

Department of Student Services

2010-2012 Assessment Plan and Evaluation Report

Health Services, Division of Student Life

COLLEGE OF MICRONESIA-FSM

P.O. Box 159, Kolonia, Pohnpei
Federated States of Micronesia 96941

Institutional Mission

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

Provide for continuous improvement of programs, service and college environment

1. Improve institutional assessment and evaluation
2. Integrate planning, evaluation and resource allocation for continuous improvement
3. Increase research and data driven decision-making
4. 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's Mission Statement

The **Health Services** of the **Division of Student Life** under the College's **Department of the Service Services** is committed to providing essential basic health care services to individuals within the College community to improve their health status and promote their quality of life using integrated care including promotion of health prevention of illness and restoration of health.

Unit's services

1. Basic and primary health care services with diagnoses, treatment, and consultation on most general health care needs, including procurement of medical supplies and redistribution of supplies to the dispensaries or clinics at the State Campuses.
2. Screening of chronic problems, such as but by any means not limited to diabetes, hypertension and obesity
3. Administration of influenza vaccination and immunization updates.
4. Medical prescription fills and refills
5. Counseling and consultation on personal and family-related problems, family planning and reproductive health including screening and testing for pregnancy as well as administration of contraceptive methods
6. Counseling and screening for sexually transmitted diseases (STDs)
7. Health maintenance and prophylaxis

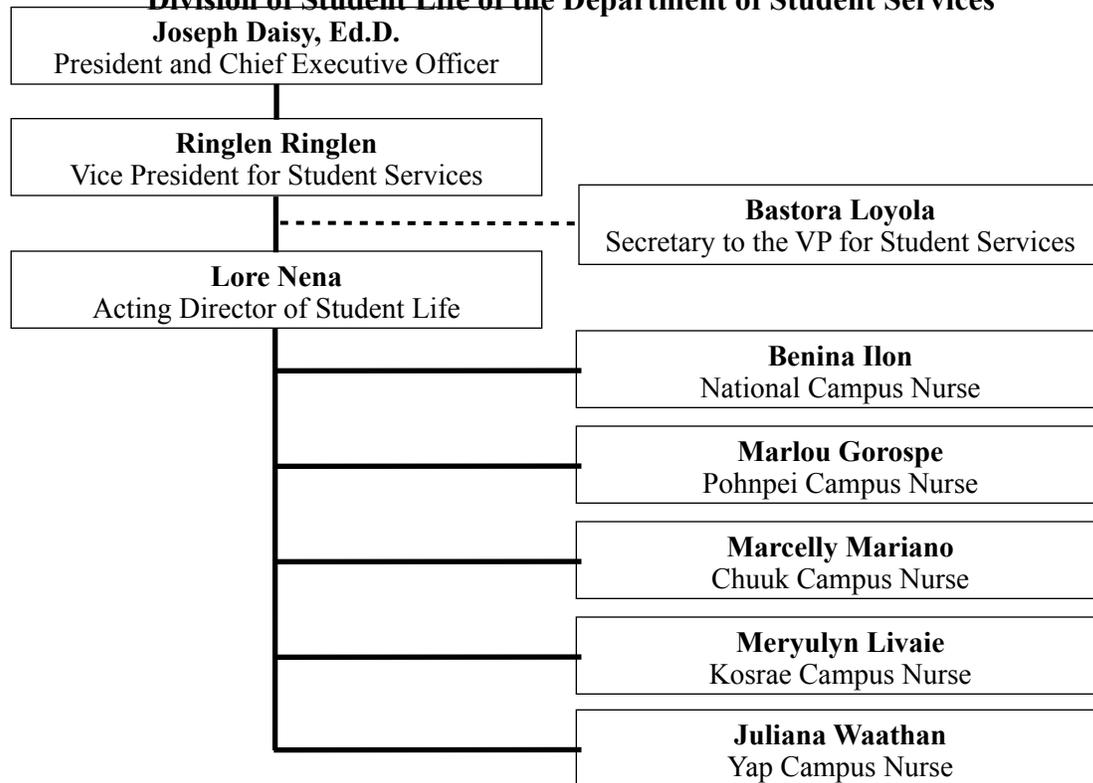
8. Information, education and communication (IEC) materials and/or health education references/ materials on health issues
9. On-campus health education, awareness and well-being programs/activities
10. Medical referrals

Unit's Goal

The **Health Services** of the **Division of Student Life** under the College's **Department of the Service Services** is to provide *students, faculty and staff* the access to basic health care services, and effective health education that promotes healthy lifestyles.

Organizational Structure of the Health Services

Division of Student Life of the Department of Student Services



Unit's Outcomes

Outcome 1

To satisfy (or exceed) the needs of COM-FSM students and employees by providing essential basic health care and preventive services; as such, 70% positive rating on satisfaction survey reaching different constituents.

Strategies and Action Steps

1. Ensure the availability of needed medicines and medical treatment at all times by conducting monthly inventory of medical supplies, and the timely procurement of medical supplies to replenish depleted inventory or stock.
2. Provide one week workshop on health issues.
3. Facilitate orientation sessions on services provided by the dispensary in every health-related presentation and workshop.
4. Conduct monthly inventory of medical supplies to ensure timely procurement of medicines and other supplies to refinish depleted stock.

Outcome 2

To satisfy (or exceed) the needs of COM-FSM students and employees by providing and facilitating health education activities that promote healthy lifestyle; as such, 70% positive rating on satisfaction survey reaching different constituents.

Strategies and Action Steps

1. Facilitate health prevention workshops during the school year.
2. Provide the administration of flu vaccinations every year.
3. Ensure access to health prevention and medical treatments that include but not limited to providing deworming medicines, multi-vitamin supplements, and others.
4. Provide current and continually update health care information resource for students, faculty, and staff.

Evaluation Questions, Data Sources, Sampling and Analysis

Evaluation Questions	Data Sources	Sampling	Analysis
<p>Question 1. How effective is the Health Services in delivering essential basic health care and preventative services?</p> <p>Criteria for Success <i>70% positive rating on Satisfaction Survey</i> <i>5% of population (N) is served</i></p>	<p>Office logs, Satisfaction Survey</p>	<p>Non-probability sample</p>	<p>Descriptive statistics</p>
<p>Question 2. How effective is the Health Services in increasing patrons' level of awareness of health issues, prevention, and healthy lifestyle?</p> <p>Criteria for Success <i>70% positive rating on Satisfaction Survey</i> <i>5% of population (N) is served</i> <i>Statistically significant difference (positive) between the scores in the administered pre-and post tests</i></p>	<p>Office logs, Satisfaction Survey, and Pre-and Post Tests</p>	<p>Non-probability sample</p>	<p>Descriptive statistics</p>

Evaluation Question (Q1)

How effective is the Health Services in delivering essential basic health care and preventative services?

First Means of Assessment for Q1

To determine the *effectiveness* of the Health Services in terms of providing essential basic health care and preventative health services to students, faculty and staff, a non-probability *sample* of 71 subjects was surveyed using the **Client Satisfaction Survey** (see Annex “A”) designed and developed by the Health Services.

The survey instrument consisted of three parts: (a) demographic information of the subjects (*n*), (b) type of health services availed, and (c) eight questions that employed *five-point Likert Scale* to determine the office’s level of effectiveness based on *the perceptions of the subjects*. Table below shows the demographics of the 71 non-randomly selected subjects.

Table 1.0
Demographics of the subjects

Subjects	Count	Count% of <i>n</i>
Students	62	87.32%
Employees	8	11.27%
Others	1	1.41%
Total <i>n</i>	71	100.00%

Of the 62 students, 16 (or 25.80%) were *freshmen*, 43 (or 69.35%) were *sophomores* and *juniors*, and 3 (or 4.84%), *returning students*. Additionally, of the 8 employees, 2 (or 25.00%) were *faculty members*, and 6 (or 75.00%), *support and services staff*.

Means of Unit Assessment and Criteria for Success (Q1)

The criterion for Success was 70% positive rating on the satisfaction survey. Criterion for success had been met.

Overall, a vast majority (56 of the *subjects* or 78.87%) of the 156 subjects expressed *satisfaction* about the services provided by the Health Services with only 4.23% (or 3 *subjects*) signifying *dissatisfaction*. However, 12 *subjects* (or 16.90%) a conveyed *neutrality*. Additionally, a *sampled* tabulated *frequency counts* of *visits to the Health Services’ dispensary* from Fall 2009 to 2011 semesters show that *at least 5%* of the *population (N)* was served or availed of the health services and related programs provided by the Office (see Table 3.0).

Summary of Data (Q1)

As discussed in the prior section of this *assessment plan and evaluation report*, the Health Services surveyed 71 non-randomly selected *subjects* using the **Client Satisfaction Survey** (see Appendix “A”). Specifically, the purpose of the survey was to determine their perceptions about the *effectiveness* of the Office especially in providing essential basic health care and preventative health services.

Table below shows the distribution of the *responses* of the 71 subjects to the eight questions of the **Client Satisfaction Survey**.

Table 2.0
Distribution of the responses to the eight questions
n=71

Questions	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Count	Count% of n	Count	Count% of n	Count	Count% of n	Count	Count% of n	Count	Count% of n
Q1.The staff was courteous, friendly and helpful.	41	57.75%	21	29.58%	7	9.86%	0	0.00%	2	2.82%
Q2.The staff was knowledgeable and provided accurate responses.	33	46.48%	32	45.07%	2	2.82%	3	4.23%	1	1.41%
Q3.The staff made me feel at ease and comfortable.	40	56.34%	20	28.17%	7	9.86%	2	2.82%	2	2.82%
Q4.The staff was sensitive to my needs and showed genuine interest.	30	42.25%	25	35.21%	11	15.49%	3	4.23%	2	2.82%
Q5. Generally, the dispensary provides adequate services to meet my basic health needs.	33	46.48%	26	36.62%	9	12.68%	0	0.00%	3	4.23%
Q6.The dispensary provides privacy and treats my personal information with confidentiality.	34	47.89%	26	36.62%	8	11.27%	1	1.41%	2	2.82%
Q7.Generally, the dispensary provides adequate health education information/ materials to help increase my understanding about health issues/problems.	37	52.11%	25	35.21%	6	8.45%	0	0.00%	3	4.23%
Q8. Overall, the services provided by the dispensary were satisfactory.	36	50.70%	20	28.17%	12	16.90%	1	1.41%	2	2.82%

The foregoing table shows that the Health Services received the *highest positive ratings* (91.55%) on **Question 2**, i.e., *the staff was knowledgeable and provided accurate responses*, and *lowest positive ratings* (77.46%) on **Question 4**, i.e., *the staff was sensitive to my needs and showed genuine interest*. Furthermore, 87.32% of the 71 subjects *perceived* that the dispensary (or *health services*) provides adequate health education information and materials that help them in increasing their understanding about health issues and problems with only 4.23% expressing *disagreement* and 8.45%, *neutrality*.

Second Means of Assessment for Q1

To establish the *effectiveness* of the Health Services in terms of the *extent or magnitude* of the basic health care and preventive services it provides to students, faculty and staff, the Fall 2009 to 2011 semesters *office logs of visits to the dispensary* were used as *sample*. The *sampled reports* show the distributions *in frequency counts* of visits to the dispensary by students and staff, and the type services sought (or purposes of the visits) during the *past* three semesters. Table below shows these distributions.

The **criteria for Success** was 5% of the population (N) served. **Criteria for success had been met.**

A *sampled* tabulated *frequency counts* of visits to the Health Services' *dispensary* from Fall 2009 to 2011 semesters show that *at least* 5% of the *population (N)* was served or availed of the health services and related programs provided by the Office (*see* Table 3.0).

Table 3.0
Frequency counts of visits by students and staff to the Health Services' Dispensary *distributed* by type or purpose of visits
Fall 2009 to 2011 semesters

Types or Purpose of Visits	Fall 2009		Fall 2010		Fall 2011	
	Students	Staff	Students	Staff	Students	Staff
Viral Syndrome/URI	411	257	252	183	282	128
Minor injuries	204	70	243	62	355	53
General body aches/pains	436	325	541	322	612	225
Eye/ear/nose-related problems	84	44	95	38	96	27
Skin diseases/infection	216	107	168	109	181	63
Gastro-intestinal problem	67	49	63	50	48	38
Genitourinary problem	15	8	12	12	22	11
Personal and Family Problems Counseling	4	0	10	2	5	0
FP IEC include pregnancy testing and contraception administration	421	68	614	76	666	50
Other Health-related IEC and Consultation	91	13	104	14	92	16
STIs Screening/Counseling and follow-up	211	39	266	62	237	40
Screening of NCD and Communicable Diseases including follow-up	334	73	715	138	405	103
Seasonal flu vaccination and other immunization updates	241	48	165	52	249	39
Prescription fills/refills	9	0	14	12	55	14
Health Maintenance and Prophylaxis	178	161	321	213	340	88
Referrals	118	16	122	19	91	27
Others	286	65	299	42	596	134
Total	3,326	1,343	4,004	1,406	4,332	1,056

The above table also shows that the Health Services (or the *dispensary*) specifically at the college's National Campus provides an *array* of *basic health care and preventive health services* to students, faculty and staff. Currently, the National Campus has only one *full-time* campus nurse, and table below shows the ratio to *full-time equivalent* (FTE) students.

Table 4.0
Campus Nurse to FTE Student ratio for National Campus only
Fall 2009 to 2012 Semesters

Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Credits	Ratio	Credits	Ratio	Credits	Ratio	Credits	Ratio
12,087	1:1007.25	13,001	1:1083.42	13,621	1:1135.08	13,097	1:1091.42

The values for the Full-time equivalent (FTE) students are computed in terms the total number of registered credits divided by twelve.

Note that the **National Association of School Nurses** recommends a 1-to-244 ratio for schools that require *daily professional school nursing services*, and 1-to-125 in schools with *complex health care needs* (http://usatoday30.usatoday.com/news/health/2009-08-10-school-nurses_N.htm). Additionally, the recommended standard of the ratio of nurses to students is 1 nurse per 750 students. **Taking the National Campus' FTE enrollments from Fall 2009 to Fall 2012, the Nurse to Students in FTE ratio is 1 to 1,438 more or less FTE students.**

Third Means of Assessment for Q1

The **College of Micronesia-FSM Student Satisfaction Survey 2011** (see <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 5.0
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%

¹Skipped 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 the Health Services, 12.1% (or 117) of the subjects indicated *daily* while 18.3% (or 176) and 27.6% (or 266) signified *weekly* and *monthly*, respectively. 17.2% (or 166) reported *semester* and 24.8% (or 239), *not applicable*. 23 of the 1,004 subjects *skipped* this question.

Means of Unit Assessment and Criteria for Success (Q1)

The **criterion for Success was 70% positive rating** on the *satisfaction survey*. **Criterion for success had been met.** Health Services received 76.2% *positive rating* in the *college-wide Student Satisfaction Survey 2011* as against the 5.3% who signified *dissatisfactions*. For further details, please refer to Table 6.0 in the ensuing section of this *assessment plan and evaluation report*.

Summary of Data (Q1)

Table below shows the distribution of the responses of the 1,004 non-randomly selected subjects especially to questions in the **Student Satisfaction Survey 2011** that directly relate to the Health Services.

Table 6.0
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

Health Services	292	29.9%	323	33.1%	129	13.2%	118	12.1%	19	1.9%	23	2.4%	10	1.0%
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Evaluation Question (Q2)

How effective is the Health Services in increasing patrons' level of awareness of health issues, prevention, and healthy lifestyle?

First Means of Assessment for Q2

A sample of 50 non-randomly selected subjects from a cohort of participants to the **World AIDS Day** were submitted to an Health Services-developed and designed pre-test prior to the session of HIV/AIDS, and thence, a post-test after the session. Specifically, the pre-and post tests were administered to measure knowledge gained about HIV/AIDS after participating in the Health Services' facilitated session.

Means of Unit Assessment and Criteria for Success (Q3)

Criterion for Success was statistically significant (positive) difference between the scores in the pre- and post tests administered to a non-probability sample 50 participants to the World AIDS Day activity This criterion for success has been met.

Specifically expressed in percent distribution, the tabulated scores of the 50 subjects in the pre- and post tests show that: (a) 72% scored \geq the median and 27%, $<$ the median before participating in the session on AIDS/HIV; (b) 88% scored \geq the median and 11% $<$ the median after participating in the session on AIDS/HIV; and and (c) A positive difference of 16% between the percent of students who scored \geq the median in the pre-and post tests.

Summary of Assessment Data (Q3)

Table below shows the distributions of the scores of the 50 non-randomly selected subjects in the *pre-* and *post tests* administered during the World AIDS Day activity facilitated by the Health Services at the college's National Campus.

Table 7.0
Pre-Test and Post Test Scores of the 50 Non-Randomly Selected Sample (*n*)

Tests	Pre-Test		Post-Test		Differences	
	Count	Count% of <i>n</i>	Count	Count% of <i>n</i>	CountDiff	CountDiff in % of <i>n</i>
Failed	14	28.00%	6	12.00%	-8	-16.00%
Passed	36	72.00%	44	88.00%	8	16.00%

Second Means of Assessment for Q2

A sample of 116 non-randomly selected subjects from a cohort of participants to the **Health Fair** were submitted to an Health Services-developed and designed pre-test prior to the session on *health and healthy lifestyle*, and thence, a post-test after the session. Specifically, the pre-and post tests were administered to measure knowledge gained about *health and healthy lifestyle* after participating in the Health Services' facilitated session.

Means of Unit Assessment and Criteria for Success (Q3)

Criterion for Success was statistically significant (positive) difference between the scores in the pre- and post tests administered to a non-probability sample 116 participants to the Health Fair activity This criterion for success has been met.

Specifically expressed in percent distribution, the tabulated scores of the 50 subjects in the pre- and post tests show that: (a) 81.03% scored \geq the median and 18.97%, $<$ the median before participating in the

session on *health and healthy lifestyle*; (b) 83.62% scored \geq the median and 16.38% $<$ the median after participating in the session on *health and healthy lifestyle*; and (c) A positive difference of 2.59% between the percent of students who scored \geq the median in the pre-and post tests.

Summary of Assessment Data (Q3)

Table below shows the distributions of the scores of the 50 non-randomly selected subjects in the *pre-* and *post tests* administered during the Health Fair activity facilitated by the Health Services at the college's National Campus.

Table 7.0
Pre-Test and Post Test Scores of the 116 Non-Randomly Selected Sample (*n*)

Tests	Pre-Test		Post-Test		Differences	
	Count	Count% of <i>n</i>	Count	Count% of <i>n</i>	CountDiff	CountDiff in % of <i>n</i>
Failed	22	18.97%	19	16.38%	-3	-6.00%
Passed	94	81.03%	97	83.62%	3	6.00%

Based on the foregoing *results and findings* of the assessment, the **Health Services** 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] Currently, there is only *one* full-time campus nurse at the College's National Campus in Palikir, Pohnpei. While there was *at some point in time* an approved requisition for one additional personnel, i.e., a *nursing assistant*, for the Health Services, this *position* was shelved, if not eliminated with reference to the job-auditor's recommendations (*see* Restructuring of COM-FSM and job-audit).

As such, the *nurse to FTE student* ratio is remarkably high with reference to the recommended ratio by the **National Association of School Nurses** (1:244 or 1:125) and the *federal standards* (1:750). Specifically taking the Fall 2012 semester enrollment for National Campus, a ratio of 1:1,438 *more or less* FTE students, or in headcount, 1:1,068 students.

Action Steps or Strategies	Responsible	Timeline
1. Work with the offices of the VP for <i>Student Services</i> , the Directors of <i>Student Life</i> , and <i>Human Resources</i> to make appropriate recommendations and action steps especially (a) revisiting the findings and recommendations of the job audit, (b) articulating options to re-open the <i>Nursing Assistant's</i> position allocated for National Campus' Health Services, and (c) securing funds and similar types of <i>logistical support</i> to defray ensuing <i>expenditures</i> resulting from the <i>hiring of</i> this position.	National Campus Nurse	By last quarter of Fall 2012
2. For the <i>time being</i> and while <i>awaiting</i> consideration and approval of the request and recommendation to re-open the <i>Nursing Assistant's</i> position, the Health Services at the National Campus <i>considers</i> either one of the two options: (a) hire a <i>Nursing Assistant</i> on-special contract, or (b) accept <i>work-study students</i> to at the very least assist the Campus Nurse on non-sensitive and routine office works.	National Campus Nurse	<i>Effective</i> , Spring 2013

[Needs or Areas Requiring Improvement] On the *delivery of* workshops, trainings, and sessions geared at *facilitating* adeptness, awareness, and knowledge of the students about *health and healthy lifestyle* and other related *areas*, the Health Services to *design, develop and implement* well-structured modules with *defined* outcomes, delivery and contents, including *methodologies* to assessing *effectiveness* of these modules to achieving their *intended student learning outcomes*.

Action Steps or Strategies	Responsible	Timeline
1. The National Campus Nurse to <i>collaboratively</i> work with nurses at the State Campuses to (a) identify the <i>services or activities</i> considered as <i>modules</i> ; (b) articulate a list of <i>priority</i> and a <i>master schedule</i> for the delivery of these identified <i>priority services</i> ; (c) design and develop <i>learning modules</i> for these priority services that include but by any means not limited articulating <i>intended learning outcomes</i> as well as the provisions on delivery <i>outlines</i> and <i>syllabi</i> , visual aid and other instructional aids or materials; and (d) designing assessments for these <i>learning modules</i> .	National Campus Nurse, and Nurses at the State Campuses	Last quarter of Fall 2012

2. Design and develop IEC materials for these <i>learning modules</i> including similar <i>publications</i> for other services provided as well as information in areas of <i>health</i> and healthy lifestyle. These IECs are geared at <i>increasing</i> participations by students, staff and faculty on activities organized and facilitated by the Health Services.	All Nurses	<i>Effective</i> , Spring 2013
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[Needs or Areas Requiring Improvement] On *assessment and evaluation*, Health Services to develop and adopt a more methodical *approaches* to assessment. This may mean not *only limited* to employing *measures of central tendency* to analyzing collected data, or reporting analyses based on *percentages*, but also the use of *sampling methodology* that will yield the highest *possible* validity, designing *instruments* to collect data, and *assessing* learning outcomes more than *service area or achievement outcomes*.

Action Steps or Strategies	Responsible	Timeline
1. Training <i>all staff</i> across all sites on <i>assessment and program evaluations</i> , methodologies and analysis, and others. National Campus to <i>coordinate with</i> the VP for Student Services and the <i>department's</i> Assessment Coordinator to <i>design and schedule</i> appropriate trainings.	National Campus Nurse	Last quarter of Fall 2012
2. Collaboratively work with all staff at all sites to developing a <i>master schedule</i> for all <i>assessment-related activities</i> .	All Nurses	<i>Effective</i> , Spring 2013
3. Collaboratively work on articulating the SLOs for Health Services linked to institutional learning outcomes, the college's mission, goals and priorities and other instituted plans; the activities or action steps critical to achieving these outcomes, and how these outcomes are going to be assessed or evaluated; and finally, linking unit-level activities to individual work plans.	All Nurses	<i>Effective</i> , Spring 2013

[Needs or Areas Requiring Improvement] By nature of the *services* that *nurses* are responsible to providing students, staff and faculty members, including other patrons, all staff should be required to undergo *training* or participate in *workshops or sessions* to upgrade adeptness about the *profession* critical to effective delivery of basic health and other similar types of services.

Action Steps or Strategies	Responsible	Timeline
1. Collaboratively work with <i>all staff</i> on identifying <i>areas warranting trainings</i> to upgrade proficiency and adeptness.	National Campus Nurse and all staff	Last quarter of Fall 2012
2. Work with the offices of the VP for <i>Student Services</i> and the Director of <i>Student Life</i> , and perhaps the <i>Committee on Staff Development</i> to secure financial support and assistance for staff to attend or participate in trainings.	National Campus Nurse and all staff	Spring 2013
3. Staff to provide echo <i>workshops and trainings</i> to other staff after participating in these trainings or seminars.	National Campus Nurse and all staff	Spring 2013
4. One training on <i>customer service, counseling, and other similar area</i> per semester.	National Campus Nurse and all staff	First quarter of Spring 2013.