

Administrative Unit Program Review

AU Full Official Name		Health Services	
Campus	National	AU Review Submission Date	April 25, 2014
Completed by	Benina Ilon Campus Nurse	AU Review Cycle	2011-2014
Supervisor	Joey Oducado Acting VP for Student Services	Date submitted to Supervisor	April 25, 2014

Mission and Goals

The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these

<p>Institutional Mission</p> <p>The College of Micronesia-FSM is a continuously improving best practices learner-centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career, and technical educational opportunities (Approved by the COM-FSM Board of Regents, May 7, 2013).</p>	<p>How the unit support the college's mission:</p> <p>By creating educational opportunities for students to recognize ways to care for their health and to become aware of the importance of making healthful life choices. By sponsoring annual health fairs that bring together community health agencies and students in college health careers programs, Health Services offers students and staff on-campus access to basic health care services. The nurse responds to campus health emergencies and provides first aid as needed, performs health and wellness counseling, and makes referrals to appropriate community agencies.</p>
<p>Institutional Vision</p> <p>College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of diverse Micronesian communities we serve (Approved by the COM-FSM Board of Regents, May 7, 2013).</p>	<p>How the unit support the college's vision</p> <p>By creating educational opportunities for students to recognize ways to care for their health and to become aware of the importance of making healthful life choices. By sponsoring annual health fairs that bring together community health agencies and students in college health careers programs, Health Services offers students and staff on-campus access to basic health care services.</p> <p>The nurse responds to campus health emergencies and provides first aid as needed, performs health and wellness counseling, and makes referrals to appropriate community agencies.</p>
<p>Institutional Core Values</p> <ol style="list-style-type: none"> 1. Learner-centeredness 2. Professional behavior 3. Innovation 4. Honesty and ethical behavior 5. Commitment to hard work 6. Team work 7. Accountability 	<p>How the unit support this</p> <p>By creating educational opportunities for students to recognize ways to care for their health and to become aware of the importance of making healthful life choices. By sponsoring annual health fairs that bring together community health agencies and students in college health careers programs, Health Services offers students and staff on-campus access to basic health care services. The nurse responds to campus health emergencies and provides first aid as needed, performs health and wellness counseling, and makes referrals to appropriate community agencies.</p>

Institutional Strategic Goals	How the unit support this
<p>1. Focus on student success. The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between “<i>access and success</i>” with appropriate career pathways for learners.</p> <p>2. Emphasize academic offerings in service to national needs. The College of Micronesia-FSM will increase the number of four-year program opportunities while also strengthening the career and technical educational opportunities for non-college-bound students.</p> <p>3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs. The College of Micronesia-FSM will generate diversified revenue sources, create an allied foundation, and accumulate reserves and endowment assets.</p> <p>4. Invest in and build a strong capacity in human capital. The College of Micronesia-FSM will support and strengthen faculty, staff, and administrators through establishment of aspirational goals for credentialing and funding professional development and building upon organizational and leadership capacity.</p> <p>5. Become a learning organization through development of a learning culture guided by learning leaders. The College of Micronesia-FSM will operate under the assumptions that learning is a skill and is worthy of investment and mastery, and that the communication of information and participatory governance are pivotal to organizational success. There will be support of the time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement through double-loop learning and systematic thinking.</p> <p>6. Evoke an image of quality. The College of Micronesia-FSM will be viewed as a model institution for best practices exhibited through quality, excellence, and integrity of both employees and graduates. The college will maintain regional accreditation without sanction for the maximum six-year cycle allowed by the Accrediting Commission for Community and Junior Colleges: Western Association of Schools and Colleges.</p>	<p>By creating educational opportunities for students to recognize ways to care for their health and to become aware of the importance of making healthful life choices. By sponsoring annual health fairs that bring together community health agencies and students in college health careers programs, Health Services offers students and staff on-campus access to basic health care services.</p> <p>The nurse responds to campus health emergencies and provides first aid as needed, performs health and wellness counseling, and makes referrals to appropriate community agencies.</p>

AU Mission, Goals, and Objectives)		
<p>Mission Statement</p> <p>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.</p>	<p>Goals</p> <p>2011-2012 Provide institutional support to foster student success and satisfaction</p> <p>2012-2013 Increase student access and success.</p> <p>2013-2014 Foster student success.</p>	<p>Objectives</p> <p>2011-2012 Assessment Cycle</p> <ol style="list-style-type: none"> 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. 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. <p>2012-2013 Assessment Cycle</p> <ol style="list-style-type: none"> Students and staff demonstrate knowledge about current health issues and problems that affect their health. Continue to improve level of satisfaction with essential basic health care and preventative services provided by the health service clinic. <p>2013-2014 Assessment Cycle</p> <ol style="list-style-type: none"> Students and staff will demonstrate increased awareness and knowledge of positive self-care by seeking medical services and treatment. Students will demonstrate increased knowledge about current health issues and problems that affect their health.

AU Description, Data and Trends Analysis

<p>Describe the purpose, components, and staffing of the AU</p>	<p>The purpose of the Health Service is to provide 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. The Health Service is within the Division of Student Life under the College's Department of the Service and is currently staffed by only one full-time nurse.</p>
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Current Staffing. Complete the table below

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Campus Nurse	100%	12	Annual Budget	1

Other Resources. Complete the table below

List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
None	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU

Currently, the National Campus has only one full-time campus nurse. The college's Enrollment Management/ Campus Standards Key Indicators (February 14, 2006) provides a recommended ratio of 1 FTE campus nurse for 1,400 students. Table below shows the campus nurse to FTE student ratio during Fall 2011 and Fall 2012 semesters.

Fall 2011 Semester		Fall 2012 Semester	
Credits	Ratio	Credits	Ratio
13,621	1:1,135.08 FTE Students	13,087	1:1,091.42 FTE Students

Note that the National Association of School Nurses (NASN) recommends a 1:144 ratio for schools that require daily professional school nursing services, and 1:125 in schools with complex health care needs¹. Additionally, a ratio of one nurse for every 750 students is a goal written in Healthy People 2010 from the US Department of Health and Human Services. The National Association of School Nurses (NASN) recommends one school nurse to no more than 225 students when students with special health needs are mainstreamed with other students². Taking the Fall 2011 and Fall 2012 enrolled FTE students at the college's National Campus in Palikir, ratios of 1:135 FTE students during Fall 2011, and 1:1,091 FTE students in Fall 2012 semester. Taking the National Campus' FTE enrollments from Fall 2009 to Fall 2012, the FTE Nurse to FTE Students ratio averaged at 1:1,438 more or less FTE students. The college's recommended ratio, FTE nurse to FTE students, as adopted in 2006 and is still in effect, is significantly higher than what is recommended by the nationally recognized organization of school nurses and the US Department of Health and Human Services.

¹http://usatoday30.usatoday.com/news/health/2009-08-10-school-nurses_N.htm

²<http://www.nationalguidelines.org/guideline.cfm?guideNum=4-03>

How does this AU serve the population of the College?

Considering the data provided above, the nurse to FTE student ratio is remarkably high with reference to the recommendation by the National Association of School Nurses and the federal standards.

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?

This is the first program review.

What methods are used to evaluate AU's effectiveness to the population that interacts with it?	What do the results of the above methods of evaluation indicate about the effectiveness of the AU?	How have the results of this analysis been used to make improvements to services provided by the AU?
Annual assessments 2011-2012, 2012-2013 and 2013-2014 Satisfaction survey, pre- and post-tests, office logs	See assessment reports for cycles 2011-2012, 2012-2013 and 2013-2014, as attached. The results of the methods of evaluation generally indicate that the services provided by the Health Service have impact positively on the clients/patrons.	See assessment reports for cycles 2011-2012, 2012-2013 and 2013-2014, as attached. The results of the analysis have helped the unit identifying some needs and areas requiring improvements. These include the Health Service to improve the planning and coordination processes of all facilitated activities as well as the need of the unit to design and develop a well-structured modules/guidelines in the delivery of these activities/ workshop with defined outcomes, contents, and methodologies to assess the effectiveness of these modules in achieving their intended student learning outcomes.

Provide any other relevant data that are relevant to this AU program review

Satisfaction surveys, Pre- and post-tests, attendance sheets, RH regulation policy forms				
Strengths, Weaknesses, Opportunities, Challenges (SWOC)				
Based on analysis in the preceding sections, what are the AU's strengths?	<ol style="list-style-type: none"> 1. Services provided by the Health Service have positive impact on patrons as evidenced by the achievement of most of its goals and objectives (2011-2012-2012-2013). 2. Ability to work collaboratively with colleagues within the division/ department. 			
Based on analysis in the preceding sections, what are the AU's weaknesses?	<ol style="list-style-type: none"> 1. Understaffing 2. The unit currently has no established modules/guidelines in delivery of the unit's facilitated activities/workshops 3. unit's facilitated activities/workshops 4. Lack of better planning of the Health Service facilitated activities/workshops 			
Based on analysis in the preceding sections, what opportunities existing for the AU?	Inter and intra-department cross-training.			
Based on analysis in the preceding sections, what challenges exist for the AU?	<ol style="list-style-type: none"> 1. Understaffing 2. Budget cutback due to enrollment challenges. 			
Evaluation of Processes used by AU				
Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.				
The office conducts annual assessment of its programs and services. In a longer term, it is required to conduct a more comprehensive review every two year of its programs and services (biennial program review). It then uses the results of its annual assessments for yearly budget allocation and reallocation. While this is the first program review conducted about the office's programs and services, the results will be used as critical points for the college's non-academic program prioritization that will inform the development of a five-year strategic plan.				
Provide example (s) of how this AU program review has led to continuous quality improvement				
Increase target/criteria for success. Focus more on student learning outcome. Helps to identify gaps and areas of improvements				
Service Area Outcomes Assessment				
List AU's Service Area Outcomes by completing the expandable table below				
Service Area Outcomes	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used for Improvement	Number of Cycle Completed
2011-2012 Assessment Cycle <ol style="list-style-type: none"> 1. To satisfy (or exceed) the needs o 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. 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. 	August 2011- August 2012	August 2011- August 2012	FY 2011-2012	1

<p>2012-2013 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students and staff demonstrate knowledge about current health issues and problems that affect their health. 2. Continue to improve level of satisfaction with essential basic health care and preventative services provided by the health service clinic. 	August 2012- August 2013	August 2012- August 2013	FY 2012-2013	1
<p>2013-2014 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students and staff will demonstrate increased awareness and knowledge of positive self-care by seeking medical services and treatment. 2. Students will demonstrate increased knowledge about current health issues and problems that affect their health. 	August 2013- August 2014	August 2013- August 2014	FY 2013-2014	1

AU Assessment. Complete the expandable table below

Outcome Numbers	Intended Outcomes	Means of Assessment	Criteria for Success	Summary of Data Collected	Use of Results
2011-2012 HS Outcomes 1-2	See 2011-2012 HS Annual Assessment Report	Appendix A, 2011-2013, or http://wiki.comfsm.fm/@api/deki/files/1573/=FY2009_12_SSNCHS_WS123.pdf .			
2012-2013 HS Outcomes 1-2	See 2012-2013 HS Annual Assessment Report	Appendix B, 2012-2013 Annual Assessment, or http://wiki.comfsm.fm/@api/deki/files/4276/=2012_2013_DSL_Annual_Assessment_Report-TracDat.pdf .			
2013-2014 HS Outcomes 1-2	See 2013-2014 HS Annual Assessment Report	Appendix C, 2013-2014 HS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4275/=2013_2014_DSL_Annual_Assessment_Report-TracDat.pdf			

How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons

1. Help to Identify areas in need of improvements/continues improvements
2. Motivates the campus nurse to increase targets/criteria for success

What challenges remain to make the AU more effective?

1. Understaffing
2. Budget cutback due to enrollment challenges.

Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals

Institutional Strategic Goals	AU Service Area Outcomes	Linkages
<p>2011-2012 Provide institutional support to foster student success and satisfaction</p>	<p>2011-2012 Assessment Cycle</p> <ol style="list-style-type: none"> 1. To satisfy (or exceed) the needs of COM-FSM students and employees by providing essential basic health care and preventive 	<p>ACCJC IIB, now ACCJC IIC, IEMP SS2, SD1</p>

<p>2012-2013 Increase student access and success.</p>	<p>services; as such, 70% positive rating on satisfaction survey reaching different constituents.</p>	
<p>2013-2014 Foster student success.</p>	<p>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.</p>	
	<p>2012-2013 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students and staff demonstrate knowledge about current health issues and problems that affect their health. 2. Continue to improve level of satisfaction with essential basic health care and preventative services provided by the health service clinic. 	
	<p>2013-2014 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students and staff will demonstrate increased awareness and knowledge of positive self-care by seeking medical services and treatment. 2. Students will demonstrate increased knowledge about current health issues and problems that affect their health. 	

Evaluation of Progress toward previous Goals

List the goals from AU's previous program review

There were no program reviews done before.

Describe the level of success achieved in goals listed above

Goals from previous AU Program Review	Level of Success Achieved
Not applicable	Not applicable

In cases where resources were allocated toward goals, evaluate the efficacy of that spending

Goals from previous AU Program Review	Resources Allocated	Efficacy of Spending
Not applicable	Not applicable	Not applicable

Short-Term and Long-Term Goals

Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal

Short-Term Goals 1 (Two-Year Cycle)

Identify Goal	To promote healthy lifestyles and effective health education awareness
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Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Provide acute and basic health care service with diagnosis, treatments, consultation and referrals. 2. Provide daily and annual screening of chronic diseases including diabetes, hypertension, obesity, and others. 3. Extend special clinic that provides care and treatment of women-specific problems 4. Upgrade nursing skill and maintain license current 5. Conduct inventory, prepare purchase orders, unpack and redistribute materials and supplies to State Campus dispensaries. 6. Provide health awareness workshops/activities for the College community. 7. Provide information on health issues specifically involving college students, e.g. sexually transmitted diseases, diet, family planning and others 8. Provide health references to ensure a variety of updated health references are available and accessible.
What measurable outcome is anticipated for this goal?	<p>Student and staff will demonstrate increased awareness of positive self-care by seeking medical serves and treatment.</p> <p>Students and staff will demonstrate increased knowledge about current health issues and problems that affect their health.</p>
What specific aspects of this goal can be accomplished without additional financial resources?	
Short-Term Goals 2 (Two-Year Cycle)	
Identify Goal	Student will learn how to express their values and opinion in public and private with courtesy and civility.
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Provide quality and accessible basic and preventive health care services with diagnosis, treatments, consultation and referrals 2. Upgrade nursing skill and maintain license current 3. Provide a variety of effective health awareness workshops/activities for the College community. 4. Continue to provide current information on health issues specifically involving college students, e.g. sexually transmitted diseases, diet, family planning and others 5. Continue to provide health references to ensure a variety of updated health references are available and accessible 6. Continue to provide daily and annual screening of chronic diseases including diabetes, hypertension, obesity, and others
What measurable outcome is anticipated for this goal?	At least 85% of the Students and staff will exhibit knowledge about healthy lifestyle choices by utilizing information, resources, and treatment provided in Student Health Services and participated in the Health Service facilitated health activities.
What specific aspects of this goal can be accomplished without additional financial resources?	
Long-Term Goals 1 (Five-Year Cycle)	
Identify Goal	To promote and foster a healthy and safe campus environment
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Continue to provide quality and accessible acute and basic health care service with diagnosis, treatments, consultation and referrals 2. Continue to provide daily and annual screening of chronic diseases including diabetes, hypertension, obesity, and others 3. Continue to provide effective and a variety of health awareness workshops/ activities for the College community and/or to individual or groups based on needs; provide counseling on family planning and other health-related problems based on needs. 4. Order/re-order of health references and renewal of subscription to ensure up to date and a variety of health references are available and accessible. 5. Upgrade nursing skill and maintain license current

What measurable outcome is anticipated for this goal?	At least 85% of the students and staff will exhibit knowledge about preventive measures and apply to maintain healthy life style.	
What specific aspects of this goal can be accomplished without additional financial resources?		
Long-Term Goals 2 (Five-Year Cycle)		
Identify Goal	To promote a healthy campus community	
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Continue to provide quality and accessible acute and basic health care service with diagnosis, treatments, consultation and referrals 2. Continue to provide daily and annual screening of chronic diseases including diabetes, hypertension, obesity, and others 3. Continue to provide effective and a variety of health awareness workshops/ activities for the College community and/or to individual or groups based on needs; provide counseling on family planning and other health-related problems based on needs. 4. Order/re-order of health references and renewal of subscription to ensure up to date and a variety of health references are available and accessible. 5. Upgrade nursing skill and maintain license current 	
What measurable outcome is anticipated for this goal?	At least 85 % of students and staff will acquire knowledge and exercise choices that enhance wellness.	
What specific aspects of this goal can be accomplished without additional financial resources?		
Requests for Resources		
Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review.		
o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description	To promote and foster a healthy and safe campus environment	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Personnel	\$11,000.00	Annual Budget, FY 2016
AU Program Review Summary		
This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document.		
Response Page		
AU Vice President or appropriate immediate Management Supervisor		
<input type="checkbox"/> I concur with the findings contained in this AU program review.		

I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):

I do not concur with the findings contained in this AU program review (include a narrative exception):

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

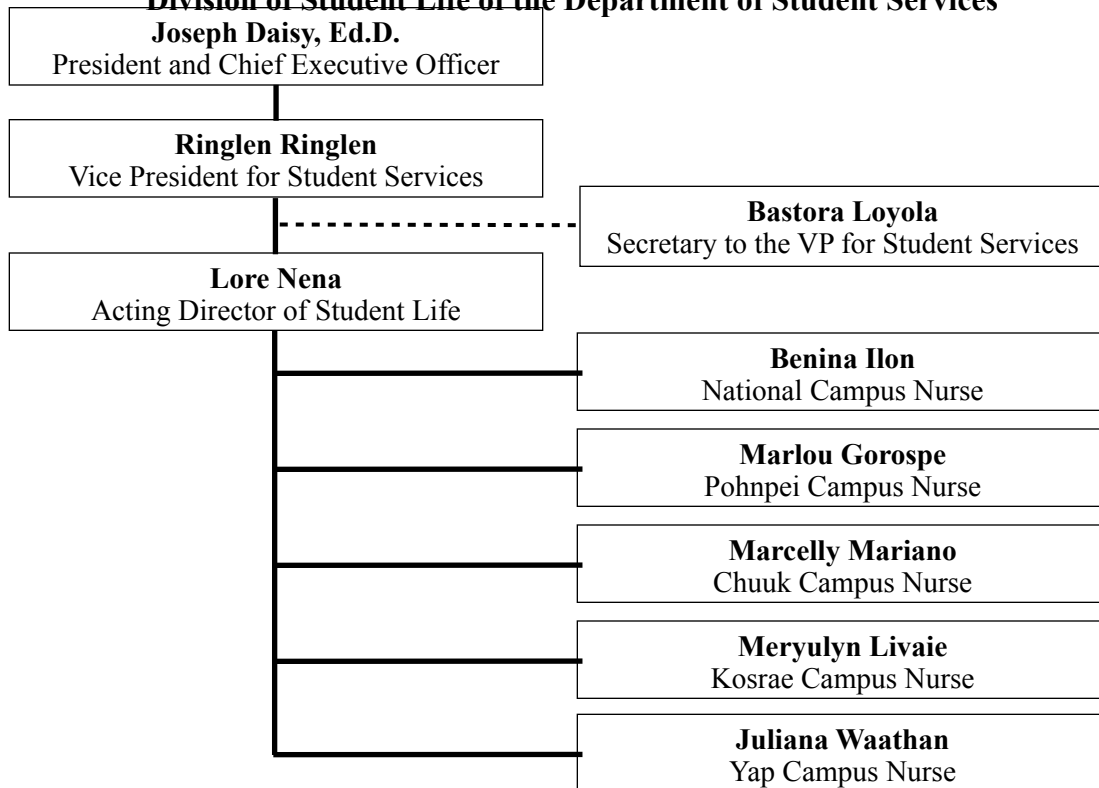
8. Information, education and communication (IEC) materials and/or health education references/ materials on health issues
9. On-campus health education, awareness and well-being programs/activities
10. Medical referrals

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 to upgrade proficiency and adeptness</i> .	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 <i>echo 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.

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - studentServices - Student Life

Mission Statement: [Office of the Director of Student Life]

The Office of Student Life provides COM-FSM students with a safe and enjoyable living environment conducive to academic success, community development and personal growth. Through campus collaboration, promotes scholastic achievement, encourages respect for self and others and prepares students to explore their place in the larger community.

[Health Services]

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.

[Sports and Recreation]

To enrich the educational experiences of tertiary students through sports and recreation in the FSM.

[Residence Halls]

To provide a comfortable, safe, well-maintained and enjoyable living environment that fosters respect for self and others and supports the academic and social goals of resident students. It is our aim to accomplish this mission through outstanding customer service and professional facilities management.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - studentServices - Student Life - 2012-2013 Health Services Outcome 1 - Students and staff demonstrate knowledge about current health issues and problems that affect their health.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy: Ensure the currency of information in information, education, and communication materials accessible to students, faculty, and staff.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 90% of clients received Information, Education, and Communication (IEC) materials.</p>	<p>09/17/2013 - Tabulated frequency count of visits by students, faculty, and staff to the Health Service clinic during SY 2012-13 showed a total of 4, 353 visits.</p> <p>Of this number only 80 % were provided IEC materials. However, the established criterion for success was "90 % of clients received IEC." Therefore, this criterion for success was not met.</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p>	<p>09/17/2013 - Based on the findings, the Health Services need to provide IEC materials on various health issues and ensure availability and accessibility of these materials by implementing the following:</p> <ol style="list-style-type: none"> 1. Produce more copies of existing pamphlets, leaflet,s etc. 2. Order/re-order of IEC materials. 3. Distribute IEC materials in the residence halls and in public areas on campus and during Health Services facilitated activities.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>4. Utilize better tools to account for number of IEC materials produced and issued.</p>
	<p>Assessment Strategy: Provide at least seven health awareness activities/workshops for students, staff and faculty during the school year.</p> <p>Provide at least five presentations about reproductive health/family planning and other subject areas to individuals or groups.</p> <p>Enroll at least 250 new family planning users.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 1. At least 5% increase in the number of participants in activities facilitated by the Health Services. 2. Statistically significant difference between the scores in the pre-and post-tests administered to a cohort of participants.</p>	<p>08/07/2013 - Office log on registrations of participants to workshops and trainings facilitated and hosted by the Health Services during 2012-2013 shows that:</p> <p>(1) In 2011-2012, the office hosted three workshops or trainings participated by 2,041 students, faculty and staff.</p> <p>(2) In 2012-2013, the office hosted the same number and type of workshops and training participated by 1,910 students, faculty and staff.</p> <p>(3) A negative difference of 131 participants in headcount; therefore, a decrease by 6.42% in the number of participants as compared to the prior school year. The established criterion for success was "at least 5% increase in the number of participants in activities facilitated by the Health Services." Comparing the number of participants to workshops hosted by the Health Services during 2011-2012 and 2012-2012, a decrease in the number of participants by 6.24%. Therefore, this criterion for success was not met.</p> <p>On the other hand, to measure the effectiveness of the workshop facilitated by the Health Services in terms of increased knowledge of the students about health care, and the like, pre-and post tests were administered to a non-probability sample of 52 participants to the Herpes Simplex Virus Type 1 presentation. Results showed that: (1) Of the 52 participants, 45 (or 87%) scored \geqthe median and 7 (13%), scored $<$the median on the pre-test.</p>	<p>09/17/2013 - Based on the results, the Health Services need to improve the planning and coordination processes of all facilitated activities. The following are plans to be implemented during the academic year 2013-2014:</p> <ol style="list-style-type: none"> 1. Begin the planning process of events/activities at least one or two months before scheduling date. 2. Involve more students in the planning process. 3. Coordinate with faculty, and other offices in implementation of activities. 4. Utilize better tools to assess number of participants. 5. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>(2) Of the 52 participants, 49 (or 94%) scored >=the median, and only 3 (or 6%) scored < the median in the post test. (3) Therefore, a positive difference of only 7% participants scoring >=median.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	
<p>C - studentServices - Student Life - 2012-2013 Health Services Outcome 2 - Continue to improve level of satisfaction with essential basic health care and preventative services provided by the health service clinic.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>Start Date: 10/01/2012</p> <p>Inactive Date: 09/30/2013</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy:</p> <ol style="list-style-type: none"> 1. Provide and conduct annual health screenings to include but not limited to sexually transmitted infections, diabetes, hypertension and others. 2. Coordinate and conduct special health services to include but not limited to Well Women Clinic etc. 3. Provide appropriate and efficient referral services with proper documents and follow-up adherent to established protocol. 4. Provide stock supplies of first aid kits to residence halls and other offices to ensure accessibility of treatment of common injuries and emergencies. 5. Provide safe and professional health services through continued upgrading of nursing skills and knowledge to ensure nursing practice competency. 6. Conduct quarterly inventory of medical supplies to ensure timely procurement of 	<p>08/09/2013 - To determine the effectiveness of the Health Services in terms of providing the essential basic and preventive health care services based on perceptions of students, faculty and staff, a non-random sample (n) of 237 students, faculty and staff was surveyed using the Client Satisfaction Survey designed and developed by the Health Services.</p> <p>The results of the survey showed 86 % (exceeds) positive rating. The established criterion for success was "80% positive rating on clients' satisfaction survey." Criterion for success had been met.</p> <p>In addition, the results also showed that the Health Services received overall positive ratings with the highest rating of 90.27% on Question 1, (i.e., the staff was courteous, friendly and helpful), and lowest positive rating of 82.04% on Question 4, (i.e., the staff was sensitive to my needs and showed genuine interest). Furthermore, 85.61% of the 237 subjects expressed satisfaction with the services provided by the Health Services and only 2.52% signifying dissatisfaction. 11.87% expressed neutrality.</p>	<p>08/09/2013 - Although the unit had successfully met the established targets (criteria for success) as outlined in the results and findings of the assessment, it will continually strive at ensuring that students, faculty and staff are provided and are satisfied with the services offered.</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>medicines and other supplies to replenish depleted stock.</p> <p>Assessment Type: Survey</p> <p>Target:</p> <ol style="list-style-type: none"> 1. 80% positive rating on client's satisfaction survey. 2. 90% of visits to the Health Service will receive needed treatment 	<p>Additionally, tabulated frequency counts of visits (4, 353) to the Health Service clinic during SY 2012-13, showed that 97% of the visits received the needed treatment/services. The established criterion for success was "90% of visits received the needed treatment/services". Therefore, this criterion of success had also been met.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	
<p>C - studentServices - Student Life - 2012-2013 Sports and Recreation Outcome 1 - Students will demonstrate basic skills in playing basketball and basic knowledge in officiating.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Conduct basic fundamental skills training in basketball to twenty students on Tuesdays and Thursdays of every week in the spring semester.</p> <p>Establish an individual performance rubric for participants to document progress and improvement.</p> <p>Provide opportunities to all participants to access sports trainings or workshops available on campus.</p> <p>Conduct five referring, umpiring and table officiating clinics to twenty individuals in summer.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: At least 70% of the students participated in the fundamental skills training gained competency and demonstrate the skills learned in a real competition match.</p>	<p>09/02/2013 - High performance skills training is an elite skills training for competent athletes and as a result of this training, only ten or 50% of the students enrolled were competing in the higher level of competition organized by the State. The established criterion for success was "at least 70% in the number of elite participants." Therefore, this criterion for success was not met.</p> <p>Officiating clinic was conducted by the recreation staff in July 2013 and participants learned the common rules and were given practical hand mechanics and demonstrations as a result out of the twenty students enrolled, ten or 50% of the participants were motivated and build confident to assist in the officiating of the games. The established criterion for success was "at least 70% of the participants would build confident." Therefore, this criterion for success was not met.</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p>	<p>09/02/2013 - Based on the results, the Sports and Recreation need to improve the planning and modify the training programs to better cater both athletes and officials. The following are plans to be implemented during the academic year 2013-2014:</p> <ol style="list-style-type: none"> 1. Increase on the number of goodwill and friendship games with the local communities around the island. 2. Increase student teams in the State sport leagues and tournaments. 3. Modify the individual skills trainings to improve on beginners and elite skills. 4. Provide access and opportunities for our students to Zone Development Officers (ZDO) as they visit the FSM States to conduct

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>At least 70% of the participants build confidence and assist the staff to officiate the games.</p>		<p>skills training, officiating clinics and coaching courses.</p> <p>5. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings.</p>
<p>C - studentServices - Student Life - 2012-2013 Sports and Recreation Outcome 2 - Increase the level of awareness in sports and satisfaction to the college community and the local community through sports and activities.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>Start Date: 10/01/2012</p> <p>Inactive Date: 09/30/2013</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Provide daily monitoring and mentoring to all customers utilizing our facilities and services.</p> <p>Modify the programs and activities to best satisfy our students, staff and faculties and other patrons utilizing the facility.</p> <p>Provide custodial services daily to foster a safe and healthy environment to all facility users.</p> <p>Increase sports and activities that involve the college community and the local community to foster goodwill and friendship.</p> <p>Establish code of ethics for all students participating in our sports programs and activities to foster unity.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: At least 80% of the participants will satisfy with the programs and services and will demonstrate unity and friendship on and off the competition grounds.</p>	<p>09/02/2013 - Daily monitoring and mentoring facility users improved the services and contributed to the satisfaction to all patrons utilizing the facility and services.</p> <p>An interview survey was conducted by the staff in the month of July 2013 to eight of the active students from the residence halls and twelve off campus students that spend lots of time utilizing the services by doing recreational sports and activities at the gym.</p> <p>As a result, the off campus students responded to the three satisfaction questions "OK" whereas the residence hall students responded "only when the gym is not available for their use due to conferences".</p> <p>An internal office review of the sports and activities programs was contacted by the office staff and modifications were done to cater all participants. As a result 60% of our participants understand the importance of team work and demonstrate good sportsmanship on and off the play ground. The remaining 40% were new student enrollment and were new to our program rules and regulations that pertains the code of ethics in sports.</p>	<p>09/02/2013 - Based on the results, the Sports and Recreation need to do the following plans and implementations to best satisfy the students and that they demonstrate good sportsmanship in the sports competitions and beyond throughout the academic year 2013 and 2014.</p> <ol style="list-style-type: none"> 1. Implement additional outdoor recreational sports. 2. Improve on the existing outdoor playing grounds. 3. Organize more goodwill games and outreach activities that involve both the students and the local communities. 4. Maximize the use of the sports facilities by turning the practice hall into a students center. 5. Establish entertainment options to the inactive students to increase students participation in the sports and activities.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Target Met: No Reporting Period: 2012 - 2013</p>	<p>Follow-Up: 09/02/2013 - Big screen movies will be available by October of 2013.</p>
<p>C - studentServices - Student Life - 2012-2013 Residence Hall Outcome 2 - Residents will demonstrate knowledge about the rules and regulations of the Residence Halls. AUO Assessment Cycle: 2012 - 2013 Start Date: 10/01/2012 Inactive Date: 09/30/2013 AUO Status: Inactive</p>	<p>Assessment Strategy:</p> <ol style="list-style-type: none"> 1. Provide orientation and awareness sessions on rules and regulations/policy procedures for the new incoming residents. 2. Continuous monitoring and enforcing of rules and regulations in the residence halls. 3. Facilitate at least two review sessions on Residence Hall's rules and regulations during the school year 2012-2013. 4. Coordinate with Security and Safety to facilitate fire drills at least twice a semester to ensure that residents are proficient in adhering to fire and safety rules and procedures. 5. Develop and implement assessment tools to assess the residents' knowledge and compliance of rules regulations and policies. <p>Assessment Type: Descriptive Statistics Target: At least 90% increase in knowledge about the rules and policies of the Residence Halls.</p>	<p>09/08/2013 - There was no assessment made to measure the level of knowledge about rules and policies of the residence halls. Target Met: No Reporting Period: 2012 - 2013</p>	<p>09/22/2013 - There was no assessment made during this reporting cycle, as such, the Residence Hall staff will develop and implement the improvement plans in the academic year 2013-2014.</p> <ol style="list-style-type: none"> 1. Develop and implement an assessment tool to assess residents' knowledge and compliance of rules and policies of Residence Hall. 2. Residence Hall staff need to take time to explain clearly and thoroughly the rules and policies to ensure that residents' have a better understanding. 3. Residence Hall staff will facilitate at least two review sessions on rules and policies with a "pre-and postests" during Fall semester 2013 and Spring 2014. 4. The Residence Hall will review and evaluate how effective the rules and policies are being implemented.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - studentServices - Student Life - 2012-2013 Residence Hall Outcome 1 - Residents will be satisfied with the services provided at the Residence Halls.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>Start Date: 09/04/2013</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy:</p> <ol style="list-style-type: none"> 1. Provide and organize at least two annual activities; residents' retreat in May and Fall kick-off in September for all residents. 2. Coordinate with Counseling office to provide tutorial services to residents. 3. Provide daily custodial services, monthly general cleanup and biweekly room inspections to ensure safety and sanitary condition of the residence halls are maintained. 4. Provide supplementary educational and learning tools to foster residents' academic access and success. <p>Assessment Type: Survey</p> <p>Target:</p> <ol style="list-style-type: none"> 1. At least 80% positive rating on the satisfaction survey. <p>Related Documents: Copy of RH Satisfaction Survey 2013-1.xls</p>	<p>09/04/2013 - To determine the level of perceived satisfaction of resident students about the facilities and services provided by the Residence Halls, a satisfaction survey was administered to 72 residents of the men and women residence halls during Summer 2013 session. Of the 72 residents surveyed: (a) 18 (or 25%) are from Chuuk, (b) 21 (or 29 %) are from Kosrae, (c) 32 (or 44%) are from Yap, and (d) 1 (or 1%) from Japan.</p> <p>Specifically, the tabulated responses of the survey are summarized, as follows:</p> <p>Tabulated responses to questions with <80% positive rating</p> <p>(1) Q9 (On RH visitation policy), received 76% positive rating with 18% and 6% negative and neutral ratings, respectively.</p> <p>(2) Q13 (Student activities in the residence halls), received 71% positive rating as against 28% and 1% of the 72 subjects expressing dissatisfaction and neutrality, respectively.</p> <p>(3) Q17 (Pest control), received 79% positive rating as against 17% signifying dissatisfaction, and 4%, neutrality.</p> <p>(4) Q19 (Promptness of responses to maintenance requests), received 61% positive rating as against 38% and 1% negative and neutral ratings, respectively.</p> <p>Tabulated responses to questions with >80% positive ratings:</p> <p>(1) Q6 (Adherence to the rules and policies), 86% .</p> <p>(2) Q7 (Environment conducive to academic work), 89%.</p>	<p>09/24/2013 - Based on the results, the Residence Hall will continually strive at improving its services offered to residents and will specifically address the weaknesses as identified in Q9, Q13, Q17, and:</p> <ol style="list-style-type: none"> 1. Develop and implement assessment tools for the purpose of assessing and improving the quality of services provided to residents. 2. Provide trainings to staff on Residence Hall's related policies and procedures as such that staff will be able to understand and explain clearly the rules and policies to residents, as well as how staff can improve services in an effective and efficient manner. 3. Develop a calendar of activities (educational, social and recreational) to engage the residents; as such that the outcomes will support their academic and social growth while residing in the residence hall. 4. Collaborate and coordinate with the college's division of maintenance and facilities to specifically address Q13 (pest control). Also, Residence Hall will develop in-house routine and standard operating procedures geared toward areas such as, cleanliness and orderliness, reporting protocol, reporting

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		(3) Q8 (The level of noise), 82%.	protocol, and others.
		(4) Q10 (Relationship with my roommate), 94%.	Furthermore, the Residence Hall will work in collaboration with other respective divisions to especially address issues and/or activities that can't be solely addressed by the residence hall in particular, or the department, in general.
		(5) Q11 (The cost), 86%.	
		(6) Q12 (Quality of my social life in my residence hall), 94%.	
		(7) Q14 (Overall experience residing in my current residence hall), 90%.	
		(8) Q15 (Satisfaction with the facilities; the physical condition of the building currently residing in), 83%.	
		(9) Q16 (the physical condition of my room), 86%.	
		(10) Q18 (The lighting in my room), 93%. (
		(11) Q20 (Satisfaction with safety and security issues on campus and in the residence hall), 86%.	
		(12) Q21 (The degree which I feel safe in my residence hall), 97%.	
		(13) Q22 (The degree which I feel secure to keep my belongings in my residence hall), 81%.	
		(14) Q23 (The current safety and security policy in my residence hall), 86%.	
		(15) Q24 (The performance of the campus security, 90%).	
		(16) Q25 (The promptness of response by campus security staff), 88%.	
		Target Met: No	
		Reporting Period:	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2012 - 2013			
<p>C - studentServices - Student Life - 2012-2013 Office of Student Life Outcome 1 - Students will exhibit awareness of student support programs and activities.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>Start Date: 09/04/2013</p> <p>AUO Status: Active</p>	<p>Assessment Strategy:</p> <ol style="list-style-type: none"> Promote awareness of the availability of support programs and co-curricular activities through campus wide advertisement and other promotional activities. Facilitate and provide support and services for students' clubs and organizations. Encourage participation of students in clubs and organizations. <p>Assessment Type: Survey</p> <p>Target: At least 70% positive rating on the 2012 Fall Student Orientation Survey. (Service Area Outcome).</p>	<p>09/08/2013 - The Institutional Research and Planning office (IRPO) conducted and Orientation survey to a non-randomly selected sample of 222 students at the national Campus during Fall 2012 semester. Result of the survey specific to the Office of the Director of Student Life showed that 79% of the respondents expressed that they understood and are aware of the student support programs available to assist students academically and socially with 7% and 14% indicating disagreement and neutrality, respectively.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p> <p>Related Documents: 2012.3 Orientation Survey_130611 copy.pdf</p>	<p>09/16/2013 - The following are plans to be implemented during academic year 2013-2014:</p> <ol style="list-style-type: none"> Increase the number of student clubs and organizations. Continue and promote awareness of support service programs and activities facilitated by Student Life. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings. Office of the Director of Student Life will be hosting and facilitating activities and events to support students, academically and socially. As such, Office of the Director of Student Life will work in collaboration with other respective divisions to either facilitate or coordinate such extra-curricular activities.

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - studentServices - Student Life

Mission Statement: [Office of the Director of Student Life]

The Office of Student Life provides COM-FSM students with a safe and enjoyable living environment conducive to academic success, community development and personal growth. Through campus collaboration, promotes scholastic achievement, encourages respect for self and others and prepares students to explore their place in the larger community.

[Health Services]

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.

[Sports and Recreation]

To enrich the educational experiences of tertiary students through sports and recreation in the FSM.

[Residence Halls]

To provide a comfortable, safe, well-maintained and enjoyable living environment that fosters respect for self and others and supports the academic and social goals of resident students. It is our aim to accomplish this mission through outstanding customer service and professional facilities management.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Student Life - 2013-2014 Residence Halls Outcome 2 - Resident students shall demonstrate knowledge about the rules and regulations of the residence halls. AUO Assessment Cycle: 2013 - 2014 AUO Status: Active	Assessment Strategy: Provide orientation sessions to resident students primarily geared to awareness and understanding of the rules and regulations of the College's residence halls, the services and activities available to resident students, and others. Assessment Type: Exam/Quiz - Pre-Post Target: (1) Three orientation sessions to resident students, i.e., fall and spring semesters, and summer session; and (2) a statistically significant (positive) difference between the pre- and posttest administered to all resident students	07/31/2014 - There was survey or similar form of assessment conducted to no data collected to assess the level of the knowledge and about rules and policies of the residence halls. Although, statistics both maintained by the Residence Halls and that of the college's campus and security office would show a decrease in the frequency counts of cited violations especially in terms of the college's alcohol policy and other policies related to student conduct and discipline by resident students as compared to previous years. Target Met: No Reporting Period: 2013 - 2014	07/31/2014 - The following need to be implemented starting Fall 2014. 1. Develop and implement an assessment tool to assess knowledge and compliance of rules/policies and procedures. 2. The RH staff needs to take the time to explain clearly and thoroughly the policies and procedures to individual and/or groups to ensure residents to have a better understanding. 3. Facilitate at least two review

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p>sessions on rules and policies of the residence halls during the academic school year.</p> <p>4. Revisit the rules/regulations and policies of the residence halls to evaluate the effectiveness and to involve inputs from the residents</p>
<p>C - studentServices - Student Life - 2013-2014 Residence Halls Outcome 1 - Resident students shall signify increased level of satisfaction about the services provided by including activities facilitated by the Residence Halls</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Active</p>	<p>Assessment Strategy:</p> <p>(A) Develop and implement assessment tools principally to assess and improve the quality of services provided by and activities facilitated by the Residence Halls.</p> <p>(B) Provide trainings to staff on Residence Halls' specific and related guidelines and policies; as such, staff employees are able to understand and explain clearly these guidelines and policies to resident students as well as effectively implementing them consistent with the stipulations in the guidelines and policies.</p> <p>(C) Develop a calendar of activities (e.g., educational, social, and recreational) to engage resident students; as such that the outcomes support their academic and social growth while residing in the College's residence halls.</p> <p>(D) Collaborate with the College's division of Physical Facilities, Maintenance and Campus Security especially to ensure timely responses to identified needs of the residence halls, such as but by any means not limited to facility repairs and</p>	<p>07/31/2014 - While resident students signified some levels of satisfactions especially with the introduced improvements (e.g., just-in-time physical maintenance, cleanliness and orderliness, social activities, others) in the college's residence halls, the residence halls recognized an overwhelming need of improvement and will strive at improving its services to satisfy the safety and well-being needs of the residents.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>07/31/2014 - The following are plans to implement during academic school year 2013-2014:</p> <p>1. Coordinate and organize a variety of social, cultural, recreational and educational activities and experiences and involved residents to provide leadership to residential activities.</p> <p>2. Create an incentive program that involves residents earning points/given prizes etc. for attending events and getting involved in the residence halls.</p> <p>3. Plan and organize daily-weekly residence halls inspections by staff and monthly inspection with maintenance staff to ensure maintenance needs are being addressed in a timely manner.</p> <p>4. Residence halls staff to be more committed and taken an active role in understanding, explaining, enforcing and support all rules and</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>maintenance works, security and safety, and others.</p> <p>(E) Develop in-house routine and standard operation procedures geared towards areas, such as cleanliness and orderliness, reporting protocol, and others.</p> <p>(F) Collaborate with other AUs especially in addressing issues and/or activities that can not be solely addressed by the Residence Halls, in particular, or the department, in general.</p> <p>(G) Provide trainings to staff employees as part of the initiative geared to capacity building; such as, effective customer service, housekeeping, first aid, emergency response, and others.</p> <p>Assessment Type: Survey Target: 85% positive ratings in each of the survey administered to all resident students during fall and spring semesters, and summer sessions.</p>		<p>regulations of the residence halls and ensuring the cleanliness/sanitary condition and maintenance needs of the halls is maintained etc.</p> <p>5. Provide at least two in-service training per semester for RH staff to upgrade knowledge and skills; hence improve job performance.</p> <p>6. Maintain consistency and fairness when dealing with all students in the residence halls and work with them to develop a sense of respect for self, others, and property.</p> <p>7. Consistent communication with campus security to ensure the safety and security of all the residents.</p>
<p>C - studentServices - Student Life - 2013-2014 Health Services Outcome 1 - Students and staff will demonstrate increased awareness and knowledge of positive self-care by seeking medical services and treatment</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Active</p>	<p>Assessment Strategy:</p> <p>(A) Provide acute and basic health care service with diagnosis, treatments, consultation and referrals.</p> <p>(B) Provide daily and annual screening of chronic diseases including diabetes, hypertension, obesity, and others.</p> <p>(C) Extend special clinic that provides care and treatment for women-specific problems.</p> <p>(D) Upgrade nursing skills and maintain</p>	<p>07/29/2014 - 1. Tabulated frequency count of visits by students, faculty, and staff to the Health Service showed that:</p> <p>A. In 2012-13, the dispensary received a total of 4, 353 visits and</p> <p>B. In 2013-14, the dispensary received a total of 5, 735 visits.</p> <p>C. An increase of 1, 382 or 24.1% increase in the number of frequency count of visits from the prior school year.</p>	<p>07/30/2014 - Based on results of Outcome 1 of the Assessment Cycle 2013-14, the Health Service plans to implement the following improvement plans:</p> <p>1. Articulate one or two specific and measurable Student Learning Outcome/Outcomes for the next assessment cycle.</p> <p>2. Exceed or maintain the rate of frequency counts of visits for acute</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>license current.</p> <p>(E) Conduct inventory, prepare purchase orders, upack and redistribute materials and supplies to State Campus dispensaries.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: (1) At least 5% increase in the frequency of visits to the Health Services' clinic, and (2) At least 5% increase in the frequency of visits for preventive/prophylaxis treatments.</p>	<p>D. The established criterion for success was "at least 5% increase in the frequency of visits to the Health Service clinic"; therefore, this criterion has been met.</p> <p>Furthermore, the tabulated frequency count of visits by students, faculty, and staff to the Health Service also showed that:</p> <p>A. In 2012-13 , the dispensary received a total of 915 visits specifically for health maintenance/prophylaxis treatment and</p> <p>B. In 2013-14, the dispensary also received a total of 1, 585 visits for the same kind of treatment.</p> <p>C. An increase of 670 (or 42.3%) from prior school year.</p> <p>D. The established criterion for success was "at least 5% increase in the frequency of visits to the Health Service clinic for preventive/prophylaxis treatments; therefore, this criterion has been met.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: STAT_AssessCy2012-13without.. STAT_AssesCy2013-14 without...</p>	<p>and preventive/maintenance health care treatment and services.</p> <p>3. Develop a better system of collecting/organizing and analyzing of data (with the assistance of other colleagues).</p> <p>4. Conduct quarterly inventory of medical supplies to ensure timely procurement of medicines and other supplies and to avoid stock outs.</p>
<p>C - studentServices - Student Life - 2013-2014 Director of Student Life Outcome 1 - Students will demonstrate increased awareness of support programs and activities.</p>	<p>Assessment Strategy:</p> <p>A. Increase the number of student clubs and organizations</p> <p>B. Develop a calendar of student activity in collaboration with other units</p> <p>C. Organize and implement</p>	<p>07/29/2014 - A. The academic school year 2012-2013 showed that thirteen (13) student clubs and organizations were officially registered. The number of registered student clubs and organizations was increased to twenty-one in 2013-2014 academic school year. An increased of</p>	<p>09/30/2014 - Improve the timeliness in updating the online student activity calendar. (Upload information on the calendar prior to commencing of each semester)</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Inactive</p>	<p>workshops/presentations for the school year 2013-2014</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target:</p> <p>Related Documents: Calendar of Student Activities Student Activity Calendar</p>	<p>eight (8) or 38% clubs from prior academic school year. In addition, four student clubs were newly registered.</p> <p>B. Spring 2014, the Office of the Director of Student Life coordinated the development of a calendar of student activity for student life, which chronologically outlined the various activities and events by student services units and other offices. This calendar can be viewed and accessible at this URL: http://www.comfsm.fm/?q=vpss.</p> <p>The student life director collaborated with the Webmaster of the college's Information Technology division whom enabled the accessibility through the Office of the Vice President for Student Service's webpage. In addition, the Webmaster further allowed the Office of the Director for Student Life to have access to routinely updated changes and posted new activities and events.</p> <p>During the reporting period of 2013-2014, the Office of the Director of Student Life organized and implemented eight (8) scheduled activities in the calendar of student activity.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: student clubs and organizations monthly report student activities and services Student Activity Calendar Library skills presentation</p>	<p>Follow-Up: 09/16/2014 - To ensure that all information on the online calendar of student activity is current and updated, a followup will take place end of each month.</p> <hr/> <p>09/16/2014 - Facilitate monthly meetings for student delegation leaders and student council to address needs and concerns of student clubs and organizations</p> <p>Follow-Up: 09/16/2014 - For continuous improvement a followup will take place end of November 2014</p> <hr/> <p>09/16/2014 - Provide students with up to date information about the student life programs and services on a monthly basis by using at least 2 methods of advertisement</p> <p>Follow-Up: 09/16/2014 - A followup should take place end of fall semester</p> <hr/> <p>09/16/2014 - Develop and implement an assessment instrument to measure students' perception on services provided by student life</p> <p>Follow-Up: 09/16/2014 - A followup by October 2014</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>07/24/2014 - student calendar of student activities Target Met: No Reporting Period: 2013 - 2014 Related Documents: Calendar of Student Activities</p> <hr/> <p>07/24/2014 - Calendar of student activities Target Met: Yes Reporting Period: 2013 - 2014</p>	
<p>C - studentServices - Student Life - 2013-2014 Health Services Outcome 2 - Students will demonstrate increased knowledge about current health issues and problems that affect their health. AUO Assessment Cycle: 2013 - 2014 AUO Status: Active</p>	<p>Assessment Strategy: (A) Provide health awareness workshops/activities for the College community. (B) Provide information on health issues specifically involving college students, e.g., sexually transmitted diseases, diet, family planning and others. (C) Provide health references to ensure a variety of updated health references are available and accessible. Assessment Type: Descriptive Statistics Target: (1) At least 5% increase in the number of students and staff requesting IEC materials.</p>	<p>07/29/2014 - 1. Tabulated frequency count of visits by students, faculty, and staff to the Health Service clinic showed that:</p> <p>A. In 2012-13, of the total number of frequency count of visits recorded, 2, 482 of them were provided health-related Information, Education & Counseling.</p> <p>B. In 2013-14, the office log recorded a total of 4,718 visits which were also provided the health-related Information, Education & Counseling.</p> <p>C. An increase of 1,236 or 26% increase in the frequency count of visits for Information, Education & Counseling from prior school year.</p> <p>D. The established criterion for success was “at least 5% increase in the number of students and staff requesting Information, Education & Counseling”; therefore, this criterion has been met.</p> <p>Additionally, to determine the effectiveness of the Health Fair activities hosted by the Heath Service in terms of increased knowledge of the students and staff from the various health-related activities provided based on their perceptions, a survey</p>	<p>07/30/2014 - Based on the outcome 2 of the Assessment Cycle 2013-14, the Health Service plans to implement the following improvement plans:</p> <ol style="list-style-type: none"> 1. Articulate one or two specific and measureable Student Learning Outcome/Outcomes for the next assessment cycle. 2. Exceed or maintain the rate of frequency counts of visits for Information, Education and Counseling. 3. Exceed or maintain positive rating on the results of survey administer to a cohort of participants to the health service facilitated workshops/ presentations. 4. Design and develop modules/syllabus for all workshops and trainings to ensure consistency in both content and delivery of workshops and trainings.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>consisted of six questions was administered to a sample of 182 non-randomly selected cohort of participants.</p> <p>Basically, the results of the survey showed that 171 (or 94.47%) of the 182 subjects perceived the Health Fair as informative with only 5.52% perceived as not informative. The results also showed that 177 (or 97.26 %) of the subjects agreed that participating in the health fair has increased their understanding about the effects of diet and exercise in the prevention and control of diabetes and hypertension with only 2.75% (or 5 subjects) signifying disagreement.</p> <p>While 180 (or 98.9%) of the 182 respondents agreed that participating in the Health Fair had motivated them to practice healthy life style, only 2 (or 1.1%) of the subjects expressed disagreement. The result also showed that 176 (or 96.71%) of the subjects agreed that participating in the health fair had motivated them to have health screening on regular basis with only 6 (or 3.30%) subjects signifying disagreement.</p> <p>The results further showed that 91 (or 50.84 %) of the 182 respondents expressed health screening to be most beneficial while 38 (or 21.23%) inclined toward the healthy food preparation and only 26 (or 14.53%) and 24 (13.41%) respondents expressed the exercise demonstration and educational information to be most beneficial respectively.</p> <p>The overall result of the survey was positive with 177 (or 97.26 %) of the subjects expressed satisfaction about the health fair activities with only 5 (or 2.75%) of the subjects signifying dissatisfaction.</p> <p>To further determine/measure the level of</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>knowledge of students and staff regarding other health related issues, specifically the HIV/AIDS, a survey was administered to a sample of 101 non-randomly selected subjects from a cohort of participants to the 2013 World Aids Day. Specifically, the survey consisted of 5 questions and it was designed to measure the level of knowledge about the transmissions, prevention and common misconceptions about the HIV/AIDS.</p> <p>Generally, the results of the survey showed that the subjects had some basic knowledge about the transmission of the HIV/AIDS and ways to prevent its spread as indicated in their responses to the first two questions. All of the 101 subjects (or 100 %) responded “Yes” to Question 1 “Can the risk of HIV and other Sexually Transmitted Infections transmission be reduced by having sex with only one uninfected partner who has no other sex partner?” and Question 2 “Can a person reduce the risk of getting HIV and other Sexually Transmitted Infections by using a condom every time they have sex?”.</p> <p>Moreover, the subjects also seemed to have some basic knowledge about the myths or the common misconceptions about the HIV/AIDS as indicated by their responses to Questions 3, 4 and 5. All of the 101 subjects responded “Yes” to Question 3 “Can a healthy-looking person have HIV and other Sexually Transmitted Infections?” and “No” to Question 4 “Can a person get HIV and other Sexually Transmitted Infections from Mosquito bites?” However, 97 (or 96.04%) of the subjects responded “No” to Question 5, “Can a person get HIV and Sexually Transmitted Infections by sharing food with someone who is infected?” with 4 subjects (or 3.96%) responded “Yes” to Question 5.</p> <p>Target Met: Yes</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Reporting Period: 2013 - 2014</p> <p>Related Documents: STAT_AssesCy2013-14 without... STAT_AssessCy2012-13without.. hs_national_MR_may2014 survey result_Health Fair_2014 Survey result_World Aids Day_2013</p>	
<p>C - studentServices - Student Life - 2013-2014 Sports and Recreation Outcome 2 - College community and stake holders will demonstrate awareness on the sports competitions and recreational activities organized by the Sports Division.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>Start Date: 11/07/2013</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Provide daily monitoring and mentoring to all customers utilizing the facilities and services.</p> <p>Modify the programs and activities to best satisfy the students, staff and faculties and other patrons utilizing the facility.</p> <p>Provide custodial services daily to foster a safe and healthy environment to all facility users.</p> <p>Increase sports and activities that involve the college community and the local community to foster goodwill and friendship.</p> <p>Establish code of ethics for all students participating in our sports programs and activities to foster unity.</p> <p>Target: At least 80% of the participants will satisfy with the programs and services and will demonstrate unity and friendship on and off the competition grounds.</p>	<p>02/23/2014 - 2013 intramural was ended in November and a survey was conducted none randomly inclusive of male and female participants of the 2013 intramural participants. Out of the 326 students that took part in the games 50 students were given the questioners to assess the intramural tournament that was organized by the sports office. 5 representatives from each team were given the questions to provide their views and as a result, 30 responded with satisfaction where 20 were not satisfied with how it was organized.</p> <p>Additional outdoor sports facilities outreaches to the neighboring communities and as a result awareness, friendship and unity was established among the students and the local community people.</p> <p>Additional full court regulation outdoor basketball court is contributing to more participants in the sport of basketball and as a result, another women team from the state of Kosrae was formed in the 2014 Founding Day basketball games.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>12/06/2014 - Based on the results, the Sports and Recreation need to do the following plans and implementations to best satisfy the students and that they demonstrate good sportsmanship in the sports competitions and beyond throughout the academic year 2013 and 2014.</p> <ol style="list-style-type: none"> 1. Implement additional outdoor recreational sports. 2. Improve on the existing outdoor playing grounds. 3. Organize more goodwill games and outreach activities that involve both the students and the local communities. 4. Maximize the use of the sports facilities by turning the practice hall into a student's center. 5. Establish entertainment options to the inactive students to increase student's participation in the sports and activities.

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<p>C - studentServices - Student Life - 2013-2014 Sports and Recreation Outcome 1 - Students will exhibit knowledge and will demonstrate the skills in playing and officiating in the 2013 intramural ball games and 2014 founding day ball games.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Active</p>	<p>Assessment Strategy: Conduct basic fundamental skills training in basketball to twenty students on Tuesdays and Thursdays of every week in the spring semester.</p> <p>Establish an individual performance rubric for participants to document progress and improvement.</p> <p>Provide opportunities to all participants to access sports trainings or workshops available on campus.</p> <p>Conduct five referring and table officiating clinics to twenty individuals in summer.</p> <p>Assessment Type: Project-Group</p> <p>Target: At least 90% of the students participated in the fundamental skills training gained competency and will demonstrate the skills learned in a real competition match.</p> <p>At least 80% of the participants build confidence and assist the staff to officiate the games.</p>	<p>07/29/2014 - A referee clinic was conducted in March of 2013 and 20 students signed up to pursue in officiating and out of the twenty students enrolled, ten of them continued to practice refereeing in the intramural games and other organized basketball games outside of the college. While the target of at least 90% of the participant of the training will demonstrate their acquired skills by officiating in a basketball games, one of the participant was chosen to assist as a referee in the 8th Micronesian Games specifically the men Gold Medal Game. This is a video clip of my competent student Mr. Salomon Goldman being the lead referee and assisting in a free throw. http://youtu.be/m9G0A5XVvqo</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: 8th Micro Games</p>	<p>07/29/2014 - Based on the results, the Sports and Recreation need to improve the planning and modify the training programs to better cater both athletes and officials. The following are plans to be implemented during the academic year 2013-2014:</p> <ol style="list-style-type: none"> 1. Increase on the number of goodwill and friendship games with the local communities around the island. 2. Increase student teams in the State sport leagues and tournaments. 3. Modify the individual skills trainings to improve on beginners and elite skills. 4. Provide access and opportunities for the students to Zone Development Officers (ZDO) as they visit the FSM States to conduct skills training, officiating clinics and coaching courses. 5. Design and develop modules for all workshops and trainings to ensure consistency in both content and delivery of those workshops and trainings. 6. Recruitment of volunteers to assist in the basketball tournament for the upcoming Micro Games will

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		<p>03/04/2014 - The students participated in the officiating clinics were given practical demonstrations and out of the twenty students enrolled, ten or 50% of the participants were motivated and build confident to assist in the officiating of the games. The established criterion for success was "at least 70% of the participants would build confident." Therefore, this criterion for success was not met.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>02/23/2014 - The students participated in the officiating clinics were given practical demonstrations and out of the twenty students enrolled, ten or 50% of the participants were motivated and build confident to assist in the officiating of the games. The established criterion for success was "at least 70% of the participants would build confident." Therefore, this criterion for success was not met.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>enhance competency of the participants through attending the clinic that Amateurs International Basketball Federation will conduct in preparation for the 8th Micro Games</p> <hr/>