

Administrative Unit Program Review

AU Full Official Name		Counseling Services	
Campus	National	AU Review Submission Date	April 25, 2014
Completed by	Penselynn Etse Sam Lead Counselor	AU Review Cycle	2010-2014
Supervisor	Joey Oducado Acting VP for Student Services	Date submitted to Supervisor	April 28, 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>The office provides a wide variety of services to students with different cultural backgrounds. Services include, but by any means not limited to, guidance and personal counseling, transfer advising, tutoring, and career awareness programs.</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>The office provides a wide variety of services to students with different cultural backgrounds. Services include, but by any means not limited to, guidance and personal counseling, transfer advising, tutoring, and career awareness programs.</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>Through teamwork and collaboration with other departments and units, the office is able to provide services to support student learning and success. Through assessment and planning, the office is accountable in daily activities and community it serves.</p>	

<p>Institutional Strategic Goals</p> <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>How the unit support this</p> <p>Through collaboration with other departments and units, the office provides services and activities that are focused on student success.</p>
--	--

AU Mission, Goals, and Objectives)		
<p>Mission Statement</p> <p>The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues. The counseling division's services include: Personal counseling, career counseling, alcohol counseling, providing transfer, scholarship, and work-preparedness information, and coordinating workshops and awareness activities.</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>Objectives</p> <p>2010-2012 Assessment Cycle</p> <ol style="list-style-type: none"> 1. 10% of the students who participate in career awareness/ education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices 2. 10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol. 3. At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester <p>2012-2013 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students who utilize tutoring services will pass the course tutored by the end of the semester. 2. Students who receive transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development. <p>2013-2014 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students who utilized the tutoring service will pass the course tutored by the end of the semester. 2. Students who received transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.
AU Description, Data and Trends Analysis		
<p>Describe the purpose, components, and staffing of the AU</p>	<p>The office provides supplemental assistance to the success of the students. The office also provides tutoring services, guidance counseling, transfer advising, academic workshops, and other services that contribute to the success of the student. There are currently two counselors at the National Campus.</p>	
<p>Current Staffing. Complete the table below</p>		

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Student Services Specialist V	100%	12	Annual Budget	1
Student Services Specialist IV	100%	12	Annual Budget	2

Other Resources. Complete the table below

List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
Tutors (14)	Tutorial services	Per contact hours	\$15,000.00	Annual Budget

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

In this program review, there are three counselors — two filled positions, and as of report, in the process of filling up a third position. Based on the college’s enrollment management/campus key indicators as adopted in February 14, 2006, the ratio for counselors per student is 1:250. Given the three FTE counselors, and if we take the college’s fall 2014 semester enrollment of 968 head-counts, then a ratio of 1:322; or full-time equivalent (FTE) students enrollment of 1,008, then a ratio of 1:336.

While office’s current staffing level is inadequate referenced to the college’s enrollment management/campus key indicators as adopted in February 14, 2006, this is more than adequate if compared to student to counselor ratios¹ range from 800 to 1 to more than 1,800 to 1 in the community colleges in the US.

¹http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf

How does this AU serve the population of the College?

The office currently has two counselors to serve the population of the college through academic and personal counseling. However, as of report, the office is in the process of hiring a third counselor.

Students’ academic and personal development is the emphasis of counseling office’s workshops and/or activities.

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

This is the first program review conducted about the AU. Prior to 2013, the Office evaluates quality of programs and/or services through annual assessments.

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 outcome assessments using surveys, pre- and post tests, frequency counts, and others.	It has shown that the counseling office programs/activities and tutoring have a positive impact on student success.	The results have encouraged the counseling office to increase the number of students targeted. Training and other resources are prioritized in order to improve the services of the counseling office and tutoring center.

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

Annual assessments, quarterly performance reports, enrollment data, and other reports.

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. Tutoring and counseling educational activities have a positive impact on student success as shown in the office’s assessment reports for 2011-2013. 2. Collaborative efforts among staff within the division.
Based on analysis in the preceding sections, what are the AU’s weaknesses?	<ol style="list-style-type: none"> 1. The Counseling office needs to better understand how to assess data collected and a better tool for measuring student success needs to be implemented. Student participation in activities is minimal.

Based on analysis in the preceding sections, what opportunities existing for the AU?	<ol style="list-style-type: none"> To generally improve in all areas with cross training. Network with student and faculty to increase student participation in activities conducted by the office.
Based on analysis in the preceding sections, what challenges exist for the AU?	<ol style="list-style-type: none"> Declining two counselors are currently working at the National Campus and it is not sufficient to serve all of the student population. Decrease of funding.

Evaluation of Processes used by AU

Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.

All activities are based on assessment plans. Allocation of funding is based on assessment plans.

Provide example (s) of how this AU program review has led to continuous quality improvement

The office no longer focus on measuring process output measures and service area (operational) outcomes, but rather student learning outcomes. Objectives and goals have become focused on student learning outcomes.

Program review has also helped to identify gaps and weaknesses, and areas to improve.

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
<p>2010-2012 Assessment Cycle</p> <ol style="list-style-type: none"> 10% of the students who participate in career awareness/education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices 10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol. At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester 	September 2012	September 2012	FY 2012-2013	1
<p>2012-2013 Assessment Cycle</p> <ol style="list-style-type: none"> Students who utilize tutoring services will pass the course tutored by the end of the semester. Students who receive transfer advising will exhibit increased knowledge about schools abroad. Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development. 	August 2013	August 2013	FY 2013-2014	1

<p>2013-2014 Assessment Cycle</p> <ol style="list-style-type: none"> 1. Students who utilized the tutoring service will pass the course tutored by the end of the semester. 2. Students who received transfer advising will exhibit increased knowledge about schools abroad. 3. Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development. 	July 2014	July 2014	FY 2014-2015	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
2010-2012 CS Outcome 1	10% of the students who participate in career awareness/ education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices	Appendix A, 2010-2012 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/1586/=FY2010_12_SSNCCS_WS123.pdf			
2010-2012 CS Outcome 2	10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol.	Appendix A, 2010-2012 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/1586/=FY2010_12_SSNCCS_WS123.pdf			
2010-2012 CS Outcome 3	At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester	Appendix A, 2010-2012 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/1586/=FY2010_12_SSNCCS_WS123.pdf			
2012-2013 CS Outcome 1	Students who utilize tutoring services will pass the course tutored by the end of the semester.	Appendix B, 2012-2013 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4112/=2012-2013_CS_Annual_Assessment_Report-TracDat.pdf			
2012-2013 CS Outcome 2	Students who receive transfer advising will exhibit increased knowledge about schools abroad.	Appendix B, 2012-2013 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4112/=2012-2013_CS_Annual_Assessment_Report-TracDat.pdf			
2012-2013 CS Outcome 3	Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.	Appendix B, 2012-2013 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4112/=2012-2013_CS_Annual_Assessment_Report-TracDat.pdf			
2013-2014 CS Outcome 1	Students who utilized the tutoring service will pass the course tutored by the end of the semester.	Appendix C, 2012-2014 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4111/=2013-2014_CS_Annual_Assessment_Report-TracDat.pdf			
2013-2014 CS Outcome 2	Students who received transfer advising will exhibit increased knowledge about schools abroad.	Appendix C, 2012-2014 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4111/=2013-2014_CS_Annual_Assessment_Report-TracDat.pdf			
2013-2014 CS Outcome 3	Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.	Appendix C, 2012-2014 CS Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4111/=2013-2014_CS_Annual_Assessment_Report-TracDat.pdf			

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

Results of the annual assessments inform actionable improvement plans aimed at addressing “gaps” (or areas requiring improvement), areas of strengths that should be maintained. Results of annual assessments also inform resource allocation.

What challenges remain to make the AU more effective?

See preceding section on “weaknesses and 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>2008-2012 Strategic Goals</p> <p>2. Provide institutional support to foster student success and satisfaction.</p> <p>9. Provide for continuous improvement of programs, services and college environment.</p>	<p>2010-2012 Assessment Cycle</p> <p>1. 10% of the students who participate in career awareness/ education workshops and activities provided by the counseling office will exhibit increased awareness about their career choices</p> <p>2. 10% of students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol.</p> <p>3. At least 5% of students who utilize the tutoring services will pass the course tutored by the end of each semester</p>	<p>ACCJC IIB, now ACCJC IIC, and strategic goals 2 and 9</p>
<p>2013-2017 Strategic Directions</p> <p>1. Focus on student success.</p> <p>2. Emphasize academic offerings in service to national needs.</p> <p>3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs.</p> <p>4. Invest in and build a strong capacity in human capital.</p> <p>5. Become a learning organization through development of a learning culture guided by learning leaders.</p> <p>6. Evoke an image of quality.</p>	<p>2012-2013 Assessment Cycle</p> <p>1. Students who utilize tutoring services will pass the course tutored by the end of the semester.</p> <p>2. Students who receive transfer advising will exhibit increased knowledge about schools abroad.</p> <p>3. Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.</p>	<p>ACCJC IIC, IEMP SS2, 2.2 SS3, 2.8, SD1</p>
	<p>2013-2014 Assessment Cycle</p> <p>1. Students who utilized the tutoring service will pass the course tutored by the end of the semester.</p> <p>2. Students who received transfer advising will exhibit increased knowledge about schools abroad.</p> <p>3. Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development.</p>	<p>ACCJC IIC, IEMP SS2, 2.2 SS3, 2.8, SD1</p>

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	Increase student retention	
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Support Enhance and promote tutoring services. 2. Provide one training per semester on effective tutoring services to all tutors to ensure efficient and quality services. 3. Coordinate and collaborate with faculty and other support services staff by conducting at least one meeting per year in order to develop, improve and implement effective tutoring services including timely referrals of academically at-risk students for appropriate interventions. 4. Provide routine advertisements and other similar forms of announcements about the tutoring services by posting either electronic or print forms of media for increased awareness of the stakeholders. 5. Hiring of tutors will be based on a tutor 's ability to tutor in multi subject areas to minimize number of tutors hired but increase the number in subject areas tutored. 	
What measurable outcome is anticipated for this goal?	50% of students who utilize the tutoring services will pass the course tutored by the end of each semester.	
What specific aspects of this goal can be accomplished without additional financial resources?		
Short-Term Goals 2 (Two-Year Cycle)		
Identify Goal	Promote professional growth and development.	
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Provide one resume/interview workshop per semester. 2. Distribute students with informational brochures and other similar forms of printed campaign materials and online sources and websites on prospective careers and jobs. 3. Provide one online job search workshop. 	
What measurable outcome is anticipated for this goal?	<ol style="list-style-type: none"> 1. 80% of the students that attend the workshop will demonstrate an increase knowledge regarding career and professional growth. 2. 80% of students that attend workshops will be able to identify at least two vacancies using online websites. 	
What specific aspects of this goal can be accomplished without additional financial resources?	This goal will be accomplished without additional funding. We might invite outside agencies assist with online job search workshop. (For this, lunch will be provided for agency (ies) representatives).	

Long-Term Goals 1 (Five-Year Cycle)	
Identify Goal	Promote and enhance accessibility of counseling services.
Describe the plan to achieve the goal (i.e., action plan)	Utilize the social media to deliver counseling services to the students.
What measurable outcome is anticipated for this goal?	90% of student population will be able to access counseling services through the counseling social media pages (Facebook, twitter, and etc....)
What specific aspects of this goal can be accomplished without additional financial resources?	Through social media services, additional financial resources may not be needed.

Long-Term Goals 2 (Five-Year Cycle)	
Identify Goal	Promote and enhance accessibility of tutoring services.
Describe the plan to achieve the goal (i.e., action plan)	Utilize media services to deliver tutorial services to students.
What measurable outcome is anticipated for this goal?	90% of student population will be able to access tutoring services through on-line tutorial services.
What specific aspects of this goal can be accomplished without additional financial resources?	By putting to practice the use of the Copley Retention system, it may not require 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		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal o Long-Term Goal

Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

AU Program Review Summary		
<p>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.</p>		
Response Page		
AU Vice President or appropriate immediate Management Supervisor		
<input type="checkbox"/> I concur with the findings contained in this AU program review.		
<input type="checkbox"/> I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):		
<input type="checkbox"/> I do not concur with the findings contained in this AU program review (include a narrative exception):		

College of Micronesia-FSM

Counseling Office

Department of Student Services

By

Penselynn Etse Sam

Lead Counselor

September 21, 2012

2010-2012 Assessment Plan and Evaluation Report

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

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

Department's Mission Statement

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

Unit or Program's Mission Statement

The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.

Services

The Counseling division's services include:

1. Personal counseling
2. Career counseling
3. Alcohol counseling

4. Academic counseling and advising
5. Providing transfer information
6. Providing scholarship information
7. Providing work-preparedness information
8. Coordinating workshops and awareness activities

Unit's Goals

Increase student's retention.

Unit's Objectives

Objective 1. Students who participate in career awareness/education workshops and activities provided by the Counseling Office will exhibit increase awareness about their career choices.

Strategies

1. Three counselors will inform students of the education and career resources available through advising and workshops.
2. Three counselors to coordinate and facilitate at least three career opportunities awareness activities each semester.
3. Conduct two workshops relating to employment skills each semester.

Objective 2. Students participating in alcohol awareness and education through counseling and educational events will exhibit increased knowledge about the effects of alcohol.

Strategies

1. One counselor to coordinate two alcohol use awareness activities each semester.
2. Three counselors to distribute at least 100 awareness information throughout the year.
3. Three counselors will provide at least two alcohol-counseling sessions for all students placed on disciplinary action for alcohol policy violations.

Objective 3. At least 5% of the students who utilized the tutoring services will pass the course tutored by the end of each semester.

Strategies

1. Provide training for all tutors to ensure quality of tutoring services provided.
2. Coordinate with faculty to provide adequate tutoring services to the students.
3. Provide information to faculty, staff, and students of tutoring services available to ensure wide advertising of the service.

Methodology

Evaluation Questions, Data Sources, Sampling Methodology and Analysis

Evaluation Questions	Data Sources	Sampling	Analysis
<p>Q1. What is the level of effectiveness of the Counseling Office's facilitated activities in terms of increased awareness of the students about their career choices?</p> <p>Criteria for Success</p> <ul style="list-style-type: none"> • Statistically significant difference (positive) between the scores in the pre-and post tests • 80% positive rating on the administered survey • Served at least 10% of students for the term. 	Pre-and Post tests, Office logs, sign up sheets, and survey	Non-probability sampling	Descriptive statistics
<p>Q2. What is the level of effectiveness of the Counseling Office's facilitated activities in terms of increased awareness of the students about the risks of drinking alcohol?</p> <p>Criteria for Success</p> <ul style="list-style-type: none"> • Statistically significant difference (positive) between the scores in the pre-and post tests • 80% positive rating on the administered survey • Served at least 10% of students for the term. 	Pre-and Post tests, Office daily logs, sign up sheets, monthly reports, security citation reports, and survey	Non-probability sampling	Descriptive statistics
<p>Q3. How effective is the tutoring services in helping students to pass their courses?</p> <p>Criteria for Success</p> <ul style="list-style-type: none"> • 5% of students who utilized the tutoring services pass the course tutored by the end of the semester 	End-of-term course grades, SIS cohort data extract, and monthly reports	Non-probability sampling	Descriptive statistics

Timeline

Activity	Responsible	Timeline
Preparation of worksheets 1 and 2 of the assessment plan.	Lead counselor	
Preparing and designing assessment tools and identification of the samples	IRPO, Lead counselor, OARR	
Data interpretation and analysis	Counselors	
Complete program evaluation report and recommendation	Lead counselor	
Communication and implementation of identified recommendations and preparation for the next assessment cycle	Counselors, VPSS, IRPO	

Findings, Results, and Closing-the-Loop

Evaluation Question 1

What is the level of effectiveness of the Counseling Office's facilitated activities in terms of increased awareness of the students about their career choices?

Means of Unit Assessment and Criteria for Success (Question 1)

Survey of Career Day Activities and Monthly reports.

Summary of Assessment Data Collected (Question 1)

1. 23 students filled out survey for Career Day activity
2. 20 students **strongly agreed** and **agreed** to Career Day Activity's effectiveness in terms of increasing their knowledge of the career opportunities available (87% more or less positive rating)
3. 21 students **strongly agreed** and **agreed** that information presented during the activity was useful and helpful (91% more or less positive rating)
4. 18 students **strongly agreed** and **agreed** that the activity was well-prepared and organized (78% more or less positive rating)
5. 21 students **strongly agreed** and **agreed** that the venue was suitable and comfortable (91% more or less positive rating)
6. 19 students were satisfied with the overall activity (82% more or less positive rating)
7. The differences for each questions were **neutral**. No one of the 23 students expressed **disagreement** about the activity.

Use of Results to Improve Program (Question 1)

A better tool needs to be devised to improve data collection of impact of career counseling and guidance.

Evaluation Question 2

What is the level of effectiveness of the Counseling Office's facilitated activities in terms of increased awareness of the students about the risks of drinking alcohol?

Means of Unit Assessment and Criteria for Success (Question 2)

Pre-and Post tests for alcohol awareness activity

Summary of Assessment Data Collected (Question 2)

1. 19 students took the pre-and post tests.
2. 62% of the 19 students scored above the median during the pre-test.
3. 74% of the 19 students scored above the median during the post test.
4. Increase (12%) in the level of knowledge about the subject (alcohol and the effects of alcohol) after participating in the activity facilitated by Counseling Office

Use of Results to Improve Program (Question 2)

Outcome of the pre-and post test showed an increase in the student's knowledge of the effects of alcohol. Counseling Office will need to increase student participation in alcohol awareness activities to gain more information on impact of activities.

Evaluation Question 3

How effective is the tutoring services in helping students to pass their courses?

Means of Unit Assessment and Criteria for Success (Question 3)

Cohort group

Summary of Assessment Data Collected (Question 3)

1. 20 students in cohort group
2. 3 students did not pass the course tutored
3. 15 students successfully passed with A, B, and C.
4. 2 students were not taking the courses that were recorded to be tutored in

Use of Results to Improve Program (Question 3)

Tutoring services are effective as shown through the performance of the cohort group. Better record-keeping will need to be devised to closely monitor the effectiveness of the tutoring services.

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - studentServices - Counseling Services

Mission Statement: The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - studentServices - Counseling Services - 2012-2013 Counseling Services Outcome 2 - Students who utilized tutoring services will pass the course tutored by the end of the semester.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy: 1. Train all tutors to ensure quality and effective tutoring services provided. 2. Coordinate with faculty and staff to provide adequate tutoring services provided. 3. Ensure wide advertising of tutoring services.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 10% of students who utilize tutoring services will pass the courses tutored. 80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to the tutoring program</p>	<p>08/07/2013 - 2. The second criterion for success is 80% of positive rating on the satisfaction survey. No survey was administered at this time, but through follow up with students and an instructor who have received tutoring assistance, and utilized the tutoring services, the tutors received good comments on their work. Will administer satisfaction survey for next cycle.</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p> <hr/> <p>08/07/2013 - 1. The criterion for success is 10% of students who utilized tutoring services will pass the courses tutored. During the Fall 2012 and Spring 2013 semesters, there were 130 students who availed of the A+ Center's tutoring services which is under the oversight of the Counseling Services. Of the 130 students, 95 (or 73.1%) passed the course tutored with grades of As, Bs, and Cs. 12 (or 9.2%) of the 130 students received a grade of D while 12 (or 9.2%) students failed, and 11 (or 8.5%) withdrew from the course tutored. Thus, the criterion for success was successfully met.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	<p>08/07/2013 - A satisfaction survey will need to be created and implemented for next assessment cycle to provide more information of improving the tutoring services.</p> <hr/> <p>08/07/2013 - More training of tutors to assist students in time management, study skills, and basic peer advising/counseling skills to further increase student success.</p>
<p>C - studentServices - Counseling Services - 2012-2013 Counseling Services Outcome 1 - Students who received transfer advising</p>	<p>Assessment Strategy: 1) Provide at least 2 informational sessions to students.</p>	<p>08/07/2013 - 2. Criterion for success two is that 80% positive rating on the satisfaction survey</p>	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>will exhibit increased knowledge about schools abroad.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>AUO Status: Inactive</p>	<p>2) Provide at least 2 transfers advising to students.</p> <p>3) Distribute informational brochures about transferring.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: 5% of students who receive transfer advising through the counseling office and Education USA advising center will exhibit increased knowledge about schools abroad.</p> <p>80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to transfer advising workshop.</p>	<p>administered to a randomly selected sample of participants to transfer advising workshop. No surveys were administered for this cycle. Will administer survey during next cycle.</p> <p>Target Met: No</p> <p>Reporting Period: 2012 - 2013</p> <hr/> <p>08/07/2013 - 1.The criterion for success is that 5% of students who receive transfer advising through the counseling office and Education USA advising center will exhibit increased knowledge of schools abroad. Thus, 51 students sought transfer information from counseling office and Education USA advising center. Out of the 51 students 20 (40%) were accepted/transferred to other institutions.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2012 - 2013</p>	<p>08/07/2013 - A satisfaction survey will need to be created and implemented for next assessment cycle to provide more information to improve transfer advising through counseling office and Education USA advising center.</p> <hr/> <p>08/07/2013 - The counselors and/or advisers will need to increase criterion for success as 5% is low. 40% of students who sought for advise and increased their knowledge about schools abroad were accepted and transferred to other institutions.</p>
<p>C - studentServices - Counseling Services - 2012-2013 Counseling Services Outcome 3 - Students will engage in workshops, lectures, and programs to increase their academic and professional growth and development.</p> <p>AUO Assessment Cycle: 2012 - 2013</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy:</p> <p>1) Provide at least two workshops or similar activities each semester.</p> <p>2) Distribute at least 100 informational brochures throughout the year.</p> <p>3) Provide at least 2 counseling sessions for at least 10% of students place on disciplinary action for alcohol policy violations.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: At least 10% of students participating in workshops, lectures, and programs facilitated by the Counseling Office will exhibit increased knowledge about</p>	<p>08/07/2013 - Criterion for success is that at least 10% of students participating in workshops, lectures, and programs facilitated by the Counseling Office will exhibit increased knowledge about the topics or subject areas specific to these activities. Two substance abuse prevention activities conducted during fall 2012 to spring 2013. Results of the pre/post tests given were for first activity the results are: pretest= 55% post test = 79% an increase in of 24%. For the second activity a pre/post test was also administered and the results are as follows: pretest 40% and post test 87%. An improvement of 47%. Average learning improvement for the two activities is 36%. Thus, criterion for success was met.</p> <p>Target Met:</p>	<p>08/07/2013 - The counselors will need to offer a variety of workshops/lectures/activities that will encourage new and continuing student participation.</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>the topics or subject areas specific to these activities.</p> <hr/>	<p>Yes</p> <p>Reporting Period: 2012 - 2013</p> <hr/>	

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - studentServices - Counseling Services

Mission Statement: The Counseling division's mission is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 1 - Students who utilized the tutoring service will pass the course tutored by the end of the semester.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy:</p> <ol style="list-style-type: none"> 1) Provide one training per semester on effective tutoring services to all tutors to ensure efficient and quality services. 2) Coordinate and collaborate with faculty and other support services staff by conducting at least one meeting per year in order to develop, improve and implement effective tutoring services including timely referrals of academically at-risk students for appropriate interventions. 3) Provide routine advertisements and other similar forms of announcements about the tutoring services by posting either electronic or print forms of media for increased awareness of the stakeholders. <p>Assessment Type: Descriptive Statistics</p> <p>Target: 25% Of students who utilize tutoring services will pass the course tutored.</p>	<p>07/15/2014 - A total of 173 students availed themselves to the tutoring services. Of these 173 students 63% passed their courses tutored with A,B, or C grades. 37% of these students received D,F, or W for their courses tutored.</p> <p>In collaboration with faculty and other student services staff, the tutors conducted a Test Taking Tip Workshop to help students to pass course final exams. This workshop provided participants techniques and skills to improve study habits that will therefore help them to do well on their final exams. Of the 12 student participants in the workshop 11 students took the pre/post test and the results are as follows: 60% passed the pretest and 90% passed the post-test, which shows an increase in knowledge of 30%.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>07/28/2014 - Improving the logging system of students seeking tutoring services is needed in order to avoid duplication of students that will lead to inaccurate data.</p>
<p>C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 2 - Students who received transfer advising will exhibit increased knowledge about schools abroad.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy:</p> <ol style="list-style-type: none"> 1) Provide two informational sessions on transfer admission to other higher education institutions (HEIs) in the US. 2) Distribute students with informational brochures, flyers, and other similar forms of printed campaign materials on transferring to other HEIs. <p>Assessment Type: Survey</p>	<p>07/28/2014 - Through outreach and recruiting visits, over 700 students were able to learn the five steps that can be utilized in order to transfer to US colleges and universities. These students also exhibited an increase knowledge of the admission procedures and fees for a specific colleges.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents:</p>	<p>07/28/2014 - Because Education USA caters to high school and college students in the FSM, the Counselors and/or advisers will need to improve in record keeping of COM-FSM college students who utilize and benefit from the service.</p>

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Target: 25% of students who receive transfer advising through the counseling office and Education USA will exhibit increased knowledge about schools abroad. 80% positive rating on the satisfaction survey administered to a randomly selected sample of participants to transfer advising workshop.</p>	<p>Recruitment Transfer Visit 07/15/2014 - Two College Fairs were coordinated by the Counseling Office and Education USA for over 900 students. Outreach to other state campuses were done in order to provide information of transfer opportunities for students. 97% positive rating on the satisfaction survey administered to a randomly selected sample of participants. Target Met: Yes Reporting Period: 2013 - 2014</p>	
<p>C - studentServices - Counseling Services - 2013-2014 Counseling Services Outcome 3 - Students will engage in career development workshops, lectures, and programs to enhance their professional growth and development. AUO Assessment Cycle: 2013 - 2014 AUO Status: Inactive</p>	<p>Assessment Strategy: 1) Provide one career informational activity per semester. 2) Distribute students with informational brochures and other similar forms of printed campaign materials on prospective careers and jobs. 3) Conduct resume/interview workshop. Assessment Type: Exam/Quiz - Pre-Post Target: At least 25% of students participating in workshops, lectures, and programs facilitated by the Counseling Office will exhibit increased knowledge about the topics or subject areas specific to these activities.</p>	<p>07/18/2014 - From October 28th to November 1st, 2013 the counselors coordinated and hosted a Career Week for the National Campus students. The activities provided included resume writing, interview skills, and job fair. Pre-post tests were given during each activity. Resume workshop pre/post test results showed that 13% passed the pre test, and after the workshop 80% of the participants passed the post-test. This result showed a 67% increase in knowledge. During job interview workshop, the pre test showed that 54% of the participants passed the pre-test, and after th workshop the post test showed that 97% passed. The result showed a 43% increase in knowledge. A satisfactory survey was given after the job fair and showed 94% of the participants were satisfied with the activity. A total of 242 students participated in the career week activities. Target Met: Yes Reporting Period: 2013 - 2014</p>	<p>07/28/2014 - Collaborate with other staff to provide a better venue for Career Week activities. The venue for the Career Week activities were not suitable for the number of participants present.</p>