College of Micronesia - FSM

C - studentServices - Admissions, Records and Retention

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.

Currently, OARR provides the following services to its patrons:

1. Academic transcripts
2. Admission, registration, and matriculation
3. Record and report academic standing
4. Enrollment and program completion verification
5. Degree audit and graduation check
6. Grade change, name change, change of major/IDP, and others
7. Transfer credit evaluation and equivalency
8. Issuance of degrees, certificates, duplicate degrees and certificates, transfer credentials, and others
9. US Veteran Affairs enrollment verification

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Admissions, Records and Retention - 2012-2013 OARR Outcome 1 - Students will demonstrate above to excellent knowledge base of OARR's policies and procedures, and ability to successfully navigate admissions and registration processes. **AUO Assessment Cycle:** 2012 - 2013 **AUO Status:** Inactive	**Assessment Strategy:** Develop, design, and provide workshop modules fundamental to facilitating regular and extended orientation sessions that provide new and returning students with information about OARR's policies and procedures, registration and matriculation processes, student's rights and responsibilities, the use of the myShark portal, and others. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** A significantly (positive) difference between the scores in the administered pre- and posttests.	08/09/2013 - A nonprobability sample of 121 students from a cohort of first-time in college freshman students including transfer students during the Fall 2013 Orientation (OARR-Module) was submitted to an OARR developed and designed pretest prior to the session, and then, a post test immediately after the session. The pre- and posttests were administered to measure the knowledge gained about OARR standards, policies and procedures from participating in the session facilitated. Specifically, expressed in percent distribution, the tabulated scores of the 121 students in the pre- and posttests show that: (A). 38.02% scored >= the median and 61.98% < the median before participating in the OARR facilitated orientation session. (B) 69.42% >= the median and 13.22% < the	09/03/2013 - From the results of the assessment, the Office shall take the following action steps: (1) Facilitate extended orientations for all students (new, continuing and returning) as follow-up to the regular orientations basically scheduled on during beginning of the Fall semester and are geared to only incoming new freshman and transfer students. These extended orientations will cover other subject areas not presented during regular orientations. (2) To ensure consistency in the content of and the delivery of the regular and extended OARR orientations, the Office shall design,

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		median after participating in the OARR facilitated orientation session.

(C) A percent difference of 58.4512% between the percent of students who scored >= the median in the pre- and posttests. The percent difference is statistically significant at 95% level of confidence.

The criterion for success is "a significant (positive) difference between the scores in the administered pre- and post tests." Therefore, this criterion for success was successfully met.

Target Met:
Yes
Reporting Period:
2012 - 2013 | develop, and implement orientation modules with articulated outcomes or objectives, and provisions on manner of assessing whether or not these outcomes or objectives are achieved.

(3) Continue to publish the OARR Student Guide, and perhaps increasing the frequency for its publication from every Fall semester only to possibly every regular semester.

(4) Coordinate and cross train office staff geared to providing them adeptness of the various office operations and not specific and exclusive only of their primary functions and roles. |
| | **Assessment Strategy:**
Streamline steps to admission and registration; and improve data verification.
Assessment Type:
Survey
Target:
85% positive ratings in the (a) OARR satisfaction survey, (b) registration survey, and (c) orientation survey for incoming freshman and transfer students
Related Documents:
Spring 2013 Registration Survey
Fall 2012 Orientation Survey
2013 OARR Annual Satisfaction Survey | 09/04/2013 - OARR Annual Satisfaction Survey To determine the perceived level of satisfaction of the patrons about the various services offered by OARR, a satisfaction survey was administered to a non-probability sample of 115 students who attended the National Campus during 2013 spring semester and summer session. Results of the survey also show:

(A) OARR received the highest positive rating (88.70%) in terms of "displayed professionalism in interacting with patrons." In similar survey administered in 2012 (prior assessment cycle), the office received a positive rating of only 70.00%. A positive increase of 18.70%.

(B) OARR had received 85.22% positive ratings in terms of (a) punctual and just in time services, (b) | 09/04/2013 - On Location used and Layout for the registration
In the past, regular registrations are held in the Practice Gym of the FSM -China Friendship Sports Center. The gym has a space that can accommodate more or less 500 individuals, and it is fitted with air conditioning units, fully carpeted floor, and other facilities suitable for an arena-type registration. In the Spring 2011 registration survey administered to a nonprobability sample of 156 students, OARR received the highest positive rating (87.18%) in terms of the "location used for the registration". However, in the Spring 2013 registration |

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		clear and easy to understand instructions provided to patrons, and (c) responses and updates provided on or before the promised date. A remarkable increase in the perceived satisfaction level in these two categories as compared to the ratings received in a similar survey administered during the 2010-2012 assessment cycle, i.e., 50.00%, 41.43%, and 55.71% category A, B and C, respectively. (C) OARR received 82.61% positive ratings in terms of "displayed patience and professionalism" in dealing with patrons. Again, a remarkable increase in the perceived satisfaction level in this category as compared to the prior cycle, i.e., only 44.29% positive rating. (D) OARR received 80.87% positive ratings in terms of (a) listening attentively to the patron's question, and asking appropriate questions to better understand the concern or need; (b) exhibited knowledge of the office's policies and procedures; (c) timeliness in providing responses or updates. These ratings are extraordinarily higher if compared to the perceived satisfaction level for these categories in the prior assessment cycle, i.e., 45.71%, 71.43%, and 55.71% in category A, B, and C, respectively. Although OARR received positive ratings in all categories of the 2013 OARR Annual Satisfaction Survey significantly higher than the level of dissatisfaction and neutrality combined, the unit reasonably consider a greater attention to the following areas especially attributing to its commitment to serving 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: (a) staff to be easily accessible by phone, e-mail or in person; and (b) staff	survey administered to 530 non-randomly selected students, OARR received a 78% positive rating which is 9% lower than its rating in the 2011 survey. In two academic terms past, MITC served as site for National Campus' regular registrations – i.e., Viewing Rooms 1 and 2 with combined seating capacity of more or less 80 students. As such, MITC may not be appropriate and fitting a venue for the three-day regular registration. The Office also received 75% positive rating in terms of the "lay-out used for the registration" which is 5% lower than the rating it received in the 2011 survey. This perceived level of satisfaction is almost certainly ascribed to the location designated for the National Campus' regular registration offering significantly limited physical area. While securing a fitting physical location providing more space to (a) accommodate students and staff/faculty and (b) allow suitable set-up crucial to the efficient process flow of the registration, is fundamental to effectively deliver an arena-type registration -- this need can also be well addressed by taking the following approaches: (1) Collaborate with the other departments, divisions and administrative units involved in facilitating registration especially to

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		willingness to go "the extra mile" in order to help meet needs. The established criterion for success is 85% positive rating in the OARR Satisfaction Survey. Overall, OARR received a 87.83% positive rating (2.83% above the established target), 2.61% negative rating, and 9.57% neutrality. Therefore, the criterion for success was successfully met. Registration Satisfaction Survey To determine the perceived level of satisfaction of the patrons about the registration process, the Institutional Research and Planning Office (IRPO) administered a survey to nonprobability samples of 530 students during Spring 2013. Specifically, the results of the survey that directly pertain to OARR and the registration are as follows: (A) In terms of "helpfulness of admissions and records staff," 84% positive rating, which is similar to the positive rating, received in the Spring 2011 registration surveys. Among the comments and feedbacks expressed by students include "everybody's helpful," "keep up the good work," "the registration process is very good and the staff worked very well," "motivated staff," and others. (B) In terms of "forms used for registration," 86% positive rating, which is similar to the positive rating, received in the Spring 2011 registration survey. (C) In terms of "hours set for registration," 84% positive rating. This rating is lower by 1%, more or less, if compared to the 2011 registration survey. (D) In terms of "location used for registration," 78% positive rating. This rating is lower by 9%, more or less, if compared to the 2011 registration survey. Among the negative feedbacks received were:	articulate guidelines, process and procedure that relate to the online registration. (2) Collaborate with the College's Information Technology Division to implement the online registration. Ideally, to pilot its implementation to a cohort of academic advisors and students during the early registration for Spring 2014. (3) In collaboration with the Information Technology Division, facilitate trainings on the SIS production database and the myShark to staff and academic advisors primarily focusing on the new added-features of the database and the online registration process and procedure. (4) Facilitate training to students on the myShark and the online registration process and other related procedure. On Orientation OARR-specific results of the Fall 2012 Orientation conducted by the Institutional Research and Planning Office (IRPO) to a nonprobability sample of 222 students showed that (a) 88% of the student indicated that they understood and are aware of the academic policies presented, and (b) 82% expressed that they understood and are aware of all procedures from registration through graduation requirements. While the ratings are definitely evident of the

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		"space is limited," "I really don't like this area because if there's lot of students, we can't fit through the door," "it's really small and crowded," and "negative side: the space is too small." (E) Additionally, the office received a rating of 75% in terms of the "lay-out used for the registration" which is 5%, more or less; lower than the rating received in the prior survey. (F) In terms of "time involved in completing the registration process," 72% positive rating. The rating is lower by 4%, more or less, if compared to the 2011 registration survey. Fall 2012 Orientation Survey To determine the perceived level of satisfaction of the incoming new freshman and transfer students about the registration orientation, the Institutional Research and Planning Office (IRPO) administered a survey to nonprobability samples of 222 students during the Fall 2012 semester. The following are the results of the survey specific to OARR: (A) In terms of "I understood and am aware of the academic policies that were presented," 88% of the samples expressed positive rating while 3% and 9% indicated disagreement and neutrality, respectively. (B) 82% (or 182 students) gave OARR a positive rating in terms of "I understood and now aware of all procedures from registration through graduation requirements, and all other procedures that were presented." Only 6% and 12% expressed disagreement and neutrality, respectively. Specific to OARR, results of the Fall 2012 orientation survey show an overall 85% positive rating. Therefore, this criterion for success was	effectiveness of the OARR's facilitated orientations, the units shall: (1) Facilitate extended orientations to students as follow-up to the regular orientations geared to incoming new freshman students, transfer and returning students during Fall semesters. These regular orientations are slated at 30-minute sessions; as such, they basically cover pre- to post-registration procedures, and academic dates. Extended orientations shall cover other subject areas not presented during these regular registrations. (2) Design and develop OARR orientation modules to ensure consistent delivery of the OARR-facilitated regular and extended orientations. These modules shall also include how the articulated objectives in OARR-facilitated orientation as to be assessed. (3) Collaborate with other divisions and administrative units especially in facilitating sessions to academic advisors and administrative staff on guidelines, policies and procedures that relate to admissions, registration and matriculation, record keeping, and graduation. On Efficient and effective delivery of services to patrons To further improve the staff's efficiency and effectiveness in the

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		successfully met. On the other hand, SIS registration activity log for Fall 2013 college-wide registration showed that: (A) Of the 2,446 headcount students who registered for Fall 2013 semester, college-wide, only one headcount did not successfully complete the five-step registration procedure; as such, data retro option was used to post the registration of this student into the database system. (B) Several records on addition and deletion of courses were not inserted into the COM-FSM; nevertheless, these are attributed to staff oversight especially ensuring that approved requests for addition and deletion of courses are posted into the database immediately upon receipt of the approved requests. **Target Met:** Yes **Reporting Period:** 2012 - 2013	delivery of services to all patrons, the unit shall: (1) Coordinate with the Instructional Affairs and other administrative units (financial aid, business office, and others) to facilitate trainings for staff on guidelines, processes and procedures specific to these offices. (2) Provide training on effective customer services for staff. (3) Collaborate with the Information Technology division to facilitating training to staff on techno-literacy to increase their technological adeptness. (4) Collaborate with all OARR units, college-wide, to develop and implement inter-OARR communication protocols and system especially geared to fostering purposeful dialogue, and consistent with the College's communication policy.
	Assessment Strategy: Review and update web and print instruction regularly; revise, update, and circulate all OARR forms in variety of formats. **Assessment Type:** Descriptive Statistics **Target:** 100% completion of the following target products and/or tasks: (a) updated OARR webpage's information; (b) 2012 and 2013 issues of the OARR Student Guide available	09/04/2013 - OARR Web Info and Forms The Office has worked with the College's Webmaster especially in revising information published in the OARR's webpage to ensure currency and completeness. Although there are still some areas of this task where works are still in progress, generally the information now available and published in the OARR webpage are updated. The URL for the OARR's webpage, http://www.comfsm.fm/?q=admissions.	09/04/2013 - On Web Information and Forms OARR Web Info and Forms From the results of the assessment and inventory of the availabilities and statuses of the target products and/or tasks, OARR shall take the following action steps: (1) Continue to collaborate with the

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	to students; and (c) all OARR forms web-accessible in downloadable portable document format (pdf).	All OARR forms are now available in portable document formats accessible as downloadable files through a link in the OARR's webpage, http://www.comfsm.fm/oar/forms.html. **OARR Student Guide** The Office continues to publish and release issues of the every Fall semester the OARR Student Guides. This newsletter provides brief and easy-guide to as well as quick references on processes and procedures including forms used on registration, adding and dropping courses, withdrawing from courses, grade change, course substitution, and change of major. Also included are the academic regulations, FERPA, credit load, transfer credits, and important academic dates. **Target Met:** Yes **Reporting Period:** 2012 - 2013 **Related Documents:** OARR Webpage 2011-2012 OARR Student Guide 2012-2013 OARR Student Guide	College's Information Technology division, specifically the Webmaster to further improve and upgrade the OARR's webpage – not only limited guaranteeing the currency and completeness of published information but also to ensuring reader's friendliness, such as ease in navigating through the links (or subpages) of the webpage, and others. (2) Conduct routine assessments to (a) determine the level of reader's friendliness of the webpage as well as the currency and completeness of published information; (b) identify perceived needs of the readers; and (c) solicit feedbacks, comments, and recommendations – all crucial to informing action steps geared to further improving the effectiveness of the unit's webpage. (3) Secure applicable application software to redesigning all OARR forms into fillable portable document formats. On OARR Student Guide (1) Expand the subject areas published in the current OARR Student Guide to include a quick guide to using the myShark, additional details about student rights especially with reference to the FERPA and the Clery Act, program and graduation requirements, and others. (2) Increase the publication

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			frequency of the OARR Student Guide from every Fall semester to every semester.
C - studentServices - Admissions, Records and Retention - 2012-2013 OARR Outcome 2 - Institute a structure crucial to verifying the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their particular programs in the light of the college's prescribed requirements. **AUO Assessment Cycle:** 2012 - 2013 **AUO Status:** Inactive	**Assessment Strategy:** Guarantee the security and confidentiality of all student files in compliance with the appropriate State, National and Federal regulations. **Assessment Type:** Descriptive Statistics **Target:** 100% meeting WASC Standard II.B.3f, more specifically, ACJCC recommendation 14, on improving confidentiality and security of student records. **Related Documents:** OARR new file cabinets	09/04/2013 - Improved Security and Confidentiality of Student Academic Records To improve the security and confidentiality of student academic records, and in compliance with WASC Standard II.B.3f and ACJCC recommendation 14, OARR had acquired 14 file Stack N Lock cabinets with external locking mechanisms in the amount of $27,070.00. All student records are shelved in these locking file cabinets that are now located in an office section accessible and restricted only to the Director of OARR, and the assigned staff member (Clerk II). Additionally, window access has a roll down, locking metal enclosure, and the outer door has two separate locks to guarantee utmost security and safeguard from possible physical breach. **Target Met:** Yes **Reporting Period:** 2012 - 2013	09/04/2013 - Based on the results of the assessment and the accomplished works to date with reference to addressing outcome two of this assessment cycle, OARR shall undertake the following action steps: (1) Develop a written manual on pertinent policies and procedures as well as guidelines especially those geared to ensuring confidentiality and security of student academic records. This will also include a process for handling retaining and discarding files. (2) Continue to facilitate in-house training session on the Family Educational Rights and Privacy Act (FERPA) to all staff including other related state and federal regulations. Financial Aid Office (FAO) recently donated to OARR a Fujitsu ScanSnap IX500 scanner. Additionall, OARR also acquired a portable computer (HP Elitebook 8570p) -- all of these are in conjunction with the office's plan for the digitization of its archived paper-files, and most significantly, to address WASC Standard IIBf

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			planning agenda 1. Thus, OARR will take the following additional action steps: (1) Coordinate with the Information Technology division on the use of these newly-acquired office tools and their applications to provide training to the Office's Clerk II and in-charge of all archived paper-files and documents. (2) Collaborate with the College's Learning Resources Center/MITC to provide technical assistance through training especially on (a) digitizing materials, and (b) cataloguing of digitized materials.
	Assessment Strategy: (1) Continuously extended technical support and assistance to staff crucial to providing "just-in-time" resolutions of issues, concerns, and needs especially those related to the office's operations including the COM-FSM Student Information System (SIS). (2) Coordinate and cross train staff to guarantee efficient and effective delivery of services to students, faculty and staff, and other patrons. (3) Continue to maintain and update complete and accurate permanent records for all students. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the OARR satisfaction	09/04/2013 - Training on COM-FSM Student Information System and the FERPA During the site visits to the State Campuses last September 4-22, 2012, the Director of OARR facilitated training sessions on the COM-FSM SIS and the basics of the Family Educational Rights and Privacy Act (FERPA) to the Student Services staff at the State Campuses. The session on the basics of the FERPA included several subject areas, such as education records, college official and legitimate educational interests, elements of consents, directory information, and others. OARR Satisfaction Survey Additionally, to determine the perceived level of satisfaction of the students about the various services offered by OARR, a satisfaction survey was administered to a nonprobability sample of 115 students who attended the National Campus during 2013 Spring semester and Summer	09/04/2013 - From the results of the assessment and inventory of the initiatives made and geared to addressing outcome two, OARR shall take the following action steps: (1) Continue to coordinate and cross train staff geared to providing them adeptness of the various guidelines, policies and procedures as well as operations of the office; as such, staff proficiency may not be specific and exclusive only of their primary functions and roles. (2) Facilitate in-house trainings geared to building an efficient capacity resource for the Office. Trainings include techno-literacy, effective communication, and

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	survey **Related Documents:** 2013 OARR Annual Satisfaction Survey	session. Overall, the results of the survey are as shown: (A) 87.83% of the respondents expressed satisfaction about the services provided by OARR with only 2.61% expressing some level of dissatisfaction. (B) 2.61% of the respondents expressed neutrality. The criterion for success is 85% positive rating in the OARR Satisfaction Survey. OARR received a 87.83% positive rating in the survey which is 2.83% above the established target. Therefore, criterion for success was successfully met. **Target Met:** Yes **Reporting Period:** 2012 - 2013 **Related Documents:** OARR Satisfaction Survey	others. (3) Design, develop and implement assessment approach to better measuring and determining staff proficiency and adeptness of pertinent guidelines, policies, and procedures as well as identifying areas that may require further improvements. Additional, develop and implement work plans specific to staff with established benchmarks to determining efficiency and profeciency of works rendered especially with direct references to expected outputs. (4) Develop a written manual for all guidelines, processes and procedures that may serve as valuable references for the office staff and crucial to the consistent and efficient delivery of all services and operations.