

# Assessment: Administrative Unit Four Column



## C - administrative - VPEMSS Office

**Mission Statement:** The mission of the department of Enrollment Management and Student Services is to support student development by providing learner-centered programs and services that fulfill the diverse educational, recreational, social, and cultural needs of student population and the College's community.

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
<p><b>2016-2017 VPEMSS Outcome 1 -</b> Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students including average credit load.</p> <p><b>AUO Status:</b> Active</p> <p><b>AUO Assessment Cycle:</b> 2016 - 2017</p>	<p><b>Descriptive Statistics -</b> Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first time freshman, transfer, and traditional students.</p> <p><b>Target:</b> A marketing, recruitment and outreach program</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>Office of the VPEMSS continued to: (a) conduct high school visits during the months of March to April of each year as part of its main recruiting program; (b) organize college fairs at each campus location; and (d) in collaboration with other offices and/or departments at the college, organize other on-campus activities, such as trade exhibits, EducationUSA, college visits by external funded programs, e.g., ETSP, Upward Bound, and others.</p> <p>Enrollment data for AY 2015-2016 (or summer 2015, fall 2015, and spring 2016) showed that the college had registered: (a) 808 new students, and (b) 295 returning students. Enrollment data for AY 2016-2017 (or summer 2016, fall 2016, and spring 2017) showed that the college had registered: (a) 862 new students, and (b) 282 returning students.</p> <p>Comparing the AY 2015-2016 and AY 2016-2017 enrollment data on new and returning students, the college has seen an increase in the number of enrolled new students by 7%, but a decrease in the number of enrolled returning students by 5%. However, it should be noted that has been a decrease in the number of COMET takers from 2015 to 2017, e.g., in 2015 there were 1,456 students who took the</p>	<p><b>Improvement:</b> Continue to expand recruitment and marketing, including outreach programs especially targeting non-traditional and/or returning students.</p> <p>Conduct further outreach to high school principals and counselors on dual and early admissions, the K12 leadership on in-service training (continuing education) for teachers and non-teaching staff, and others. Note that meeting with principals and counselors from all private and public high schools in Pohnpei was organized by the VPEMSS on April 13, 2016; the same should also be replicated to the other States of the FSM.</p> <p>Continue to collaborate with the department for instructional affairs on courses' offerings and scheduling for incoming new</p>

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**Descriptive Statistics** - Increase visibility, awareness, and knowledge about the college, and opportunities available for students  
**Target:** College fair, print and broadcast media ads about the college, and college brochure

COMET, in 2016, 1,438 (or a decrease by 1.24%), and in 2017, 1,308 (or a decrease of 9% if compared to 2016).

For summer 2017, including the current fall 2017 semester, the college registered: (a) 736 new students, and (b) 189 returning students.

The Office of the VPEMSS continues to use the communication, marketing and recruitment plan to guide enrollment management initiatives. (08/15/2017)

**Related Documents:**  
[Enrollment Data-New and Returning Students-Su2015-Fall2017.pdf](#)  
[timeplan-Enrollment Recruitment and Marketing.pdf](#)

**Reporting Period:** 2016 - 2017  
**Target Met:** Yes  
 The Office of the VPEMSS continues to organize: (a) high school visits especially during the months of March through May of each calendar year, in collaboration with private and public high school administrators and principals; (b) college fairs at each campus location during the last quarter of spring; and (c) host college tours or visits through the offices of student life, and counseling services.

The Office of the VPEMSS continues to utilize banners and streamers, brochures, including broadcast media to post announcements relating to major college's activities, such as early and regular registration, college fairs, etc.

Most recently, the Office of the VPEMSS through the college's Office of the Registrar collaborates with the Information Technology Office's web master to utilizing a section in the local print media, i.e., The Kaselehlie Press, to announce college activities increasing the community's awareness and knowledge about the college. (07/28/2017)

students and returning students. (08/17/2017)

**Improvement:** Continue to provide or organize the current activities designed to enhance community awareness and knowledge about the college, e.g., college fairs, college visits, high school visits. Additionally, continue to utilize print and broadcast media, including streamers, banners, and brochures or flyers to marketing the college, building the college's image to the community. However, explore and use other media to build the college's image to the community, in addition to the ones currently utilized. The media include but by any means not limited to, social media, YouTube, and the like.

Also organize community outreaches, such as meeting with parents and the community to provide information about the

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**Descriptive Statistics** - Improve execution of multi-modal enrolment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach  
**Target:** Multi-mode enrollment, marketing, and communication services

**Reporting Period:** 2016 - 2017

**Target Met:** Yes

1. College Fairs

The Office of the VPEMSS continues to organize college fairs at all campuses every spring semester (or months of March through May), specifically inviting high school seniors and other students who had been placed into the college's programs via the COMET, high school principals and counselors, and parents. Additionally, a \$10 admission fee waivers were also given to students who filed their application for admission for either summer or fall.

2. Early Bird Registration

The Office of the VPEMSS continues to offer early bird registrations for incoming new students, continuing students, and returning students during summer, fall and spring semester. For example, on May 19-22, 2015, an early bird summer 2015 registration was offered to new students. As a result, the college was able to register 278 new students during summer 2015, i.e., the highest level for the last five summer period (or an increase of 50.27%, if compared to the summer 2014 new student enrollment. As a result, the college has seen an increase in the average credit by 0.94% (summer 2016 vs. summer 2017), and 2.50% (fall 2016 vs. fall 2017).

The Office of the College's Registrar, and counselors continues to touch points with students, especially on the admission application process and required documents, registration dates, and others.

3. Courses with unique start and end dates for new students

The Office of the VPEMSS continues to collaborate with the college's instructional affairs administrators, especially in offering: (a) courses during summer sessions, e.g., ESL,

college, its curricular offerings and programs, student support services, facilities, and others. (08/14/2017)

**Improvement:** Further strengthen collaboration with the K12 leadership, including private and public secondary school principals and counselors especially in forging partnership to designing and offering college preparatory (or transition) program, the dual enrollment, and the like.

Continue to collaborate with the college's Information Technology Office (ITO) for an SIS-driven pre-admission to admission application process. Additionally, upgrading the Student Information System (SIS) en-suite features allowing online payment of the registration fees especially with the increasing number of students who opt to register for classes online, and as informed by results of several registration surveys regarding online registration.

Further assess the schedules for early and regular registrations, including the current processes or procedures, and explore the possibility of further streamlining the processes.

Additionally, conduct a data-informed assessment to

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
		<p>developmental math, ACE, and 100-level courses with start dates later than the regular summer courses to accommodate seniors whose graduation dates were after the regular summer courses start dates; and (b) courses scheduled in block sections allowing registration of new students by cohort.</p> <p>3. Courses with unique start and end dates for non-traditional students The Office of the VPEMSS continues to collaborate with the college's instructional affairs administrators, especially in offering courses during summer sessions and regular semester with schedules designed to accommodate part-time and non-traditional students, e.g., evening classes, or after 5:00 PM classes. As a result, the college has seen an increase of registered students during spring 2017 by 47.44%, if compared to spring 2016; and by 15.04% during fall 2017, if compared to the prior fall 2016 semester. (08/11/2017)</p>	<p>determine whether or not to discontinue the "late registration" options for students, including evaluating the "adding and dropping" of classes as post-regular option to students, and its impacts to student academic success. (08/21/2017)</p>
<p><b>2016-2017 VPEMSS Outcome 2 -</b> Formalize a career counselling and job placement program <b>AUO Status:</b> Active <b>AUO Assessment Cycle:</b> 2016 - 2017</p>	<p><b>Descriptive Statistics -</b> Expand the roles and the services provided by counseling services to include job placement assistance or services. <b>Target:</b> Counseling services, and functions of counselors are expanded to include job placement assistance or services.</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Target Met:</b> No While the roles and services of the college's counseling services include career guidance and/or counseling, this may not entirely address job placement assistance or services. Nonetheless, the counselors continue to: (a) collaborate with external agencies especially during the launching of on-campus job fairs, and (b) provide or facilitate related workshops to students, such as but by no means limited to resume-writing, job interview, etc. (07/26/2017) <b>Related Documents:</b> <a href="#">Counseling Services</a></p>	<p><b>Improvement:</b> Expand the roles and services provided by counseling services to include job placement assistance or services. This may include the designating one of the FTE counselors as in-charge of career and job placement, including transfer.</p> <p>Counselor in-charge of job placement shall serve as point-of-contact on career and job placement for students (graduates), and will collaborate with external entities, e.g., government offices, private institutions, and other organizations to maintaining a database of employment opportunities. Further, in-charge</p>

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**Descriptive Statistics** - Develop and implement a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices.  
**Target:** At least two workshops per term on educational and occupational choices.

**Reporting Period:** 2016 - 2017

**Target Met:** No

While Office of Counseling Services continues to provide transfer workshops including other related trainings, and the Office of the Director for Student Life coordinates EducationUSA activities in collaboration with the counselors, the work related to developing and implementing a comprehensive developmental program to assist students in career and occupational choices is still a work in progress.

This comprehensive developmental program will guide efforts, services, and activities relating to student career and occupational choices, and ensures that consistency in contents and delivery of services, activities, etc.  
(08/16/2017)

of job placement shall routine conduct assessment on employability of the college's graduates or alumni, job expectations of potential employees, including ratings, etc.

Replicate the career guidance and relating on-campus activities, e.g., job fairs, resume-writing, job interview tips, etc., as routine facilitated by counselors for students at the National Campus to the state campuses.

Counseling services to collaborate with the college's Office of the Registrar and the Information Technology Office (ITO) to developing a database for alumni, to include tracking information of alumni (transfer to HEIs, employment, etc). (08/09/2017)

**Improvement:** Develop and implement a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. (09/29/2017)

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p><b>Descriptive Statistics</b> - Continue to facilitate and/or provide activities designed to help students acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace, e.g., career day, job fair, and others</p> <p><b>Target:</b> At least two career-related workshops per term, e.g., career day, job fair, resume-writing, job interview, and others.</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>The college's Office of the Counseling Services continues to provide or facilitate activities designed to assist students in acquiring skills, knowledge, and experience crucial to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace. The activities include career week, job fair, and various workshops. For examples, workshops on resume-writing, April 13, 2016, and October 19, 2016. (08/24/2017)</p> <p><b>Related Documents:</b>  <a href="#">April 13, 2016 Resume-Writing Workshop</a>  <a href="#">October 19, 2016, Resume-Writing Workshop</a></p>	<p><b>Improvement:</b> The college's Office of the Counseling Services at the National Campus shall collaborate with the counselors at the Career and Technical Education Center (CTEC) in Pohnpei, and the student services coordinators to:</p> <p>(a) designing and developing modules for career or job fair, resume-writing, job interview and other related workshops to ensure consistency in content and delivery of the program (or workshops); and (b) replicate or offer these programs and workshops to students at each campus.</p> <p>Office of the Counselor Services shall conduct routine assessments, using appropriate evaluation methodologies, including instruments, to measure or determine the effectiveness of these programs and workshops as well as identifying areas to further improve the contents and delivery of these programs and services.</p> <p>Office of the Counseling Services shall further enhance collaboration with faculty members to ensure direct linkages of these programs and workshops to instructions (classroom setting). For example, resume-writing and/or job application letter-writing workshop to EN/BU 121 (or Business Communication); job interview skills to EN/CO 205 (or</p>

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<p><b>Descriptive Statistics</b> - Provide comprehensive career development and transfer services to assist students in all phases of career decision making, planning and preparing, gaining experience and success outcomes.</p> <p><b>Target:</b> Career development and transfer services</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>The Office of the Counseling Services continue to facilitate or organize transfer workshops to students who are planning to transfer to four-year colleges or universities. For example, a transfer workshop last February 17, 2017.</p> <p>The college continue to maintains partnership with EducationUSA, as such forging network with colleges and universities in the US, and offering accurate, comprehensive, and current information about opportunities to study at accredited postsecondary institutions in the United States. Among the activities organized through the EducationUSA partnership is the transfer workshops, September September 21, 23, and 25, 2015, the EducationUSA college fair, etc.</p> <p>Nonetheless, most recent on-campus activities organized by EducationUSA and the college's counselors is the interactive Q&amp;A, November 18, 2016, where three college's alumni who earned their baccalaureate degrees in the US after completing their associate degree at the college served as panelist. (07/20/2017)</p> <p><b>Related Documents:</b>  <a href="#">EducationUSA Interactive Q&amp;A</a></p>	<p>Speech Communication), and others.</p> <p>Office of the Counseling Services to explore other areas, as topics of the delivered workshops for students designed to prepare students for future employment, e.g., technical report writing, conducting surveys or assessments, computer or techno-literacy skills, etc. (08/28/2017)</p> <p><b>Improvement:</b> Continue to provide or organize transfer workshops to students. Counselors shall be collaborating with their counter-parts from other colleges and universities in the US to gather information relating to admission requirements and processes, curricular offerings and requirements, and other related information for more accurate information and ease in transferring to these higher education institutions.</p> <p>Replicate these workshops to the state campuses.</p> <p>Continue to collaborate with EducationUSA especially in organizing transfer workshops, further enhancing network with US accredited higher education institutions, and EducationUSA partners, and others. (07/24/2017)</p>	

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<p><b>2016-2017 VPEMSS Outcome 3 -</b> Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered to be at-risk of academic failure or attrition. <b>AUO Status:</b> Active <b>AUO Assessment Cycle:</b> 2016 - 2017</p>	<p><b>Descriptive Statistics -</b> Implement (or use) technology to enhance college-wide capacity to efficiently track and outreach to students, enhance the timeliness of advising, and integrate academic advising and learning and student support services. <b>Target:</b> An integrated application that serves as a tool to support and enhance college-wide capacity to efficiently track and outreach to students, the timeliness of advising, and integration of academic and student support services.</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Target Met:</b> Yes On June 22, 2017, the college entered into an agreement with Nuro Retention (or formerly Copley Square). A student success software, the Nuro Retention solution works to network the college's institutional data and inform stakeholder (administrators, faculty or academic advisors, student support services staff, and others) strategies to provide the most positive impact on student outcomes.  The Office of the VPEMSS is currently collaborating with the Information Technology Office (ITO) to launch Nuro Retention, as a student success software, early spring 2018, with full-implementation linking the system into the college's learning management system (LMS, e.g., schoology) in fall 2018. At its initial implementation, the Nuro Retention basically uses data from the college's Student Information System (SIS). Nuro Retention best works if it is linked to an LMS and other data, beyond the SIS. (08/14/2017) <b>Related Documents:</b> <a href="#">Schematics-Nuro Retention.pdf</a> <a href="#">Nuro-Contract.pdf</a></p>	<p><b>Improvement:</b> The Office of the VPEMSS is currently collaborating with the Information Technology Office (ITO) to launch Nuro Retention, as a student success software, early spring 2018, with full-implementation linking the system into the college's learning management system (LMS, e.g., schoology) in fall 2018. (08/17/2017)</p>
	<p><b>Descriptive Statistics -</b> Explore and implement the use of an assessment tool to obtain a holistic view of factors that affect student success allowing better selection and placement of new students. <b>Target:</b> An assessment tool, e.g., SuccessNavigator.</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Target Met:</b> Yes The Office of the VPEMSS collaborated with the VP for Instructional Affairs in piloting SuccessNavigator to 170 new freshman student at the National and CTEC-Pohnpei, fall 2017 semester, last August 4 and 7, 2017. The SuccessNavigator assessment is a cost-effective way for colleges to improve their first-year retention rates and directly reach students whose personal challenges go unreported in standardized academic tests. Specifically, it is designed to help the college in identifying at-risk students, improve retention and graduation rates, and provide a holistic view of incoming students' strength and vulnerabilities.  SuccessNavigator assesses students in four areas: academic</p>	<p><b>Improvement:</b> Expand the use of the SuccessNavigator making it mandatory or compulsory for all new students (or first-time-in college new students) during summer session, and fall, and when applicable, spring semester.  Train other student support services staff relating to SuccessNavigator, from the administration of the assessment to using it to drive just-in-time intervention and appropriate support for at-risk students.</p>



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<p><b>Descriptive Statistics</b> - Strengthen collaboration and coordination between academic, learning support, and student support staff to ensure availability of resources including access to services to support at-risk students.</p> <p><b>Target:</b> An integrated curricular, co- and extra-curricular activities.</p>	<p>skills (meeting class expectations and organization), commitment (commitment to college goals and institutional commitment), self- management (sensitivity to stress, test anxiety, and academic self-efficacy), and social support (institutional support, barriers to success, and connectedness).</p>	<p>The Offices of the VPEMSS and the VPIA plan to expand the administration of the SuccessNavigator to all new students in fall 2018. (08/21/2017)</p>	<p>Explore the feasibility of introducing SuccessNavigator to 10th and 11th graders, to correspond or complement plans to administer the COM-FSM entrance test (COMET) to 10th graders, developing a college transition program at the high level in collaboration with the K12 leadership, and implement the college's dual enrollment for high school students. (08/22/2017)</p>
<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>Student engagement, including extra-curricular activities, has a positive impact on student academic performance. The EMSS student life continues to collaborate with instructional affairs, including administrative services, to ensure availability of resources including access to services to support student success through extra- and co-curricular activities.</p>	<p>In fall 2016, there were 23 registered student clubs and organizations at the National Campus -- and most recently, two academic clubs registered with the Office of Student Life, i.e., Music Clubs, and the Global Women Reading Book Clubs. (08/21/2017)</p>	<p><b>Related Documents:</b> <a href="#">Clubs (Registered Fall 2016).pdf</a></p>	<p><b>Improvement:</b> While the college has seen a significant increase in the number of student clubs registered with the Office of Student Life, and increase in the number of co- and extra-curricular activities designed to facilitate out-of-classroom experience to students, and enhance engagement which will positively impact their academic performance, this may not be true at the state campuses.</p>
	<p>As such, Office of the Student Life will work with the student services coordinators and counselors at the state campuses, including Student Body Association officers, to encourage students at the state campuses to form clubs, and facilitate or organize co- and extra-curricular activities in collaboration with instructional affairs and administrative support services.</p>		