Assessment: Administrative Unit Four Column

Three-Year Assessment Report, 2017 to 2020

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
IEQA_AUO1_2019: College is achieving its mission [Planning & Continuous Improvement] - Understand and adhere to existing mission, strategy, and planning processes. **AUO Status:** Active **AUO Assessment Cycle:** 2018 - 2019 **Start Date:** 01/07/2019 **Inactive Date:** 12/31/2019	**Descriptive Statistics -** 1. Provide workshops or sessions on leadership and best practices to officers of recognized student clubs, organizations or associations. 2. Conduct workshop or session on leadership and personnel skills, time management, effective written and oral communication, conflict resolution, teamwork, peer education and others for students. 3. Offer and facilitate on-campus activities aimed at building community and culture including promoting social change. 4. Provide leadership development, training especially geared at cultivating the student's leadership ability and providing an array of opportunities to fully discover their leadership potentials.	**Reporting Period:** 2012 - 2013 **Target Met:** Yes The Office of the Vice President for Student Services coordinated through its counselors from the Counseling Office and the Peer Counseling Center (PCC) the holding of training sessions for Peer Advisors during Fall 2012 and 2013 semesters. Specifically, trainings for Peer Advisors during Fall 2012 and 2013 semesters were held on July 23-25, 2012 and July 22-25, 2013, respectively. The trainings basically covered the following areas: leadership, communication skills, time-management, and guidelines, processes and procedures specific to various academic and administrative units, such as admissions and records, business and financial aid offices, instructional affairs, physical maintenance and security, and others. In the Fall 2013 training for Peer Advisors, the 24 participants were submitted to pre- and posttests to determine to measure the knowledge gained about the subject areas presented in the training specifically as results of participating in the training facilitated. Results of the assessment showed that:	**Improvement:** Based on the results of the assessment, the Office of the Vice President for Student Services shall undertake the following: 1. Coordinate the design and development of syllabi for all co- and extra-curricular activities. This is critically important especially to ascertain the consistency in terms of the content, and the delivery of these activities including assessments of these activities. 2. Increase the frequency of co- and extra-curricular activities available for students. More so, update the Office of the Vice for Student Services' webpage to include a calendar of these activities principally providing information, such as a

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	Target: At least two workshops or sessions on leadership and best practices to officers of recognized student clubs or associations.	(a) Minimum and maximum scores were 0 and 7, respectively. A mean score of 3. Nevertheless, 8% of the participants scored >= the median, and (b) 92% < the median in the administered pre-test. (b) Minimum and maximum scores were 8 and 15, respectively. A mean score of 14. Nevertheless, 100% of the participants score >=the median in the administered posttest. (c) The percent difference is statistically significant. An orientation survey was administered to a nonprobability sample of 222 students during Fall 2012 semester. 98% of the nonprobability sample (N=222) were new students, and Summarized below are the results of the survey that are specific to the Office of the Vice President for Student Services: (a) 73% of the sample (N=222) strongly agreed and agreed that they understood and are aware of the student services policies, student conduct and disciplinary matters as presented in the orientation. 5% signified disagreement, and 22%, neutrality. (b) 75% of the sample (N=222) expressed agreement that they are aware of the college's policy on the use of alcohol and drugs, while 17% signified disagreement, and 8%, neutrality. (c) 64% of the sample (N=222) indicated that they understood and are aware of the policies dealing with student grievance, the student government, and due process with only 10% in disagreement, and 26%, neutrality. The VPSS Office's log showed 20% increase in the number of registered student clubs, associations, and organizations in 2012 as compared to the prior academic year. (09/03/2013)	succinct description of the activity, date and venue, intended outcomes, and others. 3. Provide trainings to officers of the Student Body Association (SBA) and other clubs or associations on leadership, administration and governance including budget and assessment. 4. Coordinate with the unit directors and office coordinators/supervisors primarily in revisiting and assessing the current organizational structure of the Student Body Association (SBA), and other student clubs or associations to identify and prioritize needs, concerns, and interests crucial to further strengthening the college's student leadership and development program, and to effectively foster student engagements and involvements. 5. Coordinate the revisiting the existing policies and procedures appertaining to student conduct and discipline to ensure their currencies and relevancies, clarify ambiguities, and resolve inconsistencies. 6. Provide trainings to staff on policies related to student conduct and discipline including routine procedures.

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			7. Coordinate with the department's directors and unit supervisors to develop common core leadership training for all registered student organizations, clubs and associations including annual awards or recognition to recognize student leadership

8. Conduct routine surveys and similar forms of measuring approaches to identify the types of programs and activities that students want to engage in and/or learn. (09/16/2013) |
| **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 | **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. |

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		head counts. Fall 2017 vs. Fall 2018 enrollment, returning (RE) students 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)	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 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

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and dual enrollment programs. (09/10/2018)

Descriptive Statistics - Conduct further outreach to high school 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.

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.

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)

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 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

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			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 -** 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 | **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 | **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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	(average credit of 13); 56% of RE were registered full-time (average credit of 11).	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 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	

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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.

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   **Reporting Period:** 2017 - 2018

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	provide or organize college fairs, high school visits, college visits; continue to utilize print and broadcast media, including use of 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	**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 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](#)	**Improvement:** 1. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with 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	**Descriptive Statistics -** Further strengthen collaboration with the K-12 leadership, including private and public high school principals and	**Reporting Period:** 2017 - 2018 **Target Met:** Yes The department, in collaboration with the college's department for Instructional Affairs, conducted meetings	**Improvement:** 1. Continued to build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches,

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relationship cultivation and targeted approach. **AUO Status:** Active **AUO Assessment Cycle:** 2017 - 2018	counselors especially in forging partnership to designing and offering college preparatory (or college transition) program, the dual enrollment, and the like. **Target:** Pilot the administration of the COMET to K10 students.	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. (08/27/2018)	activities, and events designed to retain students through graduation and better prepare them for postsecondary education. 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,	**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	

and explore the possibility of streamlining processes and procedures.
Target: Streamline the pre-admission, admission, and registration processes.

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.

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

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		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) **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)
2018-2019 VPEMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent	**Descriptive Statistics -** Create, improve, and implement a coordinated marketing, recruitment, and outreach program to stabilize	**Reporting Period:** 2018 - 2019 **Target Met:** No A. New Student Enrollment Vis-à-vis fall 2018 new student enrollment of 424 head	**Improvement:** 1. Enrollment process should involve departments from throughout the college working together to

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students, including average credit loads. **AUO Status:** Active **AUO Assessment Cycle:** 2018 - 2019	(or increase) enrollment of targeted priority groups, e.g., traditional first-time freshman, transfer, continuing, and returning students. **Target:** 5% increase in the enrollment of first-time freshman students (fall 2018 vs. fall 2019), and 3% increase in the enrollment of returning students (fall 2018 vs. fall 2019). 5% increase in fall to spring retention (persistence) rate for continuing students (fall 2017 to spring 2018 vs. fall 2018 to spring 2019).	counts, the college had seen a decline in its new student enrollment in fall 2019 by 24% (or 103 head counts). This is attributed to the department's initiative geared at encouraging incoming new freshman (or first-time-in-college) students to early enroll in the summer session, in lieu of fall semester; as such, (a) providing them a head start and set off to a strong start; (b) enabling them to take developmental (or remedial) English and math courses; and (b) providing buffer credits that will help them up to reach graduation on timely manner. Last summer 2019, the college enrolled 404 new students, which is about 29% higher than its summer 2018new student enrollment in head counts. B. Returning Student Enrollment Vis-à-vis fall 2018 new student enrollment of 106 head counts, the college had seen a decline in its returning student enrollment in fall 2019 by 19% (or 20 head counts). C. Fall to Spring Retention Rate (Fall 2017 to Spring 2018 vs. Fall 2018 to Spring 2019) Fall 2017 to spring 2018 retention rate is 82%, while fall 2018 to spring 2019 retention rate is 83%; as such, an increase by only 1%. (08/23/2019) **Improvement Plan:** See Column "Improvement"	develop a new approach to identify, attract, recruit, retain and students. As such, EMSS to Continue to collaborate with other departments: instructional affairs, administrative services, and institutional effectiveness & quality assurance. 2. Target enrollment with follow through. 3. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by any 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. 4. 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; 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; as such, promoting the college early and dual enrollment programs.

5. Strengthen collaboration and coordination between academic, learning support, and student support units to ensure availability of resources, including access to just-in-time services to support at-risk students. (08/26/2019)

Descriptive Statistics - Increase visibility, awareness, and knowledge of the college, and opportunities (e.g., curricular programs or offering, support services and facilities) available for students.

Target: A college fair during spring 2019, targeting traditional first-time freshman students; a short clips of video (college's programs, support services, and facilities); a scheduled outreach to K12 institutions; publications about the college via print and broadcast media, social media, and others.

Reporting Period: 2018 - 2019
Target Met: Yes
EMSS continues to implement a recruitment and enrollment plan, which it designed and developed in February 17, 2015, and pilot implemented in summer and fall 2015.

A. College fairs for summer and fall 2019 admissions
To provide incoming students information relating to the college's curricular programs, admission & matriculation requirements, financial aid & available scholarship assistance, and other student support programs and services, EMSS organized college fairs at Chuuk Campus and Kosrae Campuses last April 22 and 26, 2019, respectively.

College Fairs for Yap Campus and FSM Fisheries & Maritime Institute (FSM FMI)I were also scheduled on April 25-26, 2019, and on April 30, 2019 for National Campus and the Career & Technical Education Center (CTEC).

B. Short video clips
Some short video clips courtesy of the college's Information Technology Office (ITO), publication & graphics; and the Media & Instructional Technology Center (MITC) used during college recruitment activities.

1.
https://www.youtube.com/watch?v=56CGZ3IqWjk&list=PLZ
-UX9xQoMg6X8I99CSZj7caQ0nXAPhqA&index=9&t=44s

Improvement: 1. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by any 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.

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; In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
		2. https://www.youtube.com/watch?v=YcucjvqVYaY&list=PLZ-UX9xQoMg6X8I99CSZj7caQ0nXAPhqA&index=6 3. https://www.youtube.com/watch?v=SotUe5P2n_g&list=PLZ-UX9xQoMg6X8I99CSZj7caQ0nXAPhqA&index=40 C. Outreach to K12 Institutions Recruitment teams consisting of staff, faculty, and students conducted outreach to private and public high schools in the FSM to provide senior students information about the college's curricular programs, admissions & matriculation requirements, available student financial assistance & scholarship, student support services, facilities & others, from March 26 to April 12, 2019. D. Publications about the college via print and broadcast media, and social media 1. Print media In collaboration with the college's ITO, publications & graphics, information relating to the college, such as but by no means not limited to, curricular programs, schedules for early and regular registrations, and others, are published in the regular issues of the Kaselehlie Press (KP), e.g., July 22-August 4, 2019 issue. 2. Broadcast media EMSS has been utilizing services of local AM/FM radio stations to announce college activities related to dates and venues for its entrance tests, college fairs, recruitments, admissions, registrations and others. 3. Social Media EMSS Student Life (SL) maintains a Facebook page as one way to connect with students, former students, and alumni. Currently the page has 1,468 followers and 4.8 rating out of 5. The page is accessible via this URL: https://www.facebook.com/COMStudents/?__tn__=%2Cd%2CP-	time-in-college freshman students; as such, promoting the college early and dual enrollment programs. 3. In collaboration with the State DOEs and the K12 schools, develop and implement a college readiness program. 4. Continue to administer the college's entrance test to high school juniors and seniors at public and public high schools in the FSM; administer special COM-FSM entrance test (COMET) to students, as needed and/or necessary. (08/02/2019)

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4. Others
EMSS also utilized other media to promote community awareness about the college, its programs and services, including schedules of its activities, e.g., college fairs, dates and venues for its entrance test, registrations, and others. These media include web-based via the college's shark feeds, banners, flyers, brochures, and others. (07/15/2019)
Improvement Plan: See column "Improvement"
Related Documents:
[Section of KP July 22-August 4, 2019 Issue-College Ads.pdf](#)
[Short Video Clip 1](#)
[Short Video Clip 2](#)
[Short Video Clip 3](#)

	Assessment Strategies	Results	Improvements
	Descriptive Statistics - In collaboration with the college's Department for Instructional Affairs, continue to offer the summer transition program for incoming new and/or first-time in college freshman students. **Target:** 60% of first-time in college freshman, degree-bound, students who are placed in development courses (ESL 089 or ESL 099) are registered during summer 2019 session.	**Reporting Period:** 2018 - 2019 **Target Met:** Yes 226 (or 71.5%) of the 316 degree-bound students who were placed into ESL 089 (or Reading V) via the spring 2019 COM-FSM Entrance Test (COMET) for summer 2019 and fall 2019 admission registered in ESL 089 during summer 2019. Of the 226 students, only 22 (or 9.7%) did not successfully complete the course. (07/12/2019) **Improvement Plan:** See Column "Improvement"	**Improvement:** 1. Collaborate with the college's Instructional Affairs in developing and implementing an "early college" (or transition) program for high school students. 2. In collaboration and coordination with instructional affairs and the learning support services, develop and implement a First-Year Experience (FYE) course or seminar designed to help first-year students make successful transition to college student life. (08/02/2019)
	Descriptive Statistics - Promote the college's early and dual admission programs. **Target:** An articulation agreement with and/or memorandum of understanding with a K12 institution on early or dual enrollment program.	**Reporting Period:** 2018 - 2019 **Target Met:** Yes In collaboration with the college's Department for Instructional Affairs (IA), piloted dual enrollment at Chuuk High School last spring 2019. Five seniors from Chuuk High School are enrolled in two of the regular English courses. Board Policy No. 4001, outlines the college's guidelines and	**Improvement:** 1. Continue to promote the college's early and dual enrollment programs. (07/15/2019)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
		requirements relating to dual enrollment for high school students. (07/11/2019) **Improvement Plan:** See Column "Improvement"	
2018-2019 VPEMSS Outcome 2 - Continue to 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:** 2018 - 2019	**Descriptive Statistics -** Continue to build strong ties or relationships with the local K12 schools by increasing outreach activities, and other events designed to recruit and retain students through graduation, and better prepare them for postsecondary education. **Target:** Outreach to all private and public K12 schools in the Federated States of Micronesia during spring 2019 term.	**Reporting Period:** 2018 - 2019 **Target Met:** Yes EMSS conducted outreach activities to private and public high schools in the FSM beginning March 26, 2019, to April 12, 2019. (07/17/2019) **Improvement Plan:** See Column "Improvement"	**Improvement:** 1. 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; 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; as such, promoting the college early and dual enrollment programs. 2. In collaboration with the State DOEs and the K12 schools, develop and implement a college readiness program. (07/24/2019)
	Descriptive Statistics - Expand the "bringing the registrations to the high schools" as a college-wide practice. **Target:** Schedule and conduct registration for summer 2019 at the high schools.	**Reporting Period:** 2018 - 2019 **Target Met:** No While EMSS in collaboration with the some high schools in Pohnpei implemented "bringing the registrations to the high schools" in 2018, this was not extended to high school seniors who wanted to register for summer 2019. In lieu, the option was extended to admitted high school seniors during the April 30, 2019, college fairs at the National Campus in Palikir, Pohnpei. (07/15/2019) **Improvement Plan:** See Column "Improvement"	**Improvement:** 1. Expand the "bringing the registrations to high schools" as a college-wide practice. 2. Schedule special registrations for incoming first-time-in-college students, including continuing, returning, and transfer students, (07/26/2019)
	Descriptive Statistics - In collaboration with the college's Department for Instructional Affairs, the State Department of Education, and K12 schools, design, develop,	**Reporting Period:** 2018 - 2019 **Target Met:** Yes As cited in the preceding section of this assessment, dual enrollment was pilot implemented in spring 2019 at Chuuk High School as a collaborative college-readiness initiative of	**Improvement:** 1. In collaboration and coordination with instructional affairs, continue to offer the summer transition

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	and implement a college-readiness program. **Target:** A college-readiness program piloted or implemented in at least one K12 school.	the departments of EMSS and IA, and in partnership with Chuuk High School and Chuuk State Department of Education. Five high school seniors who took the college's Entrance Test (or COMET) and were placed into degree-level, registered in two of the regular English courses. (07/12/2019) **Improvement Plan:** See Column "Improvement"	program for incoming new students and first-time-in-college freshman students; 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; as such, promoting the college early and dual enrollment programs. 2. Expand the college's early and dual enrollment programs to other private and/or public K12 schools in the FSM. (07/29/2019)
	Descriptive Statistics - Continue to collaborate with the college's Information Technology Office (ITO) for a Student Information System (SIS) driven pre-admission to admission process. Additionally, the upgrading of the SIS en-suite features allowing online payment of the admission and registration fees. **Target:** Automate pre-admission to admission process using the SIS, and online payment of admission and registration fees.	**Reporting Period:** 2018 - 2019 **Target Met:** No While the college's had contracted its Student Information System (SIS) developer/consultant to design SIS-driven admission process, this component is yet to be completed. (09/11/2019) **Improvement Plan:** See Column "Improvement"	**Improvement:** 1. Continue to work with the college's Information Technology Office (ITO) on the completion of and/or implementation of the upgrades to the Student Information System (SIS). (09/12/2019)
2019-2020 VPEMSS Outcome 1 - Increase the success rate of first-year students (e.g., course completion, fall to spring persistence, end-of-term academic standing, etc.) **AUO Status:** Active **AUO Assessment Cycle:** 2019 - 2020	**Descriptive Statistics -** Implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or attrition. **Target:** A system in place that enhances college-wide capacity to: (a) efficiently track and outreach to	**Reporting Period:** 2019 - 2020 **Target Met:** Yes In fall 2019, the college started using Dropout Detective, a student retention and success solution. An easy-to-use software solution that identifies at-risk students across all enrolled courses, the platform has been integrated directly with college's learning management system (Schoology). Specifically, the platform provides the following:	**Improvement:** Two counselors had been trained on how to use Dropout Detective to (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate advising, learning, and student support services. (05/22/2020)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	students; (b) enhance the timeliness of advising; and (c) integrate advising, learning, and student support services.	(a) Identification of at-risk students across all enrolled courses (b) Personalized dashboards so that school users can monitor their students. (c) Student profile screen that gathers in one place all courses and grades for each student (d) Graphical dashboard of these students presented from within Schoology: Administrator and instructor view (e) Presentation of student contact options – texting, Facebook and Twitter accounts are noted if the student enters this information in their profile page of the LMS (f) Optional distribution of automated email and text messages (g) An integrated Notes feature, so that communication with the students can be documented in one place (h) "Advisor Alerts" so that students can be manually flagged for at-risk behavior In addition, it pulls together the different reasons the student is at risk and makes it easy to quickly go through and look at what might be happening with this student and determine an intervention strategy. (05/21/2020) **Improvement Plan:** While two counselors had been trained how to use the Dropout Detective, the department will continue to work with the college's Information Technology Office (ITO) to train all counselors and other essential student support services staff how to use this student retention and success solution to (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate advising, learning, and student support services.	
	Descriptive Statistics - In collaboration and coordination with instructional affairs and the learning support services, develop and implement a First-Year Experience (FYE) course or seminar designed to help first-year students make successful transition to college	**Reporting Period:** 2019 - 2020 **Target Met:** No The college's FYE 101 course's outline was developed after a survey was sent to a stratified random sample of students and faculty. Ideas for the course were generated from the survey and then the learning outcomes designed. While a draft course outline for the First Year Experience (FYE) 101 course had been completed, it still requires some further	**Improvement:** The college completed the draft course outline for its First-Year Experience (FYE) 101 course. However, the draft course outline may need further review and comments especially from the college's Curriculum Committee

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	student life. **Target:** A First-Year Experience (FYE) course or seminar	review and modification taking reference of comments and feedbacks from the college's Curriculum Committee. (05/15/2020) **Improvement Plan:** The department shall continue to collaborate with the college's department for instructional affairs to completing the design; thus, implementing the FYE 101 course. **Related Documents:** [Working ideas for the FYE 101 course](#) [FYE 101 Draft Course Outline](#)	prior to offering it. The department shall work with the college's department for instructional affairs to align student support services as the college delivers its FYE 101 course to all new students. (05/15/2020)
	Descriptive Statistics - Collaborate with the college's Instructional Affairs in developing and implementing an "early college" (or transition) program for high school students. **Target:** Early college (or transition) program	**Reporting Period:** 2019 - 2020 **Target Met:** Yes The department collaborated with the college's department for instructional affairs to design, develop and implement a summer transition program for incoming first-time in college (FTC) new students, which includes but by any means not limited to modifying the college's summer academic calendars aligning them with the K12 school calendars allowing intake of incoming FTC students during summer sessions, offering more than adequate developmental courses in English and Math based on determined needs or demands, and others. The summer transition program was aimed at at giving freshman students or FTC new students a head start and get off to a strong start. It will enable them take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner. Since then, the department continues to implement or offer the summer transition program for FTC new students. As a result and during summer 2015, new students are at their highest level for the last five summer period (2010 to 2014). The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. The department has assertively implement the college's summer transition program since it pilot implementation in summer 2015. During the summers of 2018 and 2019, the college	**Improvement:** The college has a summer transition program for first-time in college new students, which it has implement since summer of 2015. Additionally, recognizing that new student orientation is a critical step toward promoting "student success," the college has expanded the orientation program by providing (a) regular orientation each fall, spring, and summer term. (05/28/2020)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
		registered 312 (or 12% higher than its summer 2015 new student enrollment) and 388 (or 20% higher than its summer 2018 new student enrollment) new students, respectively. However, under the current unprecedented health (COVID-19 crisis), with the college shifting the delivery of instruction from in-person to online, the college only registered 252 new students, which is 35% lower than its summer 2019 new student enrollment (05/28/2020) **Improvement Plan:** The department shall continue to implement the college's summer transition program for first-tine in college (FTC) new students. Additionally, the department shall design, develop, and implement an intrusive student support mechanism, providing an array of support services to FTC new students, including other students as well, which are fundamentally essential or critical to their success. **Related Documents:** [A Sample: New Student Orientation, Summer 2018](#)	
2019-2020 VPEMSS Outcome 2 - Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time enrollment (FTE) students. **AUO Status:** Active **AUO Assessment Cycle:** 2019 - 2020	**Descriptive Statistics -** 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; as such, promoting the college early and dual enrollment programs. **Target:** Increase in the number of students enrolled during the summer, vis-a-vis prior summer session	**Reporting Period:** 2019 - 2020 **Target Met:** Yes Summer transition program: First-time in college (FTC) new students Recognizing the premise: summer school between high school and college is definitely the most important thing new freshman students can do to meet new people, to get ahead and to simply make the transition from high school to college much easier, the department collaborated with the college's department for instructional affairs (IA), the State DOEs, and K12 schools, to pilot the implementation of a "summer transition program" during the summer of 2015. The program aimed at giving freshman students or FTC new students a head start and get off to a strong start. It will enable them take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner. Since then, the department continues to implement or offer the summer transition program for FTC new students.	**Improvement:** The college has implemented a summer transition program since the summer of 2015, giving freshman students or first-time in college (FTC) new students a head start and get off to a strong start. It will enable them take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner. Since its implementation in summer 2015, the college has seen an increase in its new student enrollment during summer terms. (05/29/2020)

As a result and during summer 2015, new students are at their highest level for the last five summer period (2010 to 2014). The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. The department has assertively implement the college's summer transition program since it pilot implementation in summer 2015. During the summers of 2018 and 2019, the college registered 312 (or 12% higher than its summer 2015 new student enrollment) and 388 (or 20% higher than its summer 2018 new student enrollment) new students, respectively. However, under the current unprecedented health (COVID-19 crisis), with the college shifting the delivery of instruction from in-person to online, the college only registered 252 new students, which is 35% lower than its summer 2019 new student enrollment. (05/29/2020)

Improvement Plan: The department, in collaboration with the college's department for instructional affairs, the State DOEs, and K12 schools, shall continue to:

1. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or attrition;
2. Increase the success of first-year students course completion, fall-to-spring persistence, and fall-to-fall persistence rates;
3. Assess to further enhance the college's academic advising services.
4. Formalize a career counseling and job placement;
3. Continue to offer the summer transition program for incoming new students and first-time college freshmen, and promote ?the college's early and dual enrollment programs; and
5. Continue to develop and implement a college readiness program.

Related Documents:

[August 6-7, 2015, BOR Report: Summer 2015 enrollment](#)

Descriptive Statistics - In collaboration with the State DOEs

Reporting Period: 2019 - 2020
Target Met: Yes

Improvement: The college has

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	and the K12 schools, develop and implement a college readiness program. **Target:** College readiness program	College readiness program: Dual enrollment for high school students The college has a policy on "dual enrollment enrollment for high school students" (B.P. No. 4001), first approved by its Board of Regents (BOR) on December 5, 2006, and later reviewed and approved on March 24, 2016, which allows high school students to take classes at the college-and potentially earn college credit. However, the college was able to successfully pilot the implementation of its dual enrollment program for high school students (seniors) during the spring semester of 2019 to a cohort of seniors from Chuuk High School in Weno, Chuuk, Federated States of Micronesia (FSM), and not during the prior terms due to several challenges. Foremost of these challenges is on the tuition and other matriculation fees of students who will enroll under this program. On the average, about 90% to 95% of the incoming new students at the college rely on Pell Grant (Title IV) for financial assistance to cover their costs of attendance. This is primarily attributed to the increasing number of households in the FSM living on conditions of hardship and income poverty. To be eligible for Pell Grant (or Federal student aid under Title IV), a student must show that he or she is qualified to obtain a college or career school education by having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate. Students under the college's dual enrollment program are high school seniors. While meeting the specific admission criteria and requirements under this program, these students are yet to earn their high school diploma. The department collaborated and coordinated with college's department for instructional affairs, Chuuk State DOE, and Chuuk High School (CHS), to develop plan to pilot the dual enrollment program for qualified seniors at CHS. Under the plan: (a) Chuuk State DOE shall cover the tuition and fees of CHS	piloted the implementation in spring 2019 of its college-readiness program thru its dual enrollment for high school students, allowing high school students to take classes at the college-and potentially earn college credit. However, while this is currently exclusive of high school seniors from Chuuk High School (CHS) resulting from an agreement and collaborative initiatives by and between the college, CHS, and Chuuk State's Department of Education (DOE), the department shall continue to collaborate with other State DOEs and K12 schools to expanding the college's dual enrollment program. On August 6-8, 2019, a team of five faculty and staff representing each campus attended the 2019 CCSSE Student Success Institute: Intersecting Guided Pathways with Engagement, with an identified project for enhancing the intake experience for new students. (06/03/2020)

seniors who will enroll in the college's dual enrollment program;

(b) Chuuk State DOE and CHS will apply college credits earned by CHS seniors in the college's dual enrollment program to fulfill their high school requirements;

(c) the college will administer the COM-FSM Entrance Test (COMET) to CHS sophomores in February 2018, to identify students who will be eligible to enroll in the college's dual enrollment program; and

(d) CHS senior in the college's dual enrollment program will take or enroll a maximum of six college credits at COM-FSM Chuuk Campus.

In spring 2019 semester, five CHS Seniors enrolled at Chuuk Campus. Of these five students, four completed the academic term with 4.0 GPAs, and one with 3.50 GPA. Four of these five students have been matriculated into the college's degree program. During spring 2020, seven seniors from CHS had enrolled at Chuuk Campus under the college's dual enrollment program.

The department has expanded the COMET allowing interested high school juniors to take the entrance tests. For example, in the 2019 and 2020 COMET, 135 juniors and 133 juniors took the COMET, respectively. Of the 135 juniors who took the 2019 COMET, 54 (or 40%) were placed into degree programs; while 64 (or 48%) of the 133 juniors who took the 2020 COMET were placed into degree programs. These students were qualified for admission into the college's dual enrollment program, provided they successfully complete their 11th grade with a minimum cumulative grade point average (GPA) of at least 3.50 on a 4.0 scale. (06/02/2020)

Improvement Plan: The department, in collaboration with the college's department for instructional affairs, the State DOEs, and K12 schools, shall continue to:

1. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements

attrition;

2. Increase the success of first-year students course completion, fall-to-spring persistence, and fall-to-fall persistence rates;

3. Assess to further enhance the college's academic advising services.

4. Formalize a career counseling and job placement;

3. Continue to offer the summer transition program for incoming new students and first-time college freshmen, and promote ?the college's early and dual enrollment programs; and

5. Continue to develop and implement a college readiness program.

Related Documents:

May 29-30, 2015, BOR Report: Summer transition program

D2 - GuidedPathwaysMainSurveyToolkit_CCSSE_COM-FSM_for submission.pdf

E - 2019 Short-Term Action Plan I-COM-FSM-For submission.pdf

C1 - Cohort Data Review_COM-FSM_For_Submission.xlsx

Descriptive Statistics - Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by any 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.

Target: Increase AY enrollment by at least 3%.

Reporting Period: 2019 - 2020

Target Met: No

To connect with students, former students, alumni, and other other people, sharing news and updates about the college, and facilitate online interaction, the department's Student Life maintains a social media and social networking account with Facebook which currently has 1,785 followers. This is in addition to the Facebook account maintained by the college's Information Technology Office (ITO), with about 3,778 followers.

The department utilizes the college's FM radio station (89.9 FM), other local print and broadcast media to share or provide news and updates about the college, including announcements of college sponsored activities, to the community. Additionally, the department maintains a webpage on the college's website, that provides web-based information about its available programs and services, relevant policies and procedures, contact information, and

Improvement: The department has utilized an array of strategies in its initiative of implement a marketing approach to address its declining enrollment. These include, but by no means limited to, maintaining a social media and social networking account with Facebook, utilizing the college's radio station including local print and broadcast media, organizing college tours, visits, fairs, and career exploration.   (05/29/2020)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements

many others. In coordination with special or externally-funded programs, such as the Upward Bound (UB) and the Educational Talent Search Program (TSP), including K12 schools, facilitate orientations and college visits.

The department's counseling services, in collaboration with external stakeholders and other resource groups or individuals, organize career fair and exploration each academic term or year, providing a valuable real-world interaction between students and professionals in the community.

Finally, during the months of March to April each year, the department hosts college fair at each campus location. However, the holding of the annual college fair during the spring 2020 semester was cancelled due to the COVID-19 pandemic. (05/28/2020)

Improvement Plan: The college's duplicated headcount enrollment during academic year 2018-2019 was 4,703, which was 2.5% lower than the prior academic year 2017-2018. The college's duplicated headcount enrollment this academic year 2019-2020 has dropped significantly by 8.6%, vis-a-vis the prior academic year 2018-2019. Thus, the target of at least 3% increase in its academic year's enrollment in headcount was not achieved.

The department shall continue with its diligent efforts to explore alternative options as well as innovative and creative ways of stabilizing its enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time enrollment (FTE) students.

Related Documents:

Student Life's Facebook Page

COM-FSM Facebook Page

Newsfeed: Career Fair