Assessment: Administrative Unit Four Column

C - EMSS - Admissions, Records and Retention

Mission Statement: It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely-manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.

Currently, OARR provides the following services to its patrons:

1. Academic transcripts
2. Admission, registration, and matriculation
3. Record and report academic standing
4. Enrollment and program completion verification
5. Degree audit and graduation check
6. Grade change, name change, change of major/IDP, and others
7. Transfer credit evaluation and equivalency
8. Issuance of degrees, certificates, duplicate degrees and certificates, transfer credentials, and others
9. US Veteran Affairs enrollment verification

Strategic Direction I: Ensure student success by decreasing time to completion and increasing student, satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services. (SD1: EMSS1: EMSS1.1, EMSS1.2, EMSS 1.3, EMSS2: EMSS2.1)

Strategic Direction 2: Strengthen resources to meet current and future needs through revenue diversification, efficient use, innovation, effective allocation, conservation, infrastructure upgrades, and investment in human capital. (EMSS4: EMSS 4.1, EMSS 4.2, EMSS 4.3 and EMSS 4.4)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
2015-2016 OARR Outcome 1 - Students will demonstrate the ability to successfully complete the registration process through one of	**Descriptive Statistics -** Design, develop, and schedule training for students in accessing and using their myShark Student portals. The	**Reporting Period:** 2015 - 2016 **Target Met:** Yes On June 24, 2016, and June 28, 2016, orientation sessions were conducted for first-time in college (freshman) new	**Improvement:** 1. The college's new student orientation is the critical first step to promoting "Student Success." As such,

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the available registration modes (e.g., online, face-to-face, and mix online/face-to-face registration modes) as evidenced by enrollment in courses. **AUO Status:** Active **AUO Assessment Cycle:** 2015 - 2016	training shall provide detailed overview on how to navigate the myShark portals. **Target:** 90% positive rating on survey administered to students participating in the training on using myShark student portal.	students who registered for summer 2016 classes at the National Campus, and the 26 participants of the Doctors and Dentist For Tomorrow (DDFT) program, respectively. The orientation sessions covered the following topics: (a) Family Educational Rights and Privacy Act; (b) credit load; (c) full-time versus part-time students; (d) adding and dropping a course or courses; (e) withdrawing from a course; (f) academic regulations; (g) registration processes; and (h) a quick guide to using mySHark student portal. On August 4, 2016, orientation session on OARR 101 conducted for first-time-in-college new students. The session covered the following topics:(a) Family Educational Rights and Privacy Act; (b) credit load; (c) full-time versus part-time students; (d) adding and dropping a course or courses; (e) withdrawing from a course; (f) academic regulations; (g) registration processes; and (h) a quick guide to using myShark student portal. A non probability sample of 124 students were surveyed to measure their perceptions about the orientation. Survey questionnaire included 12 close-ended questions with numeric scale ratings (0-10). Results of the survey (questions specific to OARR) are as follows: 1. Q5. I understand and am aware of the important academic dates, academic standing, post registration processes, add/drop, withdrawing from a class or classes, and other admission procedures that were provided. AU received 8.20 rating. 2. Q6. I understand and am aware of the COM-FSM myShark that was presented. AU received 8.30 rating. (08/16/2016) **Related Documents:** Orientation 2016.2.pdf	continue to provide regular orientation each academic term: fall, spring, and summer, and facilitate extended orientation sessions that extend support to students beyond new student regular orientation, providing timely student support for college-adjustment issues the encounter during their critical first term in college. 2. Regular and extended new student orientation should be consistently extended as a college-wide program. 3. Continue to collaborate with the college's Institutional Research and Planning Office (IRPO) especially seeking their technical and professional assistance in the area of administering surveys to students (participants), analysis (or summary results) of the survey, and others. (07/28/2016)
		Reporting Period: 2015 - 2016 **Target Met:** Yes On March 18, 2015, "A quick guide to using myShark (Student Portal)" was presented to students in the	**Improvement:** 1. Continue to collaborate with academic divisions and program faculty to scheduling and conducting

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		Micronesian Studies program. Specifically, the following areas were covered in the presentation: (a) Micronesian Studies program requirements, i.e., general education core, major and open electives including graduation requirements; and (b) navigating through the myShark student portal including the different registration modes available for students. 32 students participated in the presentation. The presentation (or training session) is part of the continuing collaborative initiatives between OARR, academic divisions, and other administrative and support services at the college to promoting student success, and OARR's extended orientation program. A survey was conducted to measure the participants' perceptions about the workshop. Results of the survey are summarized as follows: (a). 97% of the participants signified that "the overall presentation in the workshop was clear and easy to relate to" with only 3% expressed disagreement. (b) 97% of the participants indicated that the "information provided in this workshop is helpful" with only 3% expressed disagreement. (c) 91% of the participants signified that "because of this workshop, I can now explore the system without any assistance," while 6% and 3% expressed neutrality and disagreement, respectively. (d) 94% of the participants indicated that the "workshop provided valuable information relating to my major," while 3% and 3% signified neutrality and disagreement, respectively. (e) 91% of the participants signified that "the workshop will help me make the right choices in selecting courses related to my major." 6% expressed neutrality, and 3%, disagreement. (f) In terms of "the workshop will help me make the right choices in selecting courses that will lead to graduation from my major," 94% signified agreement while 3% disagreed and 3% expressed neutrality. (g) 89% of the participants signified that "I used to rely on	extended orientation sessions covering topics, such as but by any means not limited to, a quick guide using myShark, registration, academic standards and regulations, academic program and graduation requirements, routine procedures and processes, and others. 2. Continue to extend training to OARR staff and/or student support services staff at the state campuses to facilitating extended orientation sessions for students to ensure consistency in both contents and delivery, as guided by syllabi designed and developed for extended orientation sessions. 3. Extended orientation sessions should be a college-wide program. 4. Continue to extend training to OARR staff and/or student support services staff at the state campuses on conducting assessments. (05/10/2016)

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		my advisor for course selection and registration. What I learned today gives me confidence to select course on my own." 9% expressed neutrality, and 2% disagreed. (h) 97% of the participants indicated that "I recommend this workshop to be done to other students" with 3% signifying disagreement. (i) In terms of the "time allowed for this workshop," 91% signified that the time is sufficient while 6% and 3% expressed neutrality and disagreement, respectively. (10/14/2015) **Related Documents:** Presentation-myShark-3-18-2015.pdf	
	Descriptive Statistics - Continue to provide trainings for students on the available modes of registration that include: (a) face to face registration, (b) online registration, and (c) mix face to face and online registration. **Target:** 95% of the students shall demonstrate the ability to successfully navigate through and complete the registration process using any one of the three registration modes.	**Reporting Period:** 2015 - 2016 **Target Met:** Yes AU continues to facilitates orientation sessions to students on available modes of registration that include: (a) face-to-face registration; (b) online registration; and (c) mix face-to-face and online registration. Basically these sessions are provided to students during regular and special orientations. For examples, new student orientation during summer 2016, June 24, 2016; orientation for students under the Doctors and Dentist for Tomorrow (DDFT) program, June 28, 2016; August 4, 2016, regular orientations for new students during fall 2016 semester. A survey of the 2,092 students who registered in fall 2016 via the AU's registration log showed only one case of a student who for some reason did not complete the five-step registration process by failing to submit to step 5 (registration terminal) his or her approved course selection form for data entry into the Student Information System; as such, staff had to request authorization from the VP or EMSS allowing retro-posting of the student's registration. (08/17/2016)	**Improvement:** Continue to extend regular and special orientation sessions to students about the various registration modes. collaborate with program faculty to organizing or scheduling sessions not only about the available modes of registration but also the use of myShark to students under their programs. (08/19/2016)
	Descriptive Statistics - Collaborate with the college's department of instructional affairs to further	**Reporting Period:** 2015 - 2016 **Target Met:** No AU through the Office of the VPEMSS collaborated with the	**Improvement:** Continue to collaborate with the college's department of instructional affairs

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	strengthen the early registration by strategic scheduling of available sections based on student needs, timely postings of sections offered. Engage state campuses to promote early registration. **Target:** Early register at least 30% of the ensuing term's headcount projection	college's instructional affairs to further strengthen the early registration by strategic scheduling of available sections based on student needs, timely postings of sections offered, and engaging state campuses to promote early registration. For fall 2016, AU scheduled two early registrations: (a) July 7-4, 2016, early registration for continuing and returning students; (b) July 14-15, 2016, early registration for continuing and returning students including new students; and (c) August 5, 2016, early registration for new students. AU's post July 15, 2016, registration log showed a college-wide registration of 505 students with 6,147 registered credits, or 21% of the fall 2016 enrollment target. All campuses early registered less than 30% of their fall 2016 targets except for National Campus who registered 33% and 31% of their enrollment targets in head counts and registered credits, respectively. (08/11/2016)	to engage the state campuses in promoting early registration. (08/16/2016)
	Descriptive Statistics - Continue to facilitate training for faculty members and academic advisors on using myShark as an academic advising tool. **Target:** One training (or the equivalent) per term for faculty members and academic advisors on using myShark (faculty) portal.	**Reporting Period:** 2015 - 2016 **Target Met:** Yes On August 1, 2016, AU director facilitated a training for faculty members and academic advisors on using myShark as an academic advising tool in response to the request of the college's dean of academic programs and program faculty. (08/10/2016)	**Improvement:** AU to continue its collaboration with the college's instructional affairs to organizing and scheduling training sessions on myShark as an academic advising tool, including other routine processes and procedures that have direct or indirect impact to academic advising. (08/12/2016)
2015-2016 OARR Outcome 2 - Students shall demonstrate understanding of academic and matriculation policies and procedures, and cognizance of academic deadlines as published in the schedule, academic calendar, and other documents. **AUO Status:** Active **AUO Assessment Cycle:** 2015 - 2016	**Descriptive Statistics -** Continue to deliver orientation for new, transfer, and returning students as scheduled every fall semester, and facilitate extended orientations for all students. Additionally, provide an orientation for a cohort of new, transfer and returning students during spring semester and summer session.	**Reporting Period:** 2015 - 2016 **Target Met:** Yes AU in collaboration with other units in the department of EMSS, started facilitating extended orientation for incoming new, transfer and returning students. For example, July 24, 2016, summer 2016 orientation for students; August 4, 2016, fall 2016 orientation for students. An extended orientation, as follow-up to the August 4, 2016, orientation will be scheduled in November 2016, and	**Improvement:** AU to collaborate with its counter-part units at the state campuses to extending the same practice. (08/19/2016)

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	Target: Extended orientation session in November; spring and summer orientations for new, transfer and returning students.	also one in January 2017 for spring 2017 semester. (08/12/2016)	
	Descriptive Statistics - Continue to publish OARR Student's Guide expanded to include contents beyond policies and procedures that relate to registration, academic standards, and education records. Contents shall also include updates, such as enrollment trends, persistence and retention, graduation, student success stories, and announcements. Frequency of publication from annually to once every semester. **Target:** OARR Student's Guide issue per semester (August and January) accessible by students and other stakeholders either online or in paper format.	**Reporting Period:** 2015 - 2016 **Target Met:** Yes AU continues to publish OARR Student's Guide aimed at providing resource information for students especially in terms of AU's routine processes and procedures, e.g., registration procedures, adding and dropping courses, withdrawing courses, and others. The different issues of the Guider basically available online in downloadable portable document format (pdf), http://www.comfsm.fm/?q=manual-and-handbook. Issues of the OARR Student's Guide are also available in paper-format distributed to participants (students) during the new student orientations. (08/15/2016) **Related Documents:** OARR Student's Guide 2016	**Improvement:** Contents shall also include updates, such as enrollment trends, persistence and retention, graduation, student success stories, and announcements. Contents should also provide information with college-wide applicability, e.g., academic dates, contact information, etc. (08/15/2016)
2015-2016 OARR Outcome 3 - Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit including processing and releasing of degrees or certificates; (f) enrollment certifications for former US servicemen or US veterans; (g) data requests; and (h) others. **AUO Status:** Active	**Descriptive Statistics -** Develop and implement a written manual for all guidelines, processes, and procedures that may serve as valuable resource or reference for OARR staff, and essential to the consistent and efficient delivery of routine services and operations. Manual will be included as a module in the department-level manual for routine and operational procedures and processes. **Target:** OARR manual for routine procedures and processes.	**Reporting Period:** 2015 - 2016 **Target Met:** No This is a work in progress. (08/23/2016)	**Improvement:** The new registrar will be working with the VP for EMSS along with other student support services supervisors to developing a department-wide manual of routine processes and procedures. To be completed by December 2016. (08/23/2016)
	Descriptive Statistics - Implement a mechanism to further improve	**Reporting Period:** 2015 - 2016 **Target Met:** Yes	**Improvement:** AU will collaborate with the college's Business Office

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AUO Assessment Cycle: 2015 - 2016	transcript productions reducing the turn-around period for processing and releasing academic transcripts. **Target:** Academic transcripts will be processed and/or released within two work days from receipt.	AU has introduced a system for electronic transmittal to the National Campus staff-in-charge of processing academic transcripts of all transcript requests received on site by AU offices at the state campuses, with a provision requiring updates as to the status of any transcript requested. Then students would get from AU at the state campuses transcript request forms in hardcopy, complete the form, and mail it to the National Campus. Currently, AU advised its office at the state campuses to receive the requests with payments made on-site, at the state campuses; thence, facilitate the electronic transmittal to the National Campus of the requests. The process with immensely reduced the turn-around time for processing the transcripts. AU has also completed updating its transcript request form. AU is now able to process and release transcripts within one to two days upon receipt, and after having been cleared by the college's Business Office. (08/24/2016) **Related Documents:** [COM-FSM Transcript Request Form (Rev)](#)	and other apt units or offices to consider implementing a facility allowing students and former students to make payment online in lieu of sending requests, e.g., transcripts, diplomas and certificates, with payments thru money order, cash or checks. AU will work with the apt standing committees to revisit the current transcript request fee, $4.00. With the increases in the costs of postages, transcript security papers, and others, AU thought of the need to raise the transcript request fee, and perhaps even other fees, e.g., graduation fee. (08/24/2016)
	Descriptive Statistics - Continue to digitize all archival documents, e.g., student records during the pre-database system and the quarter systems, the COM and/or CCM system, the nursing school in Saipan and the Marshall Islands **Target:** 100% of archival student records during the nursing school in Saipan and the Marshall Islands by end of August 2016.	**Reporting Period:** 2015 - 2016 **Target Met:** No This is a work in progress. (08/19/2016)	**Improvement:** AU to continue the digitization of all archival documents, e.g., student records during the pre-database system and the quarter systems, the COM and/or CCM system, the nursing school in Saipan and the Marshall Islands. By August 2017. AU to work with the college's IT Office to securing a space in its server as depository for digitized archival documents. (08/30/2016)