaction Survey 2011
Part B: Satisfaction of the program or services provide by the College

Questions	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*
I was satisfied with the registration process	292	29.6%	412	41.8%	171	17.3%	60	6.1%	43	4.4%	43	0.8%
OARR responds to student's unique needs and requests	235	24.1%	418	42.8%	229	23.4%	56	5.7%	20	2.0%	19	1.9%

While OARR received overall *positive rating* of 85.1% in the **COM-FSM Student Satisfaction Survey 2011** (*see* Table 4.0), tabulated responses to two questions under Part B of the survey applicable or specific of OARR show that:

   (a) 71.4% of the subjects expressed *satisfaction* about the registration process as compared to only 10.5% who signified *dissatisfaction*, and

   (b) 66.9% of the subjects indicated *satisfaction* in terms of how the office responds to their unique needs and requests as compared to only 7.7% who reported *dissatisfaction.*

Also a disparity in the results of the **Spring 2011 Registration Survey** and the **COM-FSM Student Satisfaction Survey 2011** was noted. In the **Spring 2011 Registration Survey**, OARR received an overall 85.55% *positive rating* as compared to 71.4% in the **COM-FSM Student Satisfaction Survey 2011**. This may be attributed to the following considerations: (a) the Spring 2011 Registration Survey was administered to a non-randomly selected sample of students at the National Campus only while the COM-FSM Student Satisfaction Survey, a non-probability sample of the college-wide student population; and (b) the *somewhat variations* in the setting or venue used for the registration including *available of physical facilities*.

At the National Campus, the practice gym of the FSM-China Friendship Sports Center has been *primarily* used as venue for the registrations. The practice gym has en-suite amenities and features ideally-suitable and perfectly essential for an *arena type registration*. **Nevertheless, this is an area requiring utmost consideration specifically for OARR to work collaboratively and in close-coordination with all divisions and offices directly involved in facilitating the registration to ensure** *equity and consistency* **in the delivery of the registration process and ensuing services, college-wide.**

Third Means of Assessment for Q1

To gather the data (the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs), a non-randomly selected sample of 70 students were submitted to the **OARR Annual Satisfaction Survey** last March 2012. Using a five-point Likert Scale, the survey was aimed to determine the subjects' perceptions about the effectiveness and efficiency of OARR's delivered services in meeting their needs.

The non-probability sample (*n*) of 70 subjects consisted of 58 (or 82.86%) *students,* 8 (or 11.43%) *faculty and staff members including* administrators*,* and 4 (or 5.71%) *outside* stakeholders*.*

Means of Unit Assessment and Criteria for Success (Q1)

Criterion for Success is 80% positive rating in the *annual satisfaction survey.* **Criterion for success was not met**. Overall, OARR received only 64.29% positive ratings (-8.75% below the established 80.00% criterion for success), 15.71% negative rating, and 20.00%, neutrality. The table below shows the distribution of combined responses in terms of *positive and negative ratings, and neutrality* to Q3-Q14 of the survey.

Table 6.0
Responses to Q3-Q14 of the 2011 OARR Annual Satisfaction Survey
as distributed in terms of positive, and negative ratings, neutrality

Questions	Positive Rating		Negative Rating		Neutral		Positive Rating %Diff to 80% criterion for success
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	
Q3. When I contacted OARR, I was served in a reasonable period of time	35	50.00%	7	10.00%	28	40.00%	-30.00%
Q4. OARR staff greeted me respectfully	22	31.43%	4	5.71%	44	62.86%	-48.57%
Q5. OARR staff seemed willing to go " the extra mile" to help	31	44.29%	5	7.14%	34	48.57%	-35.71%
Q6. OARR staff was polite	48	68.57%	6	8.57%	16	22.86%	-11.43%
Q7. OARR Staff appeared concerned about my problem or issue	39	55.71%	5	7.14%	26	37.14%	-24.29%
Q8. OARR staff listened attentively to my question and then asked appropriate questions to better understand my concerns	32	45.71%	4	5.71%	34	48.57%	-34.29%
Q9. OARR staff answered my questions in easy to understand way	29	41.43%	3	4.29%	38	54.29%	-38.57%
Q10. OARR staff displayed professionalism during my interaction with him or her	49	70.00%	1	1.43%	20	28.57%	-10.00%
Q11. OARR staff was patient and calm	31	44.29%	2	2.86%	37	52.86%	-35.71%
Q12. OARR staff displayed excellent knowledge of the office	50	71.43%	2	2.86%	18	25.71%	-8.57%

Q13. If my request could not be immediately satisfied, OARR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	39	55.71%	3	4.29%	28	40.00%	-24.29%
Q14. Over all, how satisfied are you with the service provided by OARR	45	64.29%	11	15.71%	14	20.00%	-15.71%

Although OARR received significantly higher *positive ratings* in all categories of the administered satisfaction survey (Q3 to Q14) as compared to *negative ratings*, the foregoing table shows notable percentage of the 70 subjects surveyed signifying *neutrality to Q3 to Q14* about how they perceived the effectiveness and efficiency of OARR's delivered services in meeting their needs.

Summary of Assessment Data (Q1)

As stated in the previous section of this report, a satisfaction survey was administered to a non-randomly selected sample (*n*) of 70 subjects. Specifically, the survey was conducted to determine OARR's *level of effectiveness and efficiency* in terms of its delivered services from the perception of the subjects (*n*=70). Table below shows the distribution of responses to Questions 3 to 14 of the survey.

Table 7.0
Distributions of responses to Q3-Q14 of the 2011 OARR Annual Satisfaction Survey

Questions	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied	
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*
Q3. When I contacted OARR, I was served in a reasonable period of time	5	7.14%	2	2.86%	28	40.00%	22	31.43%	13	18.57%
Q4. OARR staff greeted me respectfully	2	2.86%	2	2.86%	44	62.86%	13	18.57%	9	12.86%
Q5. OARR staff seemed willing to go *"the extra mile"* to help	2	2.86%	3	4.29%	34	48.57%	28	40.00%	3	4.29%
Q6. OARR stay was polite	1	1.43%	5	7.14%	16	22.86%	21	30.00%	27	38.57%
Q7. OARR Staff appeared concerned about my problem or issue	4	5.71%	1	1.43%	26	37.14%	30	42.86%	9	12.86%
Q8. OARR staff listened attentively to my question and then asked appropriate questions to better understand my concerns,	2	2.86%	2	2.86%	34	48.57%	21	30.00%	11	15.71%
Q9. OARR staff answered my questions in easy to understand way	1	1.43%	2	2.86%	38	54.29%	13	18.57%	16	22.86%
Q10. OARR staff displayed professionalism during my interaction with him or her	1	1.43%		0.00%	20	28.57%	40	57.14%	9	12.86%
Q11. OARR staff was patient and calm	1	1.43%	1	1.43%	37	52.86%	26	37.14%	5	7.14%

Q12. OARR staff displayed excellent knowledge of the office	1	1.43%	1	1.43%	18	25.71%	35	50.00%	15	21.43%
Q13. If my request could not be immediately satisfied, OARR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	1	1.43%	2	2.86%	28	40.00%	23	32.86%	16	22.86%
Q14. Over all, how satisfied are you with the service provided by the OARR	8	11.43%	3	4.29%	14	20.00%	33	47.14%	12	17.14%

OARR received the highest positive rating (70.00%) in question 10, i.e., *OARR staff displayed professionalism during my interaction with him or her*, and the lowest positive rating (31.43%) in question 4, i.e., *OARR staff greeted me respectfully.* Although OARR received significantly higher *positive ratings* in all categories of the administered satisfaction survey (Q3 to Q14) as compared to *negative ratings*, the foregoing table shows notable percentage of the 70 subjects surveyed signifying *neutrality to Q3 to Q14* about how they perceived the effectiveness and efficiency of OARR's delivered services in meeting their needs.

Nonetheless, while OARR received significantly higher 64.29% positive rating in the Annual Satisfaction Survey administered to a non-probability sample of 70 subjects as compared to only 15.71% negative rating, 20.00% of the subjects expressed *neutrality* or *inconclusiveness* about their perceived satisfaction of OARR. **This is absolutely an area requiring a greater level of attention by OARR especially attributing to its *commitment to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies* as straightforwardly articulated in its mission statement.**

Evaluation Question (Q2)

What is OARR's level of effectiveness in terms of providing support to increasing student's retention rate?

First Means of Assessment for Q2

Numeric data as reported in the **COM-FSM Fall 2011 Data Summary Report** of the Institutional Research and Planning Office (IRPO) were primarily used in this *assessment report*. Specifically, several variables were examined, such as Fall to Fall retention rates of *first time in college students* during Fall 2010 and Fall 2011 semesters, academic standing, and course completion rates.

Means of Unit Assessment and Criteria for Success (Q2)

Criterion for Success is 5% increase in the student's retention rate, i.e., Fall 2010 to Fall 2011 semesters. Numeric data on institutional retention rates were 58.8% and 65.0 for Fall 2010 and Fall 2011 semesters, respectively, as reported by the Institutional Research and Planning Office (IRPO), an noted increase of 6.2%. **The criterion for success has been met.**

However, OARR acknowledged the *need to* further progress exclusive of this area perhaps by employing a more methodical and systematic approach that will enable it to correlate (a) its programs, services and routine activities either *directly or indirectly* related to student retention; and (b) *increased retention* of students. **This is absolutely an area requiring particular focus by OARR particularly working in collaboration and close-coordination with other units, offices and divisions tasked to provide**

support services critical to increasing student's retention and success. In particular, OARR needs to work closely with the following:

1. The Counseling Services and the instructors especially in terms of support services, such as providing *referrals* to its tutoring programs *at-risk* students, i.e., on academic probation as pre- and post mid-term including end-of-academic term, for appropriate support and intervention.

2. The Institutional Research and Planning Office (IRPO) and the division of Information and Communication Technology (ICT) to design, develop, and implement an automated *early alert system* or the equivalent. This will enable systematically track *at-risk and academically underperforming students*, and provide timely *referrals* to the appropriate offices or units for support and intervention. Concurrently, the COM-FSM Student Information Systems (SIS) maintained by OARR has components or modules that allow the generating *mid-term deficiency reports*.

   OARR recognizes the limitations of this current *alert-system* especially in terms of timely and just-in-time referrals of at-risk students for support and intervention. More so, while OARR routinely receives from instructors *early deficiency warning* basically prior to mid-term, these data or information are not posted into the SIS and information are not provided to or referred to either academic advisors or counselors.

   Additionally, if determined to be reasonable and practically feasible, perhaps upgrading the current COM-FSM Student Information System (SIS) allowing the integration of a component, i.e., instructor's grade book.

3. The Instructional Affairs especially on (a) *registrations* of students to courses absolutely based referenced to their *recommended placements* and eligibilities *to register courses* referenced to fulfilling required pre- and co-requisites, and (b) developing strategic scheduling of courses informed by *students' needs*.

4. The Committee on Recruitment, Admissions and Retention especially to revisit the Retention Plan under the the College's **Strategic Enrollment Management Plan** as developed and adopted sometimes in 2009 by amending and modifying the plan for currency and applicability, and articulate *action steps* or *strategies* to efficiently and effectively implement the various components of the plan.

Summary of Assessment Data (Q2)

Numeric data as reported in the **COM-FSM Fall 2011 Data Summary Report** of the Institutional Research and Planning Office (IRPO) were primarily used in this *assessment report*. Specifically, several variables were examined, such as Fall to Fall retention rates of *first time in college students* during Fall 2010 semester, academic standing, and course completion rates. The following relevant findings were indicated in the **COM-FSM Fall 2011 Data Summary Report** (*available from* http://www.comfsm.fm/irpo/files/Fall-2011-BOR-Data-Report.pdf):

The following relevant findings were indicated in the **COM-FSM Fall 2011 Data Summary Report** (*available from* http://www.comfsm.fm/irpo/files/Fall-2011-BOR-Data-Report.pdf):

1. Overall Fall 2010 retention rates were 58.8% for all students. Student retention rates represent the percent of *new students* in Fall 2010 semester who returned to school in Fall 2011 semester. Numeric data on retention rates (*available from h*ttp://www.comfsm.fm/national/administration/VPA/researchdocs/Retention%20rate%20trend-F%2703,F%2704,F%2705&F%27062.pdf) in the past Fall 2003 to Fall 2006 semesters per campus were reported at 46% (Fall 2003), 51% (Fall 2004), 53% (Fall 2005), and 46% (Fall 2006).

2. However, overall Fall 2011 retention rates were 65.0% for all students. Specifically distributed by campus: National (71.8%), Pohnpei (64.7%), Chuuk (64.8%), Kosrae (64.7%), and Yap (64.8%).
3. Comparative figures for **good academic standing by campus** in Fall 2010 semester were: National (83.2%), Pohnpei (71.7%), Chuuk (82.5%), Kosrae (72.0%), and Yap (83.2%). **Good academic standing** is based on students having a grade point average (GPA) of ≥ 2.0.

4. Overall Fall 2011 percent of students with **good academic standing** was 77.2%, and specifically distributed by campus: National (82.3%), Pohnpei (69.8%), Chuuk (80.5%), Kosrae (73.2%), and Yap (77.4%). Additionally, numeric data on **good academic standing** *by student type* showed that 83.8% of continuing students in **good academic standing** as compared to 61.3% for new students.

5. Overall Fall 2011 course complete rates were 77.0% for all campuses based on A, B, C, D, and P as *success grades*. Specifically distributed by campus: National (78.3%), Pohnpei (74.8%), Chuuk (81.0%), Kosrae (79.4%), and Yap (78.3%). However, 68.0% overall Fall 2011 course completion rate if based on A, B, C, and P as success grades, i.e., fairly lower course completion rate by 9%.

Evaluation Question (Q3)

What is the student's level of adeptness to OARR admission and registration policies and processes, and proficiency in successfully navigating through registration processes?

First Means of Assessment for Q3

A sample of 132 non-randomly selected subjects from a cohort of first-time in college freshman students including transfer students during **Spring 2011 Orientation** were submitted to an OARR-developed and designed pre-test prior to orientation, and thence, a post-test. Specifically, the pre-and post tests were administered to measure knowledge gained from participating in the OARR orientation (*on the registration processes and procedures*) for incoming new and transfer students.

Means of Unit Assessment and Criteria for Success (Q3)

Criterion for Success is a significant (positive) difference between the scores in the pre- and post tests administered to a non-probability sample of new and transfer students during Spring 2011 semester. This criterion for success has been met, i.e., a Chi-square (*pre-and post tests*) value of 11.894 with one degree of freedom. This is higher than the critical value of chi-square at the 0.05 level (3.841). By conventional criteria, **this is considered to be very statistically significant.**

Expressed in percent distribution, the tabulated scores of the 132 subjects in the pre- and post tests show that (a) 37.88% scored $\geq$ the median and 62.12%, < the median before participating in the orientation; (b) 67.42% scored $\geq$ the median and 32.58% < the median after participating in the orientation; and (c) a difference of 29.55% between the percent of students who scored $\geq$ the median in the pre-and post tests.

Summary of Assessment Data (Q3)

A pre-test was designed and developed by OARR determine the knowledge of the non-probability sample of 132 new and transfer students about OARR registration processes and procedures. Employing the **a one-variable chi-square** (goodness of fit), table below show the results of the pre-test.:

Table 8.0
Pre-Test Scores of the 132 Non-Randomly Selected Sample (*n*)
Using One-Variable Chi-Square (*Goodness of Fit*)

	O	E	O-E	(O-E)^2	((O-E)^2)/E
Failed	82	66	16	256	3.878787879
Passed	50	66	-16	256	3.878787879

Where O represents *observed number* of the 132 subjects who scored above the median score while E, *expected number*; O-E refers to the *difference* between the *observed* and the *expected numbers*, and (O-E)^2, the square of the differences. Finally, ((O-E)^2)/E is the chi-square statistic, as such a chi-square value of 7.758 with 1 degree of freedom.

There were two categories (*Failed* and *Passed*); as such, *df*=1. Consulting the **Chi-Square Distribution Table** (*available from* http://sites.stat.psu.edu/~mga/401/tables/Chi-square-table.pdf), the critical value of chi-square at the 0.05 level is 3.841. Inasmuch as the calculated chi-square (*see* **Table 8.0**) of 7.758 is larger than the critical value, 3.841, by conventional criteria, **this is considered to be very statistically significant.**

After the **orientation,** the non-randomly selected sample of 132 subjects were submitted to a post-test consisting of exactly the same sequentially structured set of 15 questions alike the pre-test. Table below shows the results of the pos tests specifically using the one-variable chi-square (goodness of fit) test:

Table 9.0
Pre-Test Scores of the 132 Non-Randomly Selected Sample (*n*)
Using One-Variable Chi-Square (*Goodness of Fit*)

	O	E	O-E	(O-E)^2	((O-E)^2)/E
Failed	43	66	-23	529	8.01515152
Passed	89	66	23	529	8.01515152

Where O represents *observed number* of the 132 subjects who scored above the median score while E, *expected number*; O-E refers to the *difference* between the *observed* and the *expected numbers*, and (O-E)^2, the square of the differences. Finally, ((O-E)^2)/E is the chi-square statistic, as such a chi-square value of 16.030 with 1 degree of freedom.

The above table below shows the results particularly using the one-variable chi-square (goodness of fit) test. The results show chi-square of 16.030 which is higher than the critical value of 3.841 at the 0.05 level. Thus, by conventional criteria, **this is considered to be very statistically significant.**

Table 10 .0
Pre-Test and Post-Test Scores of the 132 Non-Randomly Selected Sample (*n*)
Using One-Variable Chi-Square (*Goodness of Fit*)

	O	E	O-E	(O-E)^2	((O-E)^2)/E
Pre-Test	50	66	-16	256	3.878787879
Post-Test	89	66	23	529	8.015151515

Where O represents *observed number* of the 132 subjects who scored above the median score while E, *expected number*; O-E refers to the *difference* between the *observed* and the *expected numbers*, and (O-E)^2, the square of the differences. Finally, ((O-E)^2)/E is the chi-square statistic, as such a chi-square value of 11.894 with 1 degree of freedom.

The results show chi-square value of 11.894 which is higher than the critical value of 3.841 at the 0.05 level. Thus, by conventional criteria, **this is considered to be very statistically significant. As such, there is a significant (positive) difference between the scores of the 132 non-randomly selected subjects in the pre- and post tests.**

Use Results to Improve Unit Services

Based on the foregoing results and findings of the assessment, the Office of Admissions, Records and Retention (OARR) identified some needs and areas requiring improvements including the actions (strategies) needed, the personnel responsible to carry out these actions and the preferred timeline, as follows:

[Needs or Areas Requiring Improvement] Streamline registration process. Concurrently, the registration process involves five steps as shown in Figure 1.0 in the prior section of this assessment report. However, results of the survey showed only 76.28% positive rating in terms of *time involved in completing registration process*. which is below the 80% positive rating established as *criterion* for success.

Action Steps or Strategies	Responsible	Timeline
1. A meeting with concerned offices directly involved in facilitating the registration shall be made to revisit the *five-step registration process*. Student representatives shall also be invited to this meeting to solicit their views, feedbacks, and comments. 2. Increase the number of staff in-charge of *step one* of the registration process. Coordinate with Business Office on possibly increasing the number of staff charged to handle *step two* of the registration to reduce at a manageable level the long queue of students awaiting the processing of their registration papers. 3. Automate the issuance of the *course selection*. Coordinate with ICT division in terms of additional hardware, if needed, e.g., heavy-duty dot-matrix printers, etc. 4. Expand the *early registration* to accommodate *returning students*.	Director of OARR and all staff	Planning and development phase, Summer 2012, Phase I, Spring 2013, and Phase II (*full-implementation*), Fall 2013.

[Needs or Areas Requiring Improvement] Further improve the services provided by *peer guides* by closely collaborating with the division of Student Life to provide orientation and training as well as other support for *peer guides*. Survey results showed that 65.38% of the respondents expressed *satisfaction* in this area of the registration process.

Action Steps or Strategies	Responsible	Timeline
1. Closely collaborate with the division of Student Life especially in terms of providing *peer guides* with orientation and training on the various processes of the registration, snap shots of the college's academic programs and policies so they will be able to respond to queries and others, financial aid, etc. 2. Coordinate with the Office of the VP for Student Services and the division of Counseling Services especially with the recommendation to include *peer guide* representative in the *planning* of the orientation and registration processes.	Director of OARR and all staff	By Spring 2013.

[Needs or Areas Requiring Improvement] Collaborate and coordinate with offices, units, and divisions especially on student retention to revisit the existing retention plan (*see* COM-FSM Strategic Enrollment Management Plan), and develop as well as implement action steps or strategies to advance student's persistence and retention.

Action Steps or Strategies	Responsible	Timeline
1. The Counseling Services and the instructors especially providing support services in the form of, but by any means not limited to, *referrals* of academically underperforming and *at-risk students* for appropriate support and applicable interventions. 2. The IRPO and ICT to design, develop, and implement an *automated early alert system* or its equivalent critical to enabling systematic tracking of *at-risk* students for timely referrals to appropriate programs and services, and *just-in-time* support and intervention. 3. The Instructional Affairs especially on (a) registrations of students to courses based to their recommended placements, and eligibilities referenced to fulfillment of pre-and co-required courses, and (b) developing strategic scheduling of courses informed by student's needs. 4. Committee on Recruitment, Admissions and Retention to revisit the retention plan under the College's Strategic Enrollment Management Plan by amending or modifying the plan for currency and applicability, and articulating strategies and action steps to efficiently and implement components of the revised plan.	Director of OARR and all staff	By Spring 2013.

[Needs or Areas Requiring Improvement] Effective customer or patron services. Overall, OARR received only 64.29% positive ratings (-8.75% below the established 80.00% criterion for success).

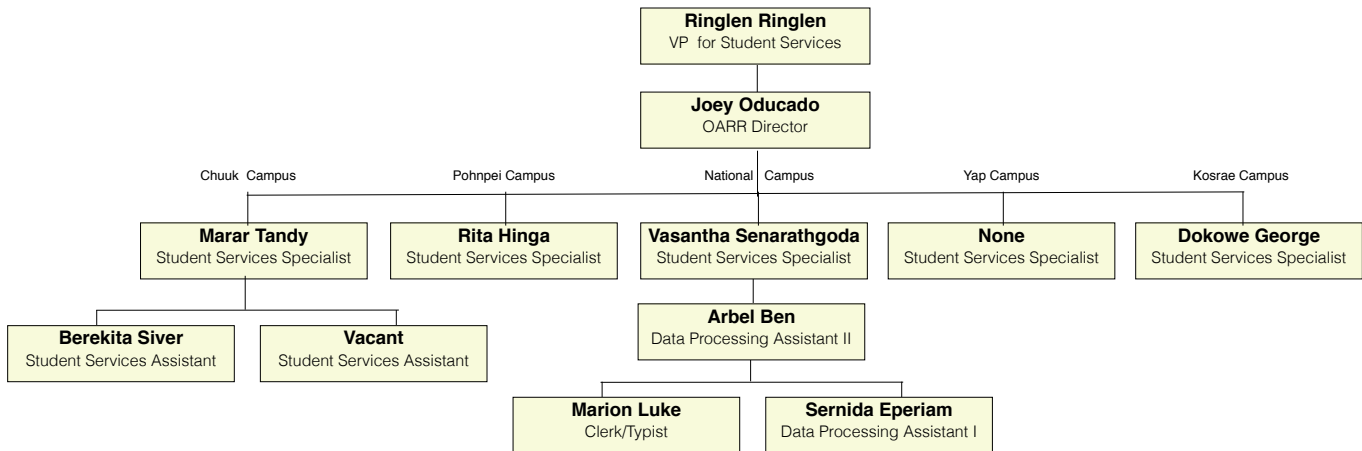| Action Steps or Strategies	Responsible	Timeline
1. A training on effective customer-service for OARR staff at all campuses. 2. Collaboratively articulate an inter-OARR communication path and transmittal of documents, reporting procedure, and work plan for all staff to include schedule of works, benchmarks for work efficiency, and others. 3. Provide training to staff on techno-literacy and/or to upgrade proficiency in the use of technology especially the SIS, communication and reports, OARR routine protocols and standard operating procedures, the FERPA, file and record managements, and others to encourage adeptness to perform multi-tasks in lieu of considerably specialized tasks. 4. Work with the Office of the VP for Student Services, and perhaps the ICT Committee as well the the ICT Director to securing assistance to upgrade computers (hardware and software) consigned to staff especially at the State Campuses. 5. Work with the WebMaster on the webpage for OARR allowing e-service to patrons particularly the capability to provide just-in-time e-responses to queries and requests. Staff training on this area should also be conducted.	Director of OARR and key OARR staff at the state campuses	By Spring 2013.

[Needs or Areas Requiring Improvement] Further on effective customer service, just-in-time and efficient delivery of quality support services to all patrons.

Action Steps or Strategies	Responsible	Timeline
1. Maintain reasonable FTE to OARR staff ratio at all campuses to ensure effective and efficient delivery of services to all patrons. 2. Request from the Human Resources Office (HRO) through the Office of the VP for Student Services re-assignment of one *full-time staff* at OARR Chuuk Campus currently vacant to OARR Pohnpei Campus. Concurrently, Pohnpei Campus has only one full-time staff in-charged of OARR, and in the context of Fall 2012, a ratio of 1:672 FTE students. OARR Chuuk has 1:212 FTE students. 3. Request the Office of the VP for Student Services to intercede in securing the *reconsideration* to hire one *full-time* OARR staff for Yap Campus. While approved under the College's restructured organization and included in the initial budget request for FY 2013, the position was eventually not included in the approved FY 2013 budget due to *financial cuts* attributing to several constraints.	Director of OARR	By Spring 2013.

[Needs or Areas Requiring Improvement] On providing programs geared at fostering student learning, and assessing these programs in terms of their effectiveness in achieving articulated process and learning outcomes, including assessment and evaluation of these programs and services.

Action Steps or Strategies	Responsible	Timeline
1. OARR to continue providing extended orientation to students across all sites to include other areas not exclusive only of admission to registration to matriculation processes, procedures and policies, such as academic and graduation requirements, transfers, and others. 2. OARR to design, develop, and introduce modules for these extended orientations including guides, and assessment types. 3. Collaboratively articulate outcomes specific to student learnings in addition to process outcomes. 4. Extend training to all staff on program or service assessment, selection of assessment methodologies, designing and introducing assessment instruments, data gathering, and basic statistics.	OARR Director and key OARR staff at the state campuses	Beginning Fall 2012.

Office of Admissions, Records and Retention
Organizational Structure

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                    │       Ringlen Ringlen      │
                    │   VP for Student Services  │
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                    ┌───────────────────────────┐
                    │        Joey Oducado        │
                    │        OARR Director       │
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Chuuk Campus	Pohnpei Campus	National Campus	Yap Campus	Kosrae Campus
Marar Tandy Student Services Specialist	**Rita Hinga** Student Services Specialist	**Vasantha Senarathgoda** Student Services Specialist	**None** Student Services Specialist	**Dokowe George** Student Services Specialist

Under Marar Tandy:

Berekita Siver Student Services Assistant	**Vacant** Student Services Assistant

Under Vasantha Senarathgoda:

Arbel Ben Data Processing Assistant II

Marion Luke Clerk/Typist	**Sernida Eperiam** Data Processing Assistant I

Explanatory Remarks

1. The current vacant position for a Student Services Assistant at OARR Chuuk to that one then occupied by Betty Park. The position is budgeted under the approved FY 2013 budget. It is proposed that this position be re-assigned to Pohnpei Campus to maintain reasonable equity in OARR staff to FTE student ratio.

2. There is no personnel or staff at Yap Campus specifically assigned to OARR. The campus' Student support and services staff have been practicing multi-tasking roles that may have been efficient and effective within par. However, attributing to OARR's specific roles especially attributing to education record keeping, handling and maintenance, it is recommended that a full-time OARR staff should be assigned for Yap Campus. Under the approved re-structured organization, and full-time OARR staff for Yap Campus had been recommended. This recommended position was included in the FY 2013 budget request;. Unfortunately, the position was shelved and funds requested to defray salaries and benefits were not included in now approved FY 2013 budget due to some *financial cuts*.