

## Standard II.C. Student Support Services

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

### Evidence of Meeting the Standard

*Evaluating Quality of Student Support Services.* The college regularly evaluates the effectiveness of its student support services through annual assessment and quadrennial program review in accordance with its [Board Policy \(BP\) 1110 \(II.C.1\)](#), and guided by the five-year planning cycle under its *2018-2023 Integrated Education Master Plan (II.C.2, pp.5-6)* and its *Program Assessment and Program Review Manual (II.C.3, pp.22-31)*. With the exception of Campus Security & Safety and the Center for Entrepreneurship (CFE), which were recently transferred to its Department for Enrollment Management & Student Services (EMSS), all student support services departments have either completed or working on their second program reviews. Examples of these completed program reviews include [Counseling Services \(II.C.4\)](#), [OARR \(II.C.5\)](#), and [VPEMSS \(II.C.6\)](#).

In addition to assessment and review of its student support services, the college also employs internal [\(II.C.7\)](#) and external surveys to evaluate the effectiveness of its student support services. For example, the college participates in the Community College Survey of Student Engagement (CCSSE), and administers this survey during the spring semester every two years. Results of the 2018 and 2020 CCSSE showed that the college performed above the benchmark of small colleges across the U.S. in the area of “Support for Learners” [\(II.C.8; II.C.9\)](#).

*Supporting Student Learning and College Mission.* The college has a wide variety of student support services [\(II.C.10\)](#) that support learning and enhance the accomplishment of its mission. These services are available to students at each campus location. However, with its implementation of distance learning as response to the challenges of the COVID-19 pandemic, the college has diversified the delivery of its student support services, allowing students to access them either in-person or virtually. For example, office of the vice president for enrollment management & student services (VPEMSS), counseling services, office of admissions, records and retention (OARR), financial aid office (FAO), student life, and health services have set up virtual offices where students can video conference with student services specialists [\(II.C.11\)](#).

### Examples of Virtual Student Services Created in Fall 2020.

To access any of these examples, click on the matching link.

Student Orientation	<a href="#">II.C.12</a>
Learning Services	<a href="#">II.C.13</a>
Career Fair	<a href="#">II.C.14</a>
Health and Wellness	<a href="#">II.C.15</a>
	<a href="#">II.C.16</a>
Helpdesk	<a href="#">II.C.17</a>
	<a href="#">II.C.18</a>

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**Comment [1]:** Abbreviation need to be spelled out prior to utilizing abbreviation in the following texts. Suggestions made by ADSL Loatis Seneres.

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**Comment [2]:** All hyperlinks will need to be functional by Rosalinda Bueno.

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**Comment [3]:** Need to have capitalizations of all titles, suggestions made by Chairman and agreed by Jothy John.

## Analysis and Evaluation

The college has a well-established process for evaluating the effectiveness of its student support services in promoting student learning and enhancing the accomplishment of its mission. This comprehensive and continual assessment process is required by the college's BP 1110, and is part of the five-year planning cycle under its 2018-2023 *Integrated Educational Master Plan*.

Program assessment and review of student support services at the college have been ongoing and systematic, and are guided by its *Program Assessment and Program Review Procedures Manual*. These ongoing and systematic efforts have resulted in improvement and enhancement of the college's student support services crucial to supporting student learning and enhancing the accomplishment of its mission.

The college believes that it meets this Standard.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

## Evidence of Meeting the Standard

*Assessing Learning Support Outcomes.* The college adopted on March 21, 2019, BP 1110 ([II.C.1](#)), which requires all departments and units to conduct comprehensive and continual assessments to ensure continuous improvement of programs and services. The policy also provides that the assessment of student learning outcomes will be the focus of all assessment activities at the college.

The college has operational and learning support outcomes for its student support services. These outcomes are linked to its Institutional Learning Outcomes (ISLOs) and ACCJC's competencies as described in the EMSS *Annual Assessment Report* ([II.C.19](#)). Through annual assessments, the college evaluates the effectiveness of its student support services in achieving those operational and learning support outcomes. Results of these assessments are then used to guide continuous quality improvement of its student support services that includes allocation and reallocation of resources, streamlining and improving processes to increase efficiency, and others.

2019-2020 VPEMSS annual assessment identified the need for an early alert system allowing a more proactive approach to student success, persistence and retention. Note page 2 of the assessment. ([II.C.20](#)). As such, in fall 2019 the college started using Dropout Detective™ through which instructors and counselors are alerted to early manifestations of poor academic performance or academic disengagement. Dropout Detective™ tracks student performance via Schoology, and identifies students that require interventions by either the instructors or counselors. Results of other assessments guided enhancement and improvement of programs and services that include, among others, the college's summer transition for first-time-in-college students, embedded tutoring, continual upgrades to the college's student information system (SIS) to support changes in the delivery of programs and services, and others. Prior year's assessment results guide the development of objectives and strategies for the subsequent year, which are then used to inform annual budget development. For example, FY 2021 budget of the college's OARR ([II.C.21](#)).

The college also utilizes internal ([II.C.7](#)) and external surveys ([II.C.8](#); [II.C.9](#)) to evaluate the effectiveness of its student support services, and to ensure that appropriate services are provided

crucial to achieving established outcomes. For example, the college received a weighted score of 67.7 for the “Support for Learner” benchmark in the 2020 CCSSE, which is higher by 15.7 and 17.7, when compared to weighted scores received by other small colleges and the 2020 CCSSE cohort (II.C.9). This score shows the positive perceptions of students about the college in terms of providing them with support essential to learning. During fall 2020, the college administered the Survey of Entering Student Engagement (SENSE), as a complementary piece to the CCSSE, with a more narrowed focus on early student experiences (II.C.22, p.9).

### Analysis and Evaluation

In accordance with its BP 1110 the college has operational and learning support outcomes for its student support services, and provides appropriate support services to ensure that to achieve those outcomes.

Through annual assessments, quadrennial program reviews, internal and external surveys, the college evaluates the progress and effectiveness of its student support services in achieving those operational and learning support outcomes, including reliability and responsiveness in supporting students. The college also uses results of these assessments to inform annual budget development, and to guide enhancement and improvement of programs and services.

The college believes that it meets this Standard.

3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

### Evidence of Meeting the Standard

*Equitable Access to Services.* The college strives to ensure that all students have equitable access to its wide variety of student support services that are available at each campus location (II.C.10). The college also ensures that all students are continually informed of these available student support services through orientation sessions (II.C.12), student handbooks and guides (II.C.22), policies and procedures (II.C.23), web-information (II.C.24; II.C.25) on the college’s website, and others. As discussed in II.C.1 and II.C.2, the college continually evaluates the effectiveness, reliability and responsiveness of its student support services in supporting student needs, and uses results of those assessments to guide enhancement to its student support services.

To address the equity and access gaps among students as exacerbated by the COVID-19 pandemic and with its implementation of distance learning, the college took the following steps:

- Expanded the delivery of its student support services allowing students to access them either in-person or virtually.
- As discussed in II.C.1, the office of the Vice President for Enrollment Management & Student Services (VPEMSS), counseling services, office of admissions, records and retention (OARR), financial aid office (FAO), student life, and health services have set up virtual offices where students can video conference with student services specialists (II.C.11).
- Deployed helpdesk services for students, faculty and staff (II.C.17; II.C.18).
- Made counseling and tutoring services available both in-person and virtually (II.C.26)
- Introduced upgrades to its Student Information System (SIS).

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**Comment [4]:** Needed to capitalize the first letters of each word.

- Redesigned its in-person support services and resources allowing virtual delivery and access ([II.C.10](#)).

*Appropriate, Comprehensive, Reliable Services.* All students have *myShark*, a portal where they are able to access their educational records including degree completion progress report, web-based tools and other resources to support their learning. The college continues to ensure that students at all campuses have access to primary and preventive health services, including emergency care, basic first aid care, clinical treatment for illnesses, health screenings, family planning, and referrals for needed services. ([II.C.27](#)). Counseling and tutoring services are also available at all campuses to provide students guidance, personal and academic counseling, career guidance, transfer and scholarship information, tutoring services, and workshops ([II.C.28](#)).

### Analysis and Evaluation

The college continues to ensure that all students have equitable access to its wide variety of student support services and resources that are available at each campus location either in-person or virtual. Employing a variety of means and measures, the college consistently assesses the effectiveness, reliability and responsiveness of its student support services in supporting student needs and enhancing educational quality.

The college believes that it meets this Standard.

4. *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound **educational policy and standards of integrity**. The institution has responsibility for the control of these programs, including their finances.*

### Evidence of Meeting the Standard

*Mission-Driven Co-curricular Programs.* To enhance the learning experience of students, the college provides a wide variety of co- and extra-curricular activities ([II.C.29](#)) through its student support services. These activities are organized and coordinated in collaboration with instructional affairs and other administrative units, including external government and private agencies or programs. Topics range from study and note-taking skills, test-taking tips, time management, resume writing and job interview to career fair. The college also hosts college also hosts forum lectures and other similar activities covering a variety of topics. Examples include forum lectures on:

- [Financial Literacy 101](#) by Mary Simmering of the Bank of Guam-Pohnpei held last September 22, 2017;
- [Opioid Awareness](#) by Shellany Saimon of the Pohnpei State Mental Health held last October 9, 2019;
- [What is nCov or Coronavirus?](#) by Dr. Paul Dacanay, MD, of the college's public health and nursing programs held last April 30, 2018;
- [Into the Deep](#) virtual lecture forum by Nicole Yamase, the third woman and the first Pacific Islander in history to reach ocean's deepest point held on April 29, 2021, and many others.

While the college does not have athletic programs, it organizes intramural and recreational sports activities as a constituent of the out-of-classroom experience for the students. These activities include individual, dual and team recreational sports for men and women, such as basketball,

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**Comment [5]:** This was not italicized in the original draft thus the committee italicized it, suggestions made by Tandy Liwy.

volleyball, softball, soccer, table tennis, and others. The college also provides opportunities for students to engage in coaching and officiating clinics, and participate in sports and other athletic competitions at multiple levels (state, national, invitational, and regional).

The college's health services organize and health events, educational and outreach activities throughout the year. These activities enhance student learning, and provide opportunities that promote social interactions and foster a greater awareness of individual civic responsibility. They include [Word Diabetes Day](#), [World Aids Day](#), [National Campus Annual Health Fair](#), and others. Health services also facilitate presentations on various health issues and problems.

### **Analysis and Evaluation**

The college provides activities that supplement what students learn in the classroom. The co- and extra-curricular activities which include workshops and trainings, forum lectures, health events, intramural and recreational sports competitions, and recreational activities, and others.

The college believes that it meets the Standard.

5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

### **Evidence of Meeting the Standard**

*Counseling and Advising Services.* Counseling and tutoring services are available at all campuses either in-person or virtual. Except for Kosrae Campus where Counseling is a function of the Student Services Coordinators, counseling services are provided by three Counselors at the National Campus, two counselors at the Career and Technical Education Center (CTEC), and a Counselor each at Chuuk and Yap Campus, and the FSM Fisheries and Maritime Institute (FSM FMI).

The College's Counseling Services strive to encourage, support, and assist students in their pursuit of higher education by providing Counseling and Tutoring services to deal with personal, interpersonal, professional, and academic issues. The services assist students to focus on their academic studies by providing access to individualized tutoring, personal, career, and academic counseling, along with a variety of educational workshops and others ([II.C.28](#); [II.C.29](#)).

Counselors assist in organizing orientation sessions to provide students useful and accurate information about relevant academic requirements and help them understand the requirements related to their program of study. They also continue to collaborate with faculty in providing timely support to students through the Dropout Detective™ via Schoology and referrals to tutoring services.

The College Academic Advising service is primarily a responsibility of its Department for Instructional Affairs. The objectives of the college's academic advising are:

- a) to ensure that students are aware of their program requirements; and

- b) with the help of their academic advisors, follow the sequence of courses for their program to ensure timely graduation.

The **Dean of Academic Programs** or the **Instructional Coordinators** at the **State Campuses** assign students to academic advisors. Although academic advising is carried out by the faculty, at Yap campus, student support services staff are also assigned as academic advisors. To continually prepare and support instructors in their roles as academic advisors, the college organizes faculty workshops and/or meetings at the beginning of every semester. For example, August 12, 2021, faculty workshop at the National Campus ([I.I.C.30](#)).

As an essential advising tool or resource, academic advisors are provided access to their advisee's directory information, registration and schedule, mid-term grade report, degree completion progress report, and academic history in the SIS. The college's *General Catalog* ([I.I.C.31](#)), *Faculty Handbook* ([I.I.C.32](#)), and *Advising Handbook* ([I.I.C.33](#)) are available for advisors to use as guides for their advising functions. Additionally, student support services at the college continue to facilitate trainings for advisors on how to use *myShark*, relevant processes and procedures, Federal Student Aid (FSA), and others.

The college ensures that students have access to useful and accurate information about academic requirements including transfer policies, graduation requirements, and financial aid through its *General Catalog* ([I.I.C.31](#)), other relevant publications ([I.I.C.22](#)).

### **Analysis and Evaluation**

The College provides **Counseling and Advising Services** to students that are available at all campuses. The college also ensures that students are provided useful and accurate information about academic requirements including transfer policies, graduation requirements, and **Financial Aid** through its *General Catalog*, other relevant publications, and facilitates orientations to help students understand them.

The college believes it meets the Standard

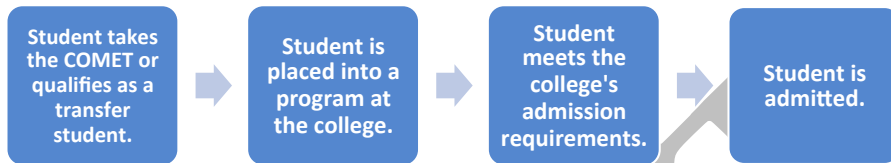
6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

### **Evidence of Meeting the Standard**

*Admission Policies.* The College has admission policies and procedures (BP 4000-4210) that have been adopted, approved and established by the Board of Regents ([I.I.C.34](#)). Administered by the **President** of the college through the Office of Admissions, Records, and Retention (OARR), these policies and procedures are published on the college's webpage and *General Catalog* ([I.I.C.31](#)), *Student Handbook*, and *Student Guide* ([I.I.C.22](#)) issued to new students, and other online and print publications, such as brochures issued to prospective students and the community.

The college considers its policies and procedures as living (or dynamic) documents that should grow and adapt with the organization, and that while core elements of a policy may stay the same, the procedures should change with the organization. As such, OARR collaborates with the Recruitment, Admissions and Retention Committee (RARC) to ensure that these admission policies and procedures are continually reviewed in accordance with [BP 2001](#) and [BP 2200](#) ([I.I.C.34](#)).

*Pathways to Complete Degrees.* The college's general admission requirements and procedures are likewise published in multiple formats and/or media to ensure transparency and awareness with the college community, more so, the external community ([II.C.31](#), pp.26-30; [II.C.34](#)). Additionally, the college's [General Catalog](#) provides a sequential list of courses for each program that are regularly used by every student and advisors to select courses and chart academic pathways to complete degrees and certificates ([II.C.31](#), pp.35-87).



**Figure II.C.6.1. Schematic of the Admission Process at COM-FSM**

The college has also established [BP 4208](#) for admitting transfer students and accepting transfer credits.

During orientation, OARR in collaboration with the college's instructional affairs, counseling services and other student support services provides orientation sessions to incoming first-time-in-college, transfer, and returning students on the registration process, academic standards and regulations, program requirements, and others ([II.C.12](#)). These sessions are aimed at providing students clear understanding of requirements, relevant policies and procedures; as such, they are able to achieve their goals while upholding college's policies.

Each student is assigned to an academic advisor and is given access to *myShark*, a portal where students are able to access their educational records including degree completion progress report. The college's counseling services provide information and materials to students for career educational planning, transfer and scholarship information, and others.

#### **Analysis and Evaluation**

The college has established policies and procedures related to admitting students that are consistent with its mission that are continually reviewed by relevant governance committee. Students are given appropriate assistance to ensure clear pathways to complete their degrees and certificates.

The college believes that it meets this Standard.

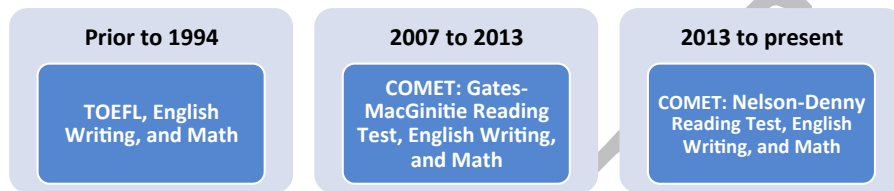
7. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

#### **Evidence of Meeting the Standard**

*Evaluating Admissions and Placement Instruments.* The college uses the [College of Micronesia-FSM Entrance Test \(COMET\)](#) to assist in making decisions about admitting students to the college, and to gather some information about how well prepared and "college-ready" prospective students are in English writing and reading, and in mathematics ([II.C.36](#)). The college also uses the COMET to place students who are admitted into an appropriate academic degree, developmental educational

courses, and vocational and technical certificate programs at the college. However, the college may also use other US nationally standardized tests as alternative to the COMET.

*Validating Results.* The COMET was designed as an entrance test for the college’s internal use. Specifically, it is used to determine if a student has the potential to be successful at the college level. Neither was it designed to be used as a measure of performance nor to be compared to US nationally standardized tests, such as SAT, ACT, and others. The college’s Recruitment, Admissions, and Retention Committee (RARC) continually reviews the COMET and validates its results ([II.C.37](#); [II.C.38](#); [II.C.39](#)).

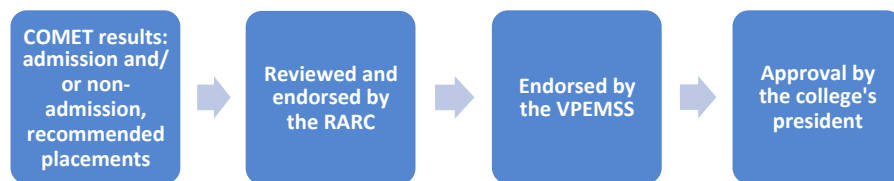


**Figure II.C.7.1. Evolution of COM-FSM Entrance Test (COMET)**

In June 2021, the Regional Educational Laboratory Pacific at [McREL International](#) published its study in collaboration with COM-FSM entitled *Using High School Data to Explore Early College Success on Pohnpei, Federated States of Micronesia* ([II.C.40](#)). The study examined the early college success of students who graduated from public high schools on Pohnpei in the Federated States of Micronesia and enrolled at COM-FSM between 2016 and 2018. Findings in this study relating to the COMET include:

- High school grade point average was positively associated with receiving a high enough result on the COMET to be considered for direct admission to a degree program;
- Enrollment in the high school academic coursework track was positively associated with receiving a high enough result on the COMET to be considered for direct admission to a degree program; and
- High school grade point average was positively associated with COM-FSM students’ placement in credit-bearing courses in all three subjects (*English writing, English reading, and math*).

The results of the COMET are also presented to the college’s Recruitment, Admissions, and Retention Committee (RARC) for review, consideration and recommendations.



**Figure II.C.7.2. Review, Endorsement, and Approval of the COMET Results.**



As cited in II.C.6, OARR collaborates with the Recruitment, Admissions and Retention Committee (RARC) to ensure that these admission policies and procedures, which include the [COMET entrance criteria policy](#), are continually reviewed in accordance with BP 2001 and BP 2200 ([II.C.34](#)).

### **Analysis and Evaluation**

The college regularly evaluates its admissions policies. Through the Recruitment, Admission and Retention Committee (RARC), the college continually review the COMET's reliability and validates the results.

The college believes that it meets this Standard.

8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

### **Evidence of Meeting the Standard**

*Maintaining Student Records.* The college abides to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. The FERPA information is published in the college's *General Catalog* ([II.C.41](#), p.128), and other publications, such as, the *Student Handbook*, *Student Guides* including [application for admission](#). The college has adopted [BP 4800](#) which outlines the guidelines from maintaining security and confidentiality to access and disclosure of student education records ([II.C.42](#)).

*Secure Backup of Files.* All student permanent education records are centrally stored in the Office of Admissions, Records and Retention (OARR) at the college's National Campus in Palikir, Pohnpei, Federated States of Micronesia. Student education records are securely shelved in locking file cabinets ([II.C.43](#)) located in an office section accessible and restricted only to the registrar and the record specialist.

*Policies for Release of Student Records.* In 2008, the college implemented the use of its central web-based student information system (SIS), production database with portals for students and faculty members. Access to this SIS production database is extended only to administrators, administrative and support services staff who have legitimate educational interest in student education records. The SIS production database is secured at both front and back end. On the front end, an approved user must login with a username and password in order to access the SIS production database. Each login is tracked as to who, where, and when the login occurs. On the back end, the SIS is backed up by a root-access-only server that is physically located in a different building from the main SIS server. **The Director of Information Technology** and the system administrator receive daily notification regarding the backup.

Students are given password-protected electronic access to their myShark portals where they can register online and view their class schedules, unofficial transcripts, degree progress report, financial records, and others. Likewise, faculty members have password-protected electronic access to their myShark portals where they can view their class lists and academic records of their advisees, submit their mid-term and final grades, and others.

## Analysis and Evaluation

The college continues to demonstrate compliance with FERPA, including policies and practices it adopted to ensure that student records are maintained permanently, securely, and confidentially. Backup of files is maintained regardless of whether those files are paper or electronic. Board policies, administrative procedures, and information on the college's website, all reinforce the established policies for release of student records. There have been no recorded breaches either on these policies or practices.

The college believes it meets this Standard.

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## Conclusions on Standard II.C. Student Support Services

The college provides a wide variety of student support services, including co- and extra-curricular, intramural and recreational sports activities that are accessible by students, support student learning and are aligned with its mission. The college has a well-established process for evaluation the effectiveness of its student support services. The college also uses results of these assessments to guide enhancement and improvement of its student support programs and services, and inform annual budget development. The college continues to provide students appropriate assistance to ensure clear pathways to complete their degrees and certificates.

The college has established admission policies and procedures, and instrument for admitting students consistent of its mission, and are continually reviewed by relevant governance committee. Finally, the college continues to maintain the integrity, accuracy, and accessibility of student educational records.

## Improvement Plan(s)

None

## Evidence Table

II.C.[number]	[citation]
II.C.1	COM-FSM BP 1110-Assessment (2019, March, 21). <a href="https://www.dropbox.com/s/39id3kyonfsbtam/II.C.1.%20COM-FSM%20BP%20No.%201110-Assessment.pdf?dl=0">https://www.dropbox.com/s/39id3kyonfsbtam/II.C.1.%20COM-FSM%20BP%20No.%201110-Assessment.pdf?dl=0</a>
II.C.2	COM-FSM Integrated Educational Master Plan, 2018-2023. Planning at COM-FSM, pp.5-6 (2018, July, 23). <a href="https://www.dropbox.com/s/t44by5tnpnhg5rs/II.C.2.%20COM-FSM%20Integrated%20Educational%20Master%20Plan%2C%202018-2023.%20Planning%20at%20COM-FSM%2C%20pp.5-6%20.pdf?dl=0">https://www.dropbox.com/s/t44by5tnpnhg5rs/II.C.2.%20COM-FSM%20Integrated%20Educational%20Master%20Plan%2C%202018-2023.%20Planning%20at%20COM-FSM%2C%20pp.5-6%20.pdf?dl=0</a>
II.C.3	COM-FSM Program Assessment and Program Review Manual. Administrative Unit Program Review, pp.22-31 (2017, December, 31). <a href="https://www.dropbox.com/s/gzcuwz14d5ebo01/II.C.3.%20COM-FSM%20Program%20Assessment%20and%20Program%20Review%20Manual.%20Administrative%20Unit%20Program%20Review%2C%20pp.22-31.pdf?dl=0">https://www.dropbox.com/s/gzcuwz14d5ebo01/II.C.3.%20COM-FSM%20Program%20Assessment%20and%20Program%20Review%20Manual.%20Administrative%20Unit%20Program%20Review%2C%20pp.22-31.pdf?dl=0</a>
II.C.4	Counseling Services. 2015-2018 Administrative Unit Program Review (2018, May, 9). <a href="https://www.dropbox.com/s/gqxbz1jeoxgl3rl/II.C.4.%20Counseling%20Services.%202015-2018%20Administrative%20Unit%20Program%20Review.pdf?dl=0">https://www.dropbox.com/s/gqxbz1jeoxgl3rl/II.C.4.%20Counseling%20Services.%202015-2018%20Administrative%20Unit%20Program%20Review.pdf?dl=0</a>
II.C.5	Office of Admissions, Record and Retention (OARR). 2016-2020 Administrative Unit Program Review (2021, May, 24). <a href="https://www.dropbox.com/s/aczhvc7wam6smd1/II.C.5.%20Office%20oP%20Admissions%2C%20Records%20and%20Retention%20%28OARR%29.%202016-">https://www.dropbox.com/s/aczhvc7wam6smd1/II.C.5.%20Office%20oP%20Admissions%2C%20Records%20and%20Retention%20%28OARR%29.%202016-</a>

	<a href="#">2020%20Administrative%20Unit%20Program%20Review.pdf?dl=0</a>
<b>II.C.6</b>	Office of the Vice President for Enrollment Management & Student Services. 2015-2019 Administrative Unit Program Review (2021, May, 12). <a href="https://www.dropbox.com/s/fieml8vqt87drhw/II.C.6.%20Office%20of%20the%20Vice%20President%20for%20Enrollment%20Management%20%26%20Student%20Services%20%28VPEMSS%29.%202015-2019%20Administrative%20Unit%20Program%20Review.pdf?dl=0">https://www.dropbox.com/s/fieml8vqt87drhw/II.C.6.%20Office%20of%20the%20Vice%20President%20for%20Enrollment%20Management%20%26%20Student%20Services%20%28VPEMSS%29.%202015-2019%20Administrative%20Unit%20Program%20Review.pdf?dl=0</a>
<b>II.C.7</b>	COM-FSM Survey Data Reports. <a href="https://www.dropbox.com/s/cjm7h9i5hts6900/II.C.7.%20COM-FSM.%20Survey%20Data%20Reports.pdf?dl=0">https://www.dropbox.com/s/cjm7h9i5hts6900/II.C.7.%20COM-FSM.%20Survey%20Data%20Reports.pdf?dl=0</a>
<b>II.C.8</b>	Community College Survey of Student Engagement (CCSSE). College of Micronesia-FSM, 2018 Key Findings. <a href="https://www.dropbox.com/s/quxxqqsnpke2e9s/II.C.8.%20Community%20College%20Survey%20of%20Student%20Engagement%20%28CCSSE%29.%20College%20of%20Micronesia-FSM%2C%202018%20Key%20Findings.pdf?dl=0">https://www.dropbox.com/s/quxxqqsnpke2e9s/II.C.8.%20Community%20College%20Survey%20of%20Student%20Engagement%20%28CCSSE%29.%20College%20of%20Micronesia-FSM%2C%202018%20Key%20Findings.pdf?dl=0</a>
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