

**2009-2010**

# **Assessment and Evaluation Report**

Office of Admissions, Records and Retention  
Department of Student Services

## **Institutional Mission**

Historically diverse, uniquely Micronesian and globally connected, the **College of Micronesia-FSM** is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

## **Institutional Strategic Goal Supported**

### **Strategic Goal 2**

Provide institutional support to foster student success and satisfaction

1. Promote strategic enrollment management for the College
2. Become more student-centered in the development of specific college system policies and procedures
3. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value
4. Develop a student-friendly campus environment that encourages and enables students to be health conscious

### **Strategic goal 9**

1. Provide for continuous improvement of programs, service and college environment
2. Improve institutional assessment and evaluation
3. Integrate planning, evaluation and resource allocation for continuous improvement
4. Increase research and data driven decision making
5. Develop an integrated data system

## **Department's Mission Statement**

The **Department of Student Services** promotes student success and supports student learning with an increased sense of value and importance it holds for the enhancement of all aspects of student life and learning at the College of Micronesia-FSM.

## **Unit or Program's Mission Statement**

It is the mission of the **Office of Admissions, Records and Retention** (OAR) 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.

## **Unit's Services**

Currently, the OARR provides programs and services to its patrons, as follows:

1. Academic transcripts
2. Admission, registration and matriculation
3. Record and report academic standing (e.g., academic honors, probation, and suspension)
4. Enrollment and program completion verification
5. U.S. Veteran Affairs e-certification
6. Degree audit, and graduation check
7. Grade change, name change, change of major and individual degree plan (IDP), and others
8. Transfer credit evaluation and equivalencies
9. Issuance of degrees and certificates, duplicate degrees or certificates, transfer credentials, and others
10. Evaluation, consolidation, systematization, maintenance, and preservation of student academic records

11. Reports to other divisions, such as, but by any means not limited to, enrollment lists, mid-term deficiency reports, academic standing, program completion reports, persistence and attrition reports, and others

### **Unit or Program's Goals**

Increased patrons' satisfaction and students' success

### **Unit or Program's Outcomes**

#### **Outcome 1**

To serve the students and alumni, in their pursuit of personal and professional development inside and outside the college through the issuance of complete and authentic documents to support their attainments and experiences.

#### **Strategies and Activities**

1. Accurate and timely processing of data related to course offerings, registration, and academic records;
2. Support and advise regarding academic policies and procedures; and
3. Formulate rules and guidelines to accommodate the needs and problems of the students in the light of the policies, procedures and standards of the college.

#### **Outcome 2**

Establish a system of verifying the veracity and authenticity of records and documents relative to the qualifications of students in the completion of their respective fields of endeavor in the light of the college requirements.

#### **Strategies and Activities**

1. Accurate and timely processing of data related to course offerings, registration, and academic records; and
2. Provide continuous training and technical support to staff on the proficient use of the Student Information System (SIS) that includes but certainly not limited to guaranteeing accurate data entry operations, and others.

#### **Outcome 3**

Maintain a system to safeguard the students and alumni records and documents and preserve their confidentiality for posterity and availability for research purposes.

#### **Strategies and Activities**

1. Security and privacy for the college's academic records; and
2. Provide advice and training to faculty and staff on privacy issues.

#### **Outcome 4**

Establish rapport and harmonious relationship with other departments of the college for the smooth and effective implementation of the policies, procedures, and standards.

#### **Strategies and Activities**

1. Provide data to a variety of constituents, in support of the administrative and academic decision-making processes; and
2. Cooperate and coordinate with other institutions, both public and private, by establishing linkages with these institutions and agencies towards achieving inter-institutional interaction.

Evaluation Questions	Data Sources	Sampling	Analysis
<p><b>Q1.</b> What is the Office's degree of effectiveness in delivering continuously accessible services to all its patrons</p> <p><b>Criteria for Success</b> 75% positive rating on the OARR Annual Satisfaction Survey</p> <p>This evaluation question addressed both Outcomes 1 and 2</p>	OARR Annual Satisfaction Survey <sup>1</sup> and IRPO-administered Fall 2009 Registration Survey	Non-probability sampling	Descriptive statistics
<p><b>Q2.</b> What is the Office's degree of effectiveness in ensuring the integrity, confidentiality, and security of all academic records?</p> <p><b>Criteria for Success</b> 75% positive rating on the OARR Annual Satisfaction Survey Establish baseline data, i.e., document and/or record review</p> <p>This evaluation question addressed Outcomes 1, 2 and 3.</p>	OARR Annual Satisfaction Survey, and Documents and/or record review <sup>2</sup>	Non-probability sampling; and Reporting period, September 2009 to August 2010	Descriptive statistics, and Record review and analysis
<p><b>Q3.</b> What is the patron's level of satisfaction of the services provided them by the Office of Admissions and Records-National Campus?</p> <p><b>Criteria for Success</b> 75% positive rating on the OARR Annual Satisfaction Survey and the IRPO-administered Registration Survey</p> <p>This evaluation question addressed Outcomes 1 and 4.</p>	OARR Annual Satisfaction Survey, and IRPO-administered Fall 2009 Registration Survey <sup>3</sup>	Non-random sampling	Descriptive statistics

## Explanatory Notes

<sup>1</sup>OARR Satisfaction Survey (see attached). Staff collaboratively worked on designing and developing this survey instrument as one of the primary instruments for the unit's 2009-2010 assessment and evaluation specifically to measure evaluation questions 1, 2 and 4. Completed in May 28, 2008, the survey questionnaire consists of two parts:

1. Demographic descriptions and services availed from OARR by the subjects (questions 1-2), and
2. Series of questions (using five-point Likert Scale) aimed at soliciting the subjects' perceptions (levels of satisfaction) of the services provided them by OARR.

The survey was administered during the period beginning June 2, 2008 and ending, February 13, 2009, to a non-randomly selected sample of 76 subjects.

<sup>2</sup>This involved reviews and analyses of documents, reports and office-logs exclusive to transcript requests received and processed only. Documents reviewed and analyzed covered the period beginning September 2009 and ending, August 2010.

<sup>3</sup>Fall 2009 Registration Survey. Designed and developed by the Institutional Research and Planning Office (IRPO), the survey was administered on August 11-12, 2009 to a non-randomly selected 516 samples of students. These samples belong to the cohort of students who registered during Fall 2009's first two-day regular registration.

### Evaluation Question 1

What is the Office's degree of effectiveness in delivering continuously accessible services to all its patrons?

#### Means of unit assessment and criteria for success

Criteria for success are 75% positive ratings in the OAR Satisfaction Survey and other pertinent surveys. Criteria of success had been partly met. **OARR achieved a 75% positive rating in the OAR Satisfaction Survey but received only 71.37% positive rating in the Fall 2009 Registration Survey.**

#### Summary of Assessment Data

**OARR Annual Satisfaction Survey** was administered from June 2, 2008 to February 13, 2009 to non-randomly selected sample of 76 subjects. Table 1.0 below shows the tabulated responses to questions 3, 5, 9 and 13 of the survey:

**Table 1.0**

Responses to questions that relate to OARR's effectiveness in delivering continuously accessible services to all its patrons (see OARR Annual Satisfaction Survey).

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
<b>Q3</b> -I was served in a reasonable period of time	1	1%	1	1%	14	18%	37	49%	23	30%
<b>Q5</b> -OAR staff seemed willing to go "the extra mile" to help me meet my needs.	0	0%	1	1%	23	30%	30	39%	22	29%
<b>Q9</b> -OAR staff answered my questions in an easy to understand way.	0	0%	0	0%	19	25%	32	42%	25	33%
<b>Q13</b> -OAR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request	0	0%	0	0%	16	21%	42	55%	18	24%

The foregoing table also shows that the subjects (n=76) gave OARR 79% positive ratings on Q3 and Q13, and 75% positive rating on Q4. However, the OARR had received only 68% positive rating to Q5. Overall, 75% of the 76 subjects surveyed signified levels of agreement (positive rating); while 24% expressed neutrality, and only 1% expressed disagreement.

The Institutional Research and Planning Office surveyed (**Fall 2009 Registration Survey**) a sample of 516 non-randomly selected subjects last August 11-12, 2010, i.e., first two days of the regular registration for Fall 2009 semester. The 516 subjects consisted of 41.6% (or 214) male and 58.4% (or 301) female students with one subject opted not to declare gender information. Additionally, of the 516 subjects, 27% and 64% were new and continuing, respectively; while 3% and 6% were transfer and returning students, respectively. Two students opted not to declare their registration type information.

Table below shows the tabulated responses of the 516 subjects to the combination of questions that relate to OAR and the registration process.

**Table 2.0**  
Fall 2009 Registration Survey  
Combination of questions that relate to OAR and the registration process  
(n=516)

Questions	VS		S		N		D		VD	
	n	%	n	%	n	%	n	%	n	%
<b>Q1.</b> Hours set for registration	138	26.74%	209	40.50%	96	18.60%	41	0.04%	31	6.01%
<b>Q2.</b> Forms used for registration	166	32.17%	237	45.93%	82	15.89%	14	0.03%	15	2.91%
<b>Q3.</b> Building and layout used for registration	175	33.91%	214	41.47%	84	16.28%	19	0.03%	21	4.07%
<b>Q4.</b> Helpfulness of Admissions and Records staff	170	32.95%	222	43.02%	85	16.47%	18	0.03%	19	3.68%
<b>Q12.</b> Time involved in completing registration	126	24.42%	177	34.30%	116	22.48%	40	0.04%	55	10.66%

Where VS=Very Satisfied, S=Satisfied, N=Neutral, D=Dissatisfied, and VD=Very Dissatisfied

The foregoing tabulated responses of the 516 subjects who had been submitted to the Fall 2009 Registration Survey show that:

1. Overall, on combination of responses to questions that directly relate to OARR and the registration process, 71.37% of the subjects signified positive levels of satisfactions as against 10.63%, dissatisfaction. However, 18.02% of subjects expressed “neutrality.”
2. OARR received the lowest positive rating on Q12 where only 58.95% of the subjects expressed levels of satisfaction (positive rating); while 22.57% signified neutrality, and 18.48%, dissatisfaction. This is followed by responses to Q1 where 67.38% of the subjects signified satisfaction, 18.64% expressed neutrality, and 13.98%, dissatisfaction.
3. OARR received the highest positive rating on Q2 with 78.41% of the subjects expressed varying levels of satisfaction, 15.95% signified neutrality, and only 5.64%, dissatisfaction.
4. Of the 516 subjects, 76.26% expressed levels of satisfaction about the helpfulness of the OARR staff during the registration with only 7.20% signified dissatisfaction; while 16.54%, neutrality.
5. OARR received 75.83% positive rating on “Q3-Building and lay-out used for registration” with 7.79% of the 516 subjects signifying some levels of dissatisfaction, and 16.37%, neutrality.

### **Use Results to Improve Program/Unit Impact/Services Outcomes 1 and 2**

OARR recognized the fact that the outcomes and objectives it had articulated in this assessment plan and report were not specifically written in SMART format. However, it shall ensure that in the next assessment

cycles, outcomes and objects will be written in SMART format. Additionally, it also recognized the limitations of the sampling method it opted to use in this assessment, i.e., it used non-probability sampling with perhaps the least validity. In its next assessment cycle, OARR will consider employing sampling method that may yield a higher validity in terms of its representativeness of the population targeted for investigation, such as stratified sampling.

While OARR had partially met its criteria for success (**Outcome 1**) by achieving an overall positive rating of 75% on the OARR Annual Satisfaction Survey administered to 76 non-randomly selected subjects last June 2, 2008 to February 13, 2009; however, 71.37% positive rating in the Fall 2009 Registration Survey administered by IRPO to a sample of 516 non-randomly selected subjects. As such, there are several areas identified warranting improvements in order to guarantee the efficient and delivery of services to all its patrons. Therefore, with reference the data gathered primarily from the two surveys conducted by OAR and the Institutional Research and Planning Office, OAR makes the following recommendations and/or action steps:

Needs or Areas Requiring Improvement	Action Steps	Timeline
A level II Student Information Systems (SIS) training should be provided for all OAR staff. The last and only SIS training facilitated to all OAR staff and other SIS users was during the months of April and May 2008 prior to the implementation of Phase I of the SIS. This level II SIS training will further increase the proficiency and know-how of OAR staff especially in the use of the SIS.	Level II training will be scheduled during the month of October 2010 – prior to the early registration for Spring 2010. Level II SIS training will be facilitated to SIS production database users at various sites during scheduled visits.	By end-of-October 2010
OARR to revisit the SIS-driven registration process, and if necessary, through consultations and collaborations with other units directly and indirectly involved in facilitating registration, redesign the process making it more accessible and convenient. Note that OARR received only 58.95% positive rating in terms of the “time involved in completing the registration process,” and 67.38% positive rating on “hours set for the registration.” These ratings are below the OARR’s 75% criteria for success.	OARR Director and Registrar to conduct consultation and solicit feedbacks from all stakeholders to simplify and further improve the registration process making it more accessible and convenient.  In Fall 2009, a year after the implementation of the SIS-driven registration, the registration process involved seven steps; however, in Spring 2010, the steps were reduced to five sequential steps.	By end-of-November 2010
OARR to continue facilitating early registration for Fall and Spring Semesters, including Summer session.	OARR Director and Registrar shall coordinate with all units who are directly and indirectly involved in facilitating registration to come up with definite and final schedules of these early registrations so they can be publicized in the college’s catalog, website, and other types of publications.	By end-of-October 2010.
OARR should continue its initiative of redesigning all its forms not only in both static and dynamic portable document formats. These forms should be accessible via the college’s website.	OARR Director and Registrar requests ICT assistance to fund acquisition of Adobe application software necessary to design and develop forms in both static and dynamic portable document formats.	Request communicated to the ICT Committee via IT Director, by mid- October 2010

OARR should update its office's webpage from the college's website.	OARR Director and Registrar shall draft design for the OARR webpage consistent of the ICT guidelines and shall submit it to the ICT and publication committees for review via the college's Webmaster.  OAR Registrar to coordinate with the ICT to redesign and update the Office's page in the college's website.	Draft of the webpage design to be completed by end-of- December 2010
OARR staff should undergo in-house trainings on effective customer service and handling difficult clients. These trainings will improve their efficacies especially in providing effective customer services.	OARR to request either any one of the HTM professors or Webmaster Shaun Suliol to facilitate a session on effective customer.	November-December 2010
OARR should acquire two heavy-duty dot-matrix printers. While these machines are quite expensive, their durability and long-term use, their low cost of printing especially, and their ability to print using continuous parchment forms certainly exceed their acquisition cost. These printers shall be installed at the OARR counter and will also be used during the registrations to print student schedule, grade reports, and others.	OARR Director and Registrar request ICT to fund the acquisition of these matrix printers.	Proposal to ICT to be submitted by end-of- October 2010
OARR should acquire two desktop computers with touch-screen display terminals. These computers will be installed at the OARR counter so students can make independent queries on open and closed sections, schedules of classes, and others.	OARR Director and Registrar request ICT to fund the acquisition of these hardware.	Proposal to the ICT Committee to be submitted by end-of- October 2010
OARR shall consistently offers the following scheduled hours of services: Office will open and serve all patrons and clients, 8:00 AM to 5:00 PM., meaning, 9 hours per day. Inasmuch as staff are only required to render 8 regular work hours per day; scheduling will be arranged and flex-time shall be extended subject approval of the President to accommodate the foregoing office hours.	OARR Director and Registrar to secure endorsement from the VP for Student Services request to the President allowing OARR staff to be covered by flex-time.	Request to the President via the VPSS to officially-grant OARR staff flex-time, end-of- October 2010.

## Evaluation Question 2

What is the Office's degree of effectiveness in delivering continuously accessible services to all its patrons?

### Means of unit assessment and criteria for success

Criteria for success are 75% positive ratings in the OARR Annual Satisfaction Survey and other pertinent surveys. While these surveys yield patron's perceptions about OARR and its services, OAR recognizes that these criteria of success do not directly measure the dependent variable "effectiveness" specifically in terms of academic records' integrity, confidentiality, and security.

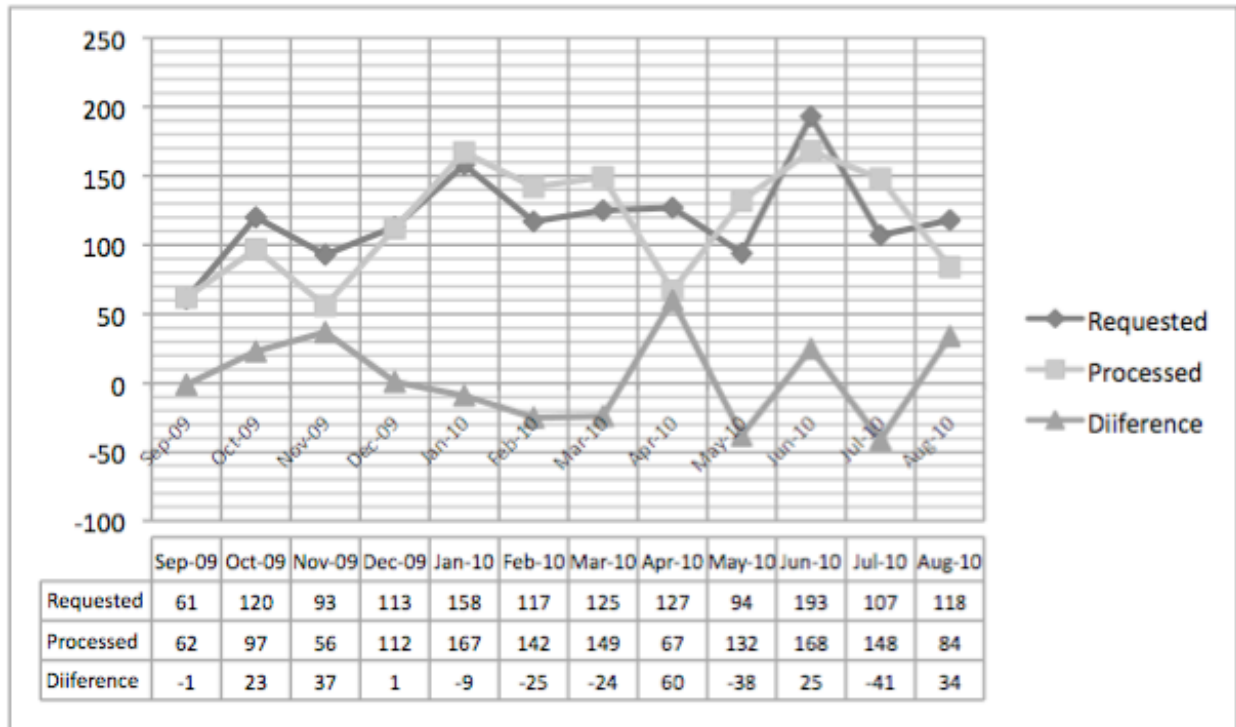
Additionally, while OARR reviewed and analyzed pertinent documents and reports covering the period beginning September 2009 and ending, August 2010, it failed to identify criterion of success with reference to the variable it aimed to measure, "effectiveness," more so its sub-categories: integrity, confidentiality, and security of all academic records. Documents and other pertinent reports specifically exclusive of academic transcripts requested and processed during the period September 2009 to August 2010 yield only frequency counts as specifically shown in ensuing section of this assessment report.



### Summary of Assessment Data

Chart shows the summary of all monthly logs on transcript requests received and processed were tabulated and analyzed covering the reporting period beginning September 20, 2009 and ending, August 30, 2010.

**Chart 1.0**  
Transcript requests and processed  
September 20, 2009 to August 30, 2010



The foregoing chart shows that:

1. The months of January and June are considered the time of the year during which transcript requests are at the highest. This is ascribed to students applying for Fall and Spring scholarships extended by federal and state government agencies, and other private entities.
2. Significant lags in the turnaround time for processing academic transcripts are noticeable during the months of August, October, November, April and June. This may be attributed to: (a) the month of August is when OARR facilitates orientation, regular to late registration, add and drop period, and others. It is the beginning of the Fall semester; (b) the month of October is when OAR processes mid-term reports and updates the term registration by entering into the SIS all withdrawals; (c) the month of November is when OARR facilitates the one-week early registration for Spring semester; and (d) the months of April and May are when OARR processes end-of-term reports, such as grades, and others; whilst final degree audits, pre- to post graduation activities

OARR staff also met to identify the “needs” based on what already exist (need assessment) so the Office to ensure the integrity, confidentiality, and security of all academic records it maintains and updates. Specifically, the need to replace 14 of its steel cabinets used to store students’ papers files had been identified. The locking mechanisms for these cabinets were broken; however, acquisitions of these cabinets require enormous fund appropriation perhaps tapping other sources.

**Use Results to Improve Program/Unit Impact/Services  
Outcomes 1, 2 and 3**

Needs or Areas Requiring Improvement	Action Steps	Timeline
OARR should seek assistance to secure funds to immediately replace its dilapidated filing cabinets for students' academic dossiers (paper-files)	OARR Data Processing Assistant II t secure price quotes for filing cabinets that will be replaced. Further, a proposal to be submitted to the Office of the President via the Office of the Vice for Student Services to secure funds for the acquisitions of these new filing cabinets.	Proposal shall be communicated to the President via the VP for Student Services, on or before the end of September 2010.
OARR needs to have articulated in-house policies or guidelines on (a) files and records retention and disposal, and (b) disaster preparedness plan.	OARR shall immediately commence drafting policies or guidelines on record retention and disposal, and disaster preparedness that is linked to the college's disaster preparedness and plan.	Commence drafting policies and guideline, January 2010.
OARR shall review its records to identify duplicate identifications, names of identities warranting to be updated to their most current legal names, and others – and make updates.	OARR Data Processing Assistants I and II to review records and identify duplicate identities, update records of concerned students using SIS retro-data entry options, update records to include missing data, and others.	By January 2011
A level II Student Information Systems (SIS) training should be provided for all OARR staff. The last and only SIS training facilitated to all OARR staff and other SIS users was during the months of April and May 2008 prior to the implementation of Phase I of the SIS. This level II SIS training will further increase the proficiency and know-how of OARR staff especially in the use of the SIS. This training will increase the staff proficiency in the use of the SIS thereby guaranteeing the accuracy, completeness and correctness of all data posted into the database.	Level II training will be scheduled during the month of October 2010 – prior to the early registration for Spring 2010.	By end-of-October 2010
OARR shall make inventory of all students' academic dossiers it maintains and updates.	OARR Student Services Specialist I and Clerk/Typist to organize and file them in accord to the generally accepted standards and practices on academic record handling; ensure that all students have academic dossiers.	By end-of-December 2010
A FERPA training should be provided to all OARR staff especially to ensure their currency about the provisions of the FERPA.	OAR Director and Registrar shall provide FERPA training session to all OARR staff.	By end-of-December 2010
Concurrently, OARR still partly maintains manual processing of academic transcripts especially those who attended during the quarter systems, and those who had taken UOG 300 and 400 level courses.	OAR will work with the SIS consultant and the ICT Director on the Official Transcript module of the SIS to update this module of the SIS enabling OARR to generate all academic transcripts exclusively using the SIS.	

OARR to ensure that it consistently maintain accurate logs of documents processed for effective tracking of such documents and to make essential data available that may be required in its next assessment initiative.	OAR shall maintain accurate logs of all routine documents handled, such as applications for admissions and readmissions, graduation, add and drop requests, withdrawals, others specifically to be able to effectively yield data that includes, but by any means not limited to, turnaround period of processing and handling such documents, frequency counts, and others.	Templates to be completed by October 4, 2010
	OARR Director and Registrar shall develop and design templates of said logs; train OAR staff on how to effectively and efficiently use these templates. Further, OARR Director and Registrar to train OARR staff on basis statistics so they may be able to analyze, interpret and generate routine reports out of tabulated data.	Training on the use of these templates and basic statistics, by end-of October 2010
OARR Data Processing Assistant I should be trained to process (manually and SIS- generated) academic transcripts to (a) attend to processing academic transcripts in the absence of the Data Processing Assistant II, and (b) to assist the Data Processing Assistant II especially during months where transcript requests are at the highest	OARR Director and Registrar to train OARR Data Processing Assistant I to process academic transcripts.	By end-of-September 2010
Student Services Specialist I should be given view-access to the SIS A/R module allowing him to query the database to verify whether or not students have outstanding balance.	OARR Director and Registrar to train Student Services Specialist I to use the SIS A/R module.	Request to IT Director to grant view access to A/R module, by end-of-September 2010.

### Evaluation Question 3

What is the patron's level of satisfaction of the services provided them by the Office of Admissions and Records- National Campus?

#### Means of unit assessment and criteria for success

Criteria for success are 75% positive ratings in the OAR Satisfaction Survey and other pertinent surveys. Criteria of success had been partly met. **OAR achieved a 77% positive rating in the OAR Satisfaction Survey but only 71.37% positive rating in the Fall 2009 Registration Survey.**

#### Summary of Assessment Data

In order to solicit the patrons' perceptions (levels of satisfaction) of the services provided them by OARR, a non-randomly selected sample of 76 patrons were submitted to the OARR Annual Satisfaction Survey beginning June 2008 to February 2009 using the OAR Satisfaction Survey.

Table below shows the tabulated responses of the subjects.

**Table 3.0**

Combination responses to questions that relate to patron's level of satisfaction of the services provided them by the Office of Admissions and Records-National Campus  
n=76

Questions	SD		D		N		A		SA	
	n	%	n	%	n	%	n	%	n	%
I was served in a reasonable period of time.	1	1.32%	1	1.32%	14	18.42%	37	48.68%	23	30.26%
OARR staff seemed willing to go "the extra mile" to help me meet my needs.	0	0.00%	1	1.32%	23	30.26%	30	39.47%	22	28.95%
OARR Staff answered my questions in an easy to understand way.	0	0.00%	0	0.00%	19	25.00%	32	42.11%	25	32.89%
OARR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	0	0.00%	0	0.00%	16	21.05%	42	55.26%	18	23.68%
OARR staff greeted me politely	2	2.63%	2	2.63%	12	15.79%	28	36.84%	32	42.11%
OARR staff was polite	2	2.63%	2	2.63%	13	17.11%	34	44.74%	25	32.89%
OARR staff appeared concerned about my problem or issue	0	0.00%	0	0.00%	20	26.32%	32	42.11%	24	31.58%
OARR staff displayed professionalism during my interaction with him or her	1	1.32%	0	0.00%	16	21.05%	39	51.32%	20	26.32%
OARR staff was patient and calm	0	0.00%	0	0.00%	14	18.42%	40	52.63%	22	28.95%
OARR staff displayed excellent knowledge of the Office's procedures and policies.	0	0.00%	0	0.00%	16	21.05%	41	53.95%	19	25.00%

Where SD=Strongly Disagreed, D=Disagreed, N=Neutral, A=Agreed, and SA=Strongly Agreed

Overall, 77% of the 76 subjects signified some levels of satisfaction (10 questions of OARR Annual Satisfaction Survey, see Table 3.0) about services provided them by OARR- National Campus with only 2% expressing dissatisfaction. 21% of the subjects survey, however, signified neutrality.

**Table 4.0**

Combination responses to questions (OARR Annual Satisfaction Survey) that relate to OAR's effectiveness in delivering continuously accessible services to all its patrons  
n=76

Questions	SD		D		N		A		SA	
	n	%	n	%	n	%	n	%	n	%
<b>Q3.</b> I was served in a reasonable period of time	1	1.32%	1	1.32%	14	18.42%	37	48.68%	23	30.26%
<b>Q5.</b> OARR staff seemed willing to go "the extra mile" to help me meet my needs.	0	0.00%	1	1.32%	23	30.26%	30	39.47%	22	28.95%
<b>Q9.</b> OARR Staff answered my questions in an easy to understand way.	0	0.00%	0	0.00%	19	25.00%	32	42.11%	25	32.89%
<b>Q13.</b> OARR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	0	0.00%	0	0.00%	16	21.05%	42	55.26%	18	23.68%

Where SD=Strongly Disagreed, D=Disagreed, N=Neutral, A=Agreed, and SA=Strongly Agreed

The foregoing table also shows that the subjects (n=76) gave OARR 79% positive ratings on Q3 and Q13, 75% positive rating on Q4. However, the Office received 68% positive rating on Q5. Nevertheless, overall, 75% of the 76 subjects surveyed signified levels of agreement; while 24% expressed neutrality, and only 1% expressed disagreement.

### **Use Results to Improve Program/Unit Impact/Services Outcomes 1 and 4**

OARR recognized the fact that the outcomes and objectives it had articulated in this assessment plan and report were not specifically written in SMART format. However, it shall ensure that in the next assessment cycles, outcomes and objects will be written in SMART format. OARR also recognized the limitations of the sampling method it opted to use in this assessment, i.e., it used non-probability convenient sampling. In its next assessment cycle, it will consider employing sampling method that yields may yield higher validity in terms of its representativeness of the population targeted for investigation, such as stratified sampling. And finally, OARR will also consider a more in-depth approach of assessment (in lieu of surveys using close ended questions) in its next assessment cycle. This may include conducting interviews on focus groups, and others.

While OARR had partially met its outcomes 1 and 4 by achieving an overall positive rating of 75% on the OARR Annual Satisfaction Survey administered 76 non-randomly selected subjects last June 2, 2008 to February 13, 2009, it received only 71.37% positive rating in the Fall 2009 Registration Survey administered by IRPO to a sample of 516 non-randomly selected subjects.

As such, there are numerous areas identified warranting improvements so to guarantee the efficient and delivery of services to all patrons. Based from the foregoing results of the two surveys conducted by OAR and the Institutional Research and Planning Office, OARR makes the following recommendations and/or action steps.

Needs or Areas Requiring Improvement	Action Steps	Timeline
<p>A level II Student Information Systems (SIS) training should be provided for all OARR staff. The last and only SIS training facilitated to all OARR staff and other SIS users was during the months of April and May 2008 prior to the implementation of Phase I of the SIS. This level II SIS training will further increase the proficiency and know-how of OARR staff especially in the use of the SIS.</p>	<p>Level II training will be scheduled during the month of October 2010 – prior to the early registration for Spring 2010.</p>	<p>By end-of-October 2010</p>
<p>OARR to revisit the SIS-driven registration process, and if necessary, through consultations and collaborations with other units directly and indirectly involved in facilitating registration, redesign the process making it more accessible and convenient.</p> <p>Note that OARR received only 58.95% positive rating in terms of the “time involved in completing the registration process,” and 67.38% positive rating on “hours set for the registration.” These ratings are below the OARR’s 75% criteria for success.</p>	<p>OAR Registrar to conduct consultation and solicit feedbacks from all stakeholders to simplify and further improve the registration process making it more accessible and convenient.</p>	<p>By end-of-November 2010</p>
<p>OARR to continue facilitating early registration for Fall and Spring Semesters, including Summer session.</p>	<p>OARR Director and Registrar shall coordinate with all units who are directly and indirectly involved in facilitating registration to come up with definite and final schedules of these early registrations so they can be publicized in the college’s catalog, website, and other types of publications.</p>	
<p>OARR should continue its initiative of redesigning all its forms not only in both static and dynamic portable document formats. These forms should be accessible via the college’s website.</p>	<p>OARR Director and Registrar requests ICT assistance to fund acquisition of Adobe application software necessary to design and develop forms in both static and dynamic portable document formats.</p>	<p>Request communicated to the ICT Committee via IT Director, by mid- October 2010</p>
<p>OARR should update its office’s webpage from the college’s website.</p>	<p>OARR Director and Registrar shall draft design of the OARR webpage consistent of the ICT guidelines and shall submit it to the ICT and publication committees for review via the college’s Webmaster.</p> <p>OAR Registrar to coordinate with the ICT to redesign and update the Office’s page in the college’s website.</p>	<p>Draft of the webpage design to be completed by end-of-December 2010</p>
<p>OARR staff should undergo in-house trainings on effective customer service and handling difficult clients. These trainings will improve their efficacies especially in providing effective customer services.</p>	<p>OARR to request either any one of the HTM professors or Webmaster Shaun Sulio to facilitate a session on effective customer.</p>	<p>November-December 2010</p>
<p>OARR should acquire two heavy-duty dot-matrix printers. While these machines are quite expensive, their durability and long-term use, their low cost of printing especially, and their ability to print using continuous parchment forms certainly exceed their acquisition cost. These printers shall be installed at the OARR counter and will also be used during the registrations to print student schedule, grade reports, and others.</p>	<p>OARR Registrar request ICT to fund the acquisition of these matrix printers.</p>	<p>Proposal to ICT to be submitted by end-of- October 2010</p>

OARR should acquire two desktop computers with touch-screen display terminals. These computers will be installed at the OARR counter so students can make independent queries on open and closed sections, schedules of classes, and others.

OARR Director and Registrar request ICT to fund the acquisition of these hardware.

Proposal to the ICT Committee to be submitted by end-of- October 2010

OARR shall consistently offers the following scheduled hours of services: Office will open and serve all patrons and clients, 8:00 AM to 5:00 PM., meaning, 9 hours per day. Inasmuch as staff are only required to render 8 regular work hours per day; scheduling will be arranged and flex-time shall be extended subject approval of the President to accommodate the foregoing office hours.

OARR Director and Registrar to secure endorsement from the VP for Student Services request to the President allowing OARR staff to be covered by flex-time.

Request to the President via the VPSS to officially-grant OARR staff flex- time, end-of- October 2010.