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.

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
2017-2018 VPEMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load. **AUO Status:** Active **AUO Assessment Cycle:** 2017 - 2018	**Descriptive Statistics -** Continue to expand recruitment and marketing outreaches, especially targeting non-traditional and returning students. **Target:** A 10% increase in the enrollment of returning students, spring 2017 vs spring 2018, and fall 2017 vs fall 2018	**Reporting Period:** 2017 - 2018 **Target Met:** No If compared to spring 2017 head count enrollment, the college's spring 2018 head count enrollment decreased by 2.69% or 47 head counts. Spring 2017 vs. Spring 2018 enrollment, returning (RE) students 1. College registered 115 returning students (or 7% of 1,747 head counts) last spring 2017. 2. College registered 88 returning students (or 5% of 1,700 head counts) last spring 2018. As such, a decrease in the number of returning students by 25 head counts (or 24% decrease in head counts) compared to spring 2017. 3. Of the 115 returning students in spring 2017, 68% were registered part-time, and 32%, full-time time. However, of the 88 returning students in spring 2018, 57% were registered part-time, and 43%, full-time. 4. Average credits for returning students were 8 and 9 during spring 2017 and spring 2018, respectively. If compared to fall 2018 head count enrollment, the college's fall 2018 head count enrollment decreased by 4.88% or 99 head counts. Fall 2017 vs. Fall 2018 enrollment, returning (RE) students	**Improvement:** 1. 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, continuing, and returning students. 2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students. 3. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach. 4. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block

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		1. College registered 130 returning students (or 6% of 2,027 head counts) last fall 2017. 2. College registered 106 returning students (or 5% of 1,928 head counts) last fall 2018. As such, a decrease in the number of returning students by 24 head counts (or 1.18% decrease in head counts) compared to fall 2017. 3. Of the 130 returning students in fall 2017, 44% were registered part-time, and 56%, full-time time. Of the 106 returning students in fall 2018, 44% were registered part-time, and 56%, full-time. 4. Average credits for returning students were 11 and 10 during fall 2017 and fall 2018, respectively. The increase in the number of (or percentage of) returning students registered full-time (12 credits and above) during fall 2017 and fall 2018 may be attributed to the collaborative efforts (or intra- and inter-departments) at the college encouraging students to carry 15 credits during a regular semester to shorten time to graduation or program completion. This target, i.e., 10% increase in the enrollment of returning students, spring 2017 vs. spring 2018, and fall 2017 vs. fall 2018, was not met. (08/27/2018)	scheduling, six-week sessions, etc.) to improve student success and persistence. 5. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration for prospective students and the general public, ads utilizing print and broadcast media, exposition, and others. 6. Build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education. 7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs. (09/10/2018)
	Descriptive Statistics - Conduct further outreach to high school	**Reporting Period:** 2017 - 2018 **Target Met:** Yes	**Improvement:** 1. Create,

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	principals and counselors on dual enrollment and early admissions, the K-12 leadership on in-service training (continuing education) for teachers and non-teaching staff, and others. **Target:** A meeting with K-12 leadership, principals, and counselors on dual enrollment, early admission, in-service training (continuing education), and others per state.	The department, in collaboration with the college's department for Instructional Affairs, conducted meetings with Chuuk State's Department of Education (DOE) and the administrators of Chuuk High School in conjunction with the proposed high school to college transition (preparatory) program. The proposed program includes: (a) allowing sophomores and juniors to take the COM-FSM Entrance Test (COMET) to determine their English and math placements; and (b) the college to collaboratively work with Chuuk State's DOE and Chuuk High School in designing and developing pre-college courses that will be offered at 12th grade, and students who successfully complete these required courses will be placed into the college's degree program without retaking the COMET. Also included in this collaborative initiative is promoting the college's dual enrollment and early admission programs. During the spring 2018 COMET administered last February to March 2018, 313 high school juniors and sophomores from Chuuk and Yap States took the test. Of these 313 students, 74 (or 24%) are placed into the college's degree program, and 24 (8%) and 102 (or 33%) are placed into Achieving College Excellence (ACE) and certificate programs, respectively. Meetings with K12 private and public schools in Pohnpei State were conducted, which informed the implementation of summer registration at the high schools. As a result, summer 2018 new student enrollment for National Campus and the Career & Technical Education Center (CTEC) increased by 65% and 20%, respectively, if compared to the previous summer. (08/27/2018)	improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing, and returning students. 2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students. 3. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach. 4. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence. 5. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration

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			for prospective students and the general public, ads utilizing print and broadcast media, exposition, and others.

6. Build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education.

7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs. (09/10/2018) |
| | **Descriptive Statistics -** Continue to collaborate with the department of instructional affairs on course offerings and scheduling for incoming new freshman and returning students.
Target: 90% of NE students registered in fall 2018 are full-time, with a average of 15 credits; 60% of RE in fall 2018 are registered full-time.
Notes: Fall 2017, 83% of the 470 NE students were registered full-time (average credit of 13); 56% of RE were registered full-time (average credit of 11). | **Reporting Period:** 2017 - 2018
Target Met: No
The unit continue to collaborate with other departments at the college, e.g., instructional affairs, administrative services, and institutional effectiveness & quality assurance, in implementing initiatives relating to enrollment targets, such as averages of 12 and 5.5 credits during semesters and summer of FY 2018, respectively; and averages of 15 and 6 credits during semesters and summer of FY 2019, respectively.

College wide fall 2018 enrollment data for NE students
1. 85% full-time students, and 15% part-time students. If compared to fall 2017 enrollment figures, an increase of 2% in terms of full-time student enrollment and a decrease in the part-time student enrollment by 2%.
2. For full-time and part-time new students, the average | **Improvement:** 1. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence, develop and implement need-informed strategic scheduling of classes, and pathway courses. (09/10/2018) |

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		credit is 13 credits.

However, fall 2018 enrollment data for NE students by campus are as follows:

1. National Campus: 98% of the NE students were registered full-time, and 2%, part-time. Average credit is 14.
2. CTEC: 82% of the NE students were registered full-time, and only 18%, part-time. Average credit is 13.
3. Chuuk Campus: 84% of the NE students were registered full-time, and 16%, part-time. Average credit is 13.
4. Kosrae Campus: 78% of the NE students were registered full-time, and 22%, part-time. Average credit is 12.
5. Yap Campus: 71% of the NE students were registered full-time, and 29%, part-time. Average credit is 12.

College wide fall 2018 enrollment data for RE students
1. 59% full-time students, and 41% part-time students. If compared to fall 2017 enrollment figures, an increase of 3% in terms of full-time student enrollment and a decrease in the part-time student enrollment by 3%
2. For full-time and part-time RE students, the average credit is 10.

However, fall 2018 enrollment data for RE students by campus are as follows:

1. National Campus: 75% of the RE students were registered full-time, and only 15%, part-time. Average credit is 12.
2. CTEC: 44% of the RE students were registered full-time, and 56%, part-time. Average credit is 10.
3. Chuuk Campus: 50% of the RE students were registered full-time, and 50%, part-time. Average credit is 11.
4. Kosrae Campus: 31% of the RE students were registered full-time, and 69%, part-time. Average credit is 9.
5. Yap Campus: 45% of the RE students were registered full-time, and 55%, part-time. Average credit is 10. | |

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		It should also be noted that the college registered enrollment of 1,097 head counts with 6,553 registered credits (or equivalent to 1,092 full-time equivalent students) last summer 2018. If compared to its summer 2018 enrollment targets, these figures indicate that the college surpassed its headcount target by 8%, but achieved its credit target by only 84%.

If compared last summer 2017 enrollment, the college has seen an increase in the summer 2018 headcount and registered credits by 13% and 23%, respectively. College-wide new students headcount enrollment increased by 17%. College-wide continuing and returning students headcount enrollment increased by 8% and 12%, respectively. National and CTEC summer 2018 new students headcount enrollment increased by 65% and 20%, respectively.

The target, i.e., 90% of NE students are registered full-time with an average credit load of 15 credits, was not met. College-wide fall 2018 NE enrollment data show that 85% of the NE students were registered full-time, which is 5% below the target. Additionally, the fall 2018 average credit load for NE students is only 13 credits, which is below the target. However, the college has seen an increase by 2% in the NE students registered full-time, if compared to last fall 2017 (83% NE students registered full-time).

The target, i.e., 60% of the RE students registered full-time was not met. Fall 2018 RE enrollment data show only 59% of the RE students were registered full-time, which is 1% below the target. However, the college has seen an increase by 3% in the RE students registered full-time, if compared to last fall 2017 (56% NE students registered full-time). (08/27/2018) | |
| | **Descriptive Statistics -** Continue to provide or organize college fairs, high school visits, college visits; continue to utilize print and broadcast media, including use of | **Reporting Period:** 2017 - 2018
Target Met: Yes
The department for EMSS continue to host, facilitate, and organize college fairs, high school visits, and utilize print and broadcast media to market the college and its | **Improvement:** 1. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with |

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	banners, streamers, flyers, and brochures to market the college and build the college's image to the community; and explore and use the use of other media, such as social media, YouTube, etc. **Target:** Social media, YouTube, brochures and/or flyers, news article in The Kaselehlie Press, improved EMSS webpages	curricular offerings (or programs). The department's Office of the Student Life maintains a FaceBook page, https://www.facebook.com/COMStudents/, to reach out to current and former students, alumni, and prospective students on activities and other relevant information, updates, and events about the college. The department continues to publish brochures, flyers, handbooks, and other similar types of publications either in paper and electronic format, to market the college and its programs/services, including activities and other relevant information, updates, and events about the college. The department continues to collaborate with the college's Information Technology Office especially for technical assistance or technology support to ensure the completeness and accuracy, including currency or relevance of web-based information available on the department's webpage, http://www.comfsm.fm/?q=vpss. In the 2018.3 registration survey conducted, 65% of the respondents indicated that they have known about the college's registration schedule and others from the Internet or social media (COM-FSM news feed, tweeter, and FaceBook), 16% from billboards, flyers, and the like, and 2% from the radio (broadcast media). (08/27/2018) **Related Documents:** [Student Registration Survey](#)	students, and use relationship cultivation and targeted approach. 2. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration for prospective students and the general public, ads utilizing print and broadcast media, exposition, and others. 3. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs. (09/10/2018)
2017-2018 VPEMSS Outcome 2 - Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach. **AUO Status:** Active **AUO Assessment Cycle:** 2017 - 2018	**Descriptive Statistics -** Further strengthen collaboration with the K-12 leadership, including private and public high school principals and counselors especially in forging partnership to designing and offering college preparatory (or college transition) program, the dual enrollment, and the like.	**Reporting Period:** 2017 - 2018 **Target Met:** Yes The department, in collaboration with the college's department for Instructional Affairs, conducted meetings with Chuuk State's Department of Education (DOE) and the administrators of Chuuk High School in conjunction with the proposed high school to college transition (preparatory) program.	**Improvement:** 1. Continued to build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education.

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	Target: Pilot the administration of the COMET to K10 students.	The proposed program includes: (a) allowing sophomores and juniors to take the COM-FSM Entrance Test (COMET) to determine their English and math placements; and (b) the college to collaboratively work with Chuuk State's DOE and Chuuk High School in designing and developing pre-college courses that will be offered at 12th grade, and students who successfully complete these required courses will be placed into the college's degree program without retaking the COMET.

Also included in this collaborative initiative is promoting the college's dual enrollment and early admission programs.

During the spring 2018 COMET administered last February to March 2018, 313 high school juniors and sophomores from Chuuk and Yap States took the test. Of these 313 students, 74 (or 24%) are placed into the college's degree program, and 24 (8%) and 102 (or 33%) are placed into Achieving College Excellence (ACE) and certificate programs, respectively. (08/27/2018) | 2. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs.

3. In collaboration with the State DOEs and K12 schools, develop and implement a college-readiness program.

4. Expand the "bringing the registrations to the high school" as a college-wide practice. (09/10/2018) |
| | **Descriptive Statistics -** Continue to collaborate with the college's ITO for an SIS-driven pre-admission to admission process. Additionally, the upgrading of the SIS en-suite feature allowing online payment of the registration fees.
Target: Automate pre-admission to admission process using SIS; online payment of the registration fee. | **Reporting Period:** 2017 - 2018
Target Met: No
This is still a work in progress. The college through its Information Technology Office (ITO) has contracted the Student Information System (SIS) developer to include a module in the database system allowing an SIS-driven pre-admission to admission process, including out ensuite features, such as but by any means not limited to on-line payment. (08/27/2018) | |
| | **Descriptive Statistics -** Further assess the schedules for early and regular registrations, including current processes or procedures, and explore the possibility of streamlining processes and procedures.
Target: Streamline the pre-admission, admission, and | **Reporting Period:** 2017 - 2018
Target Met: Yes
As mentioned the other section of this annual assessment, the department continues to work with the K12 private and public schools, specifically involving them in college's organized activities, such as college fairs, college visits, and most importantly admission to matriculation, including developing and implementing schedules for these activities that are congruent with their school calendars. | |

registration processes.

During summer 2018, on-site registrations were organized at selected private and public high schools in Pohnpei State, as a pilot target recruitment initiative. This initiative resulted to the college capturing a significant number of new students during summer 2018. For Pohnpei State, National and CTEC summer 2018 new students headcount enrollment increased by 65% and 20% if compared to the previous summer.

College wide and If compared last summer 2017 enrollment, the college has seen an increase in the summer 2018 headcount and registered credits by 13% and 23%, respectively. College-wide new students headcount enrollment increased by 17%. College-wide continuing and returning students headcount enrollment increased by 8% and 12%, respectively. (08/27/2018)

Descriptive Statistics - Conduct a data-informed assessment to determine whether or not to discontinue the late registration options for students, including the evaluation of the current "add and drop" option -- and its impacts to student academic success.
Target: An assessment on the late registration, add and drop options and their impacts to student academic success.

Reporting Period: 2017 - 2018
Target Met: Yes
While, there has been no in-house study (using in-house data) conducted during the 2017-2018 assessment cycle to determine the impacts of "later registration" including the option to modify registration post first day of instruction on satisfactory academic progress of students, various researches indicate that late registration policy and practices have adverse impacts on student success.

In his article entitled "Late registration: Continued impact on student success" published in the Community College Journal of Research and Practice (Vol. 8, Issue 4, 2014) K.N. Shriner cited the case student made by Smith, Street, and Olivarez (2002 Smith , A. B. , Street , M. A. , & Olivarez , A. (2002). The case study discussed the impact of a late registration policy on students at a community college in Texas. Their study revealed that the policy was detrimental to student success and should be discontinued. The results the case study reflect that students who register on or after the first day of class are not as successful academically when compared to students who registered early. (08/27/2018)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements

Related Documents:
[Late Registration and Student Academic Success](#)

2017-2018 VPEMSS Outcome 3 - Formalize a career counseling and job placement program **AUO Status:** Active **AUO Assessment Cycle:** 2017 - 2018	**Descriptive Statistics -** Expand the roles and services provided by the counseling services to include job placement assistance and services. **Target:** An FTE counselor as in-charge of career and job placement.	**Reporting Period:** 2017 - 2018 **Target Met:** Yes Career counseling had been included as one of the general services that EMSS Counseling Office provides. Additionally, counselors continue to facilitate, host, and organize workshops and/or sessions on career and job placement, resume writing, job interview, job fairs, and others. Counselors also provide one-on-one personalized career counseling to students. For example, on October 16, 2017, counselors at the National Campus conducted a resume-writing workshop, and on October 20, 2017, a job fair inviting external stakeholders, such as Pohnpei State DOE, Pohnpei State Hospital, FSM Department of Justice, Bank of the FSM, Micronesian Red Cross Society, United Airlines, and others. (08/27/2018) **Related Documents:** [EMSS Counseling Services Web Page](#) [Resume Writing and Job Placement](#)	**Improvement:** 1. Continue to develop and implement a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices. 2. 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. 3. 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. (09/10/2018)