

EXECUTIVE ASSESSMENT REPORT FY 2010-2012

An assessment of the use, satisfaction and effectiveness of the Chuuk state student services with an emphasis on the Tutorial Program. Concluding with results based recommendations for improvements in the coming years.

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Introduction:

For the past two years we have set goals to accomplish the following two outcomes:

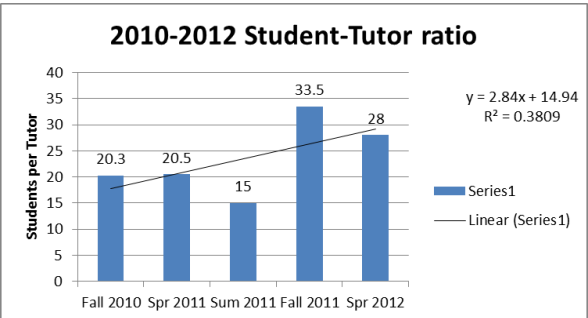
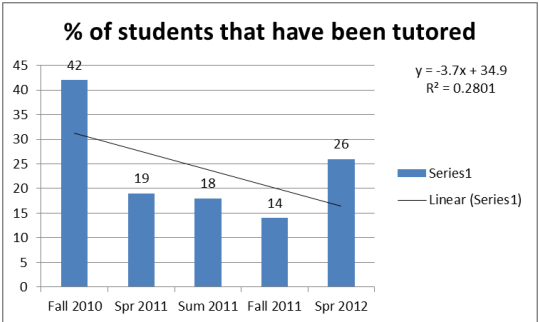
Outcome 1: Chuuk Campus retention rate and enrollment rate will be increased by 5% in 2012.

Outcome 2: Student Services (SS) will continue to ensure and provide quality customer services to the students and community.

Outcome 1: Chuuk Campus retention rate and enrollment rate will be increased by 5% in 2012.

For outcome 1 we focused on using our tutorial program to increase the retention rate with the hopes that by improving students passing rate we would also increase the retention rate. To assess our tutorial services we looked at three indicators. 1) Students use of tutorial services, 2) Effectiveness of tutorial services, and 3) Students satisfaction of tutorial services. Below are the results:

Student's use of Tutorial Services:



The graph on the left tells us that there has been an overall decrease in student's use of our tutorial services. But, students use was highly influenced by the number of tutors available. However, if we maintain the same number of tutors from one semester to the next we would actually see increase in the number of students that use our tutorial services. Based on these results and suggestions from a focus group we have articulated the following recommendations to increase students' use of tutorial services:

Recommendation 1:

Obtain shirts that say "Tutor" on it, and have designated areas for the tutors.

Recommendation 2:

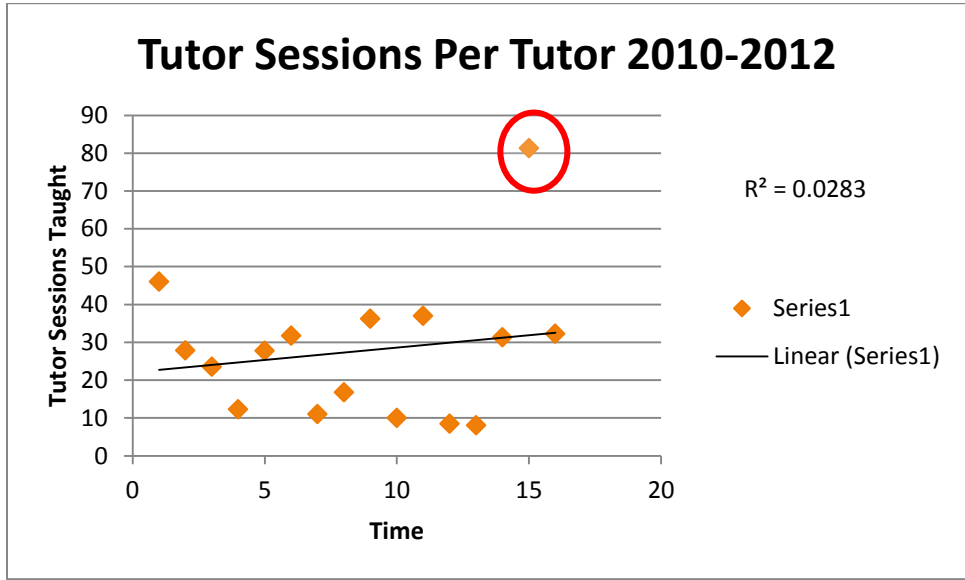
Put up posters around campus with the picture of the tutors along with their designated areas, and tutorial services (i.e. Business, Math).

Recommendation 3:

Have the tutors introduced to the classes they tutor during the first or second week of the semester.

Effectiveness of Tutorial Services:

For the first measure of effectiveness, we looked at how many tutor session each tutor was conducting. Below is a graph that shows our Tutor Session per tutor for each month from September 2010 through April 2012.

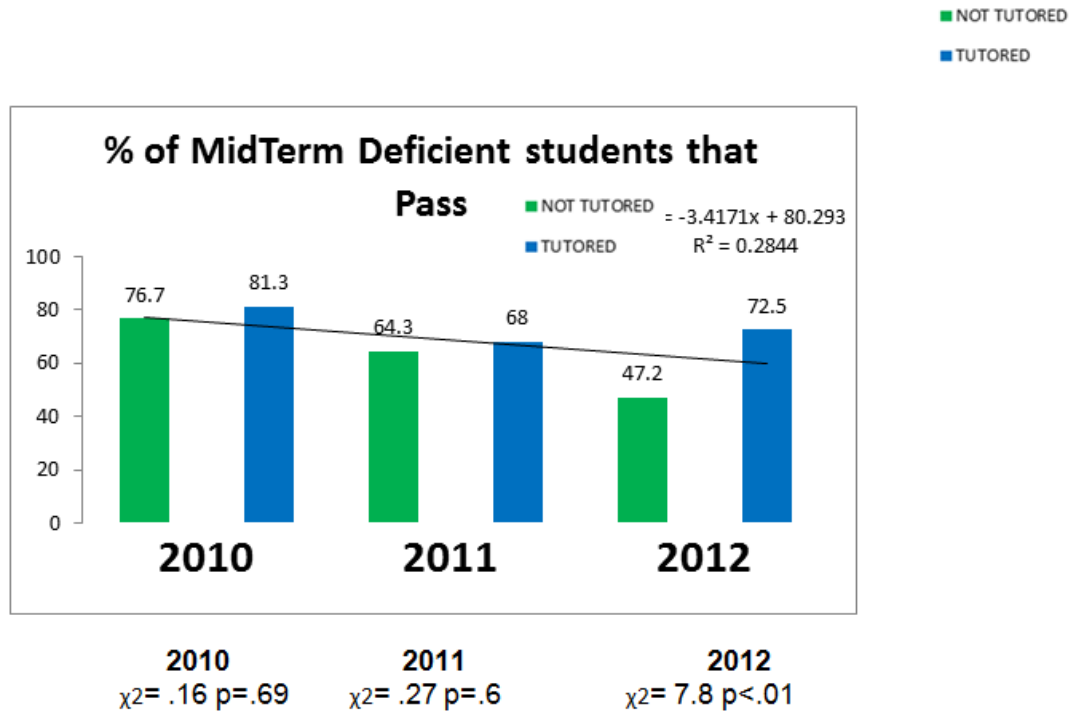


We looked at tutor sessions taught per tutor to see if the tutors are doing what we pay them to do. In the past two years our tutors averaged 22 sessions per month. We are paying for 80 tutor sessions per month yet on average we are only receiving 22. If we translate the loss of tutor session (58 tutor sessions) to dollars the loss would amount to about \$232-\$348 per tutor each month. In the past year we had an average of 4 tutors per semester so that would result in the loss of about \$1,856-\$2,784.

Recommendation 1:

Require tutors to conduct at least one tutor session per each hour they are paid.

Our second measure of effectiveness compared the passing rate of students that were tutored and those that were not. Our goal was for our tutorial services to be effective and improve. Below is a graph of the results:



From 2010 through 2011 our tutorial services were neither effective nor did they improve. But in 2012 the tutorial services seem to have been effective. Although the tutorial program was more effective in 2012, it did not improve since 2010 because a higher percentage of tutored students passed in 2010 (81.3%) than in 2012 (72.5%). The next question to ask then is, “Why was there no improvement from 2010 to 2012?” To find out why we conducted a focus group with students and performed several interviews with staff, faculty, and tutors separately. Based on their responses we have articulated the following recommendations:

Recommendation 2:

Have tutors work with their assigned department to identify and work with at risk students. At risk students will be identified after the second week of the semester.

Recommendation 3:

Buy desktop computers for the counseling center to attract students, and for tutors to use to assist students in their assignments.

Recommendation 4:

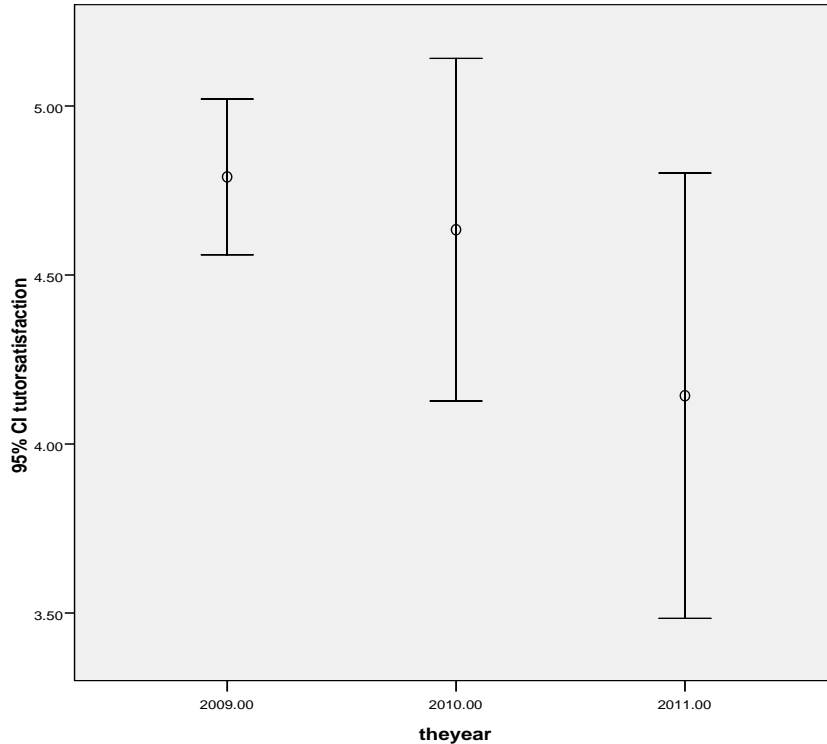
Meet with tutors on a weekly basis to give progress reports on their tutees.

Recommendation 5:

Have a tutor for each of the educational departments.

Students Satisfaction of Tutorial Services:

Below is a chart that shows satisfaction of the tutorial services from 2009 to 2011. Student Satisfaction for 2012 is not included because we failed to ask students about our tutors in the 2012 survey.



The chart above shows that although there is a downward trend in students' satisfaction with the tutorial services, there is no significant difference in satisfaction from year to year. We should note that the ranges of the satisfaction scores are from about 4.2 to 4.8, which translate to "Neutral" in satisfaction, which means that there is neither satisfaction nor dissatisfaction when it comes to students' assessment of our Tutorial Services. In our formative assessment the criterion for success was set at 100% satisfaction, this chart tells us that we have failed to reach that goal and that in fact we have no satisfaction from the students, and that there has not been any change in satisfaction with our Tutorial services from 2009 to 2011. Based on these results and suggestions from the focus group we suggest the following recommendations:

Recommendation 1:

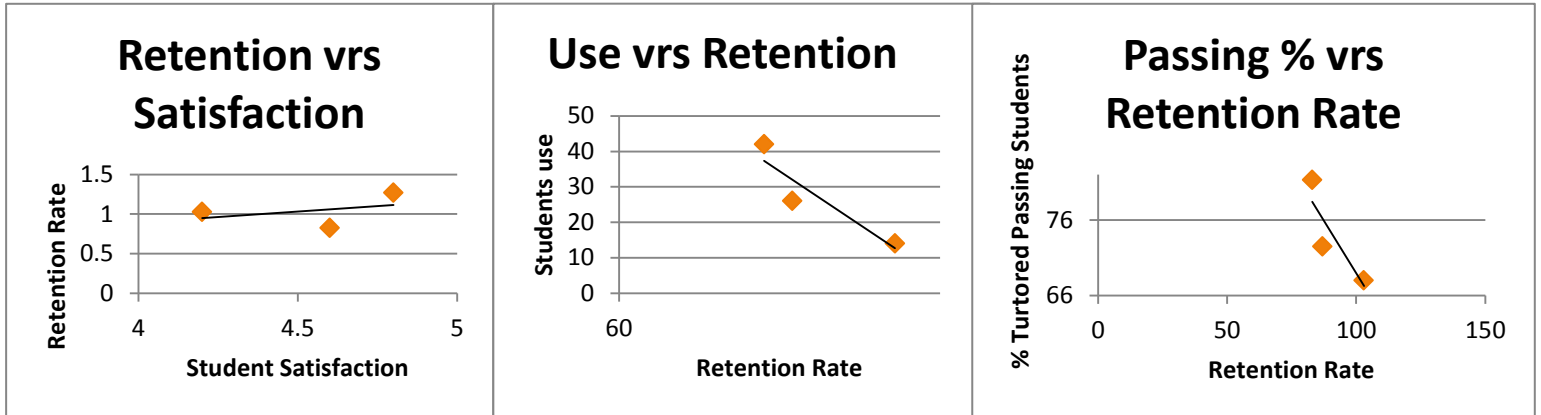
Have 1-2 activities with the tutors.

Recommendation 2:

Conduct one customer service training with the tutors in the first week of the semester.

Does the tutorial services effect student retention?

To see if tutorial services have an effect on retention rate, we looked to see if there was a correlation between afore studied factors (e.g.. use, effectiveness, satisfaction) and retention rate. Below are the results:



The above graphs illustrate the correlation between retention rate and student satisfaction ($r= .30$) $p=.8$, students use ($r=-.92$) $p=.265$, and effectiveness ($r= -.87$) $p=.33$. The Pearson coefficient of correlation (r) tells us that a correlation exists, but the p-value (p) tells us that none of these correlations are significant and that we would expect the correlations to be produced from random chance. Thus, this tells us that tutorial services alone, does not influence student retention. If we want to improve our student retention we would need to focus on some other program. Thus we make the following recommendation for outcome 1.

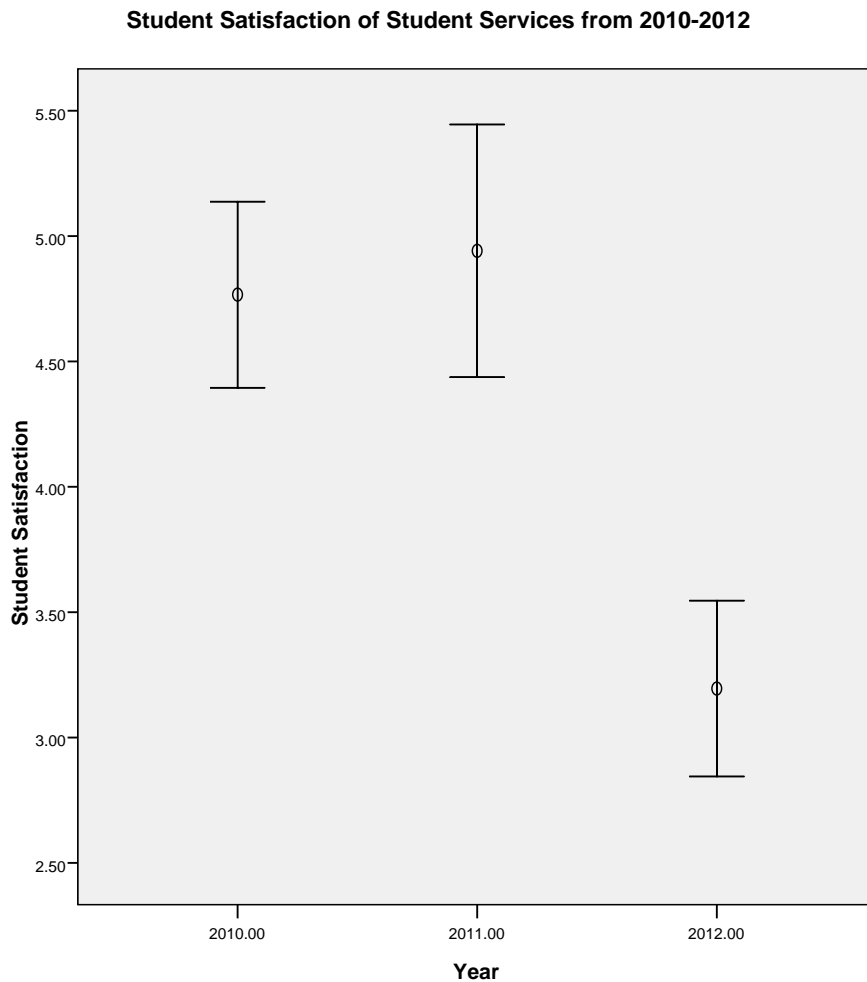
Recommendation 1:

Focus on recruiting efforts to increase retention rather than on tutorial program.

Outcome 2: Student Services (SS) will continue to ensure and provide quality customer services to the students and community.

Students Satisfaction:

The graph below illustrates the results of student satisfaction with our student services.



From 2010 to 2011 there was no change in students satisfaction of all of the student services, but in 2012 there is a drastic drop from 5 (somewhat satisfied) down to 3.5 (somewhat unsatisfied).

A focus group was conducted to find out from students why there was such a dramatic drop in satisfaction in 2012. Students reported that the services are “Slow” and that there are, “limited resources”. Students also reported that some offices “are not doing their job” and that when they go to the student services offices “staffs are not present”. When asked how effective our services for our students are, students responded that, “some are helpful and some are not”. When asked to give further explanation they said that most “staff are not present in their offices”. The students said that if

they could talk to the President of COM about our student services here at Chuuk they would tell him that, “the services needs improvement”. Based on these findings we suggest the following recommendations:

Recommendation 1:

Buy laptops for the staff to improve efficiency in meeting student’s request.

Recommendation 2:

Work with staff to identify a way to always be available to meet students concerns.

Recommendation 3:

Train counselor on ways to help the students feel that, “Counseling Staff care about students as individuals”.

Recommendation 4:

Train FAO staff on having, “Financial Aid awards are announced to students in time to be helpful in college planning.”

Recommendation 5:

Conduct customer service training with all staff.

Recommendation 6:

Brainstorm with staff to identify ways to increase students’ use of student services.

Effectiveness of Student Services Coordinator:

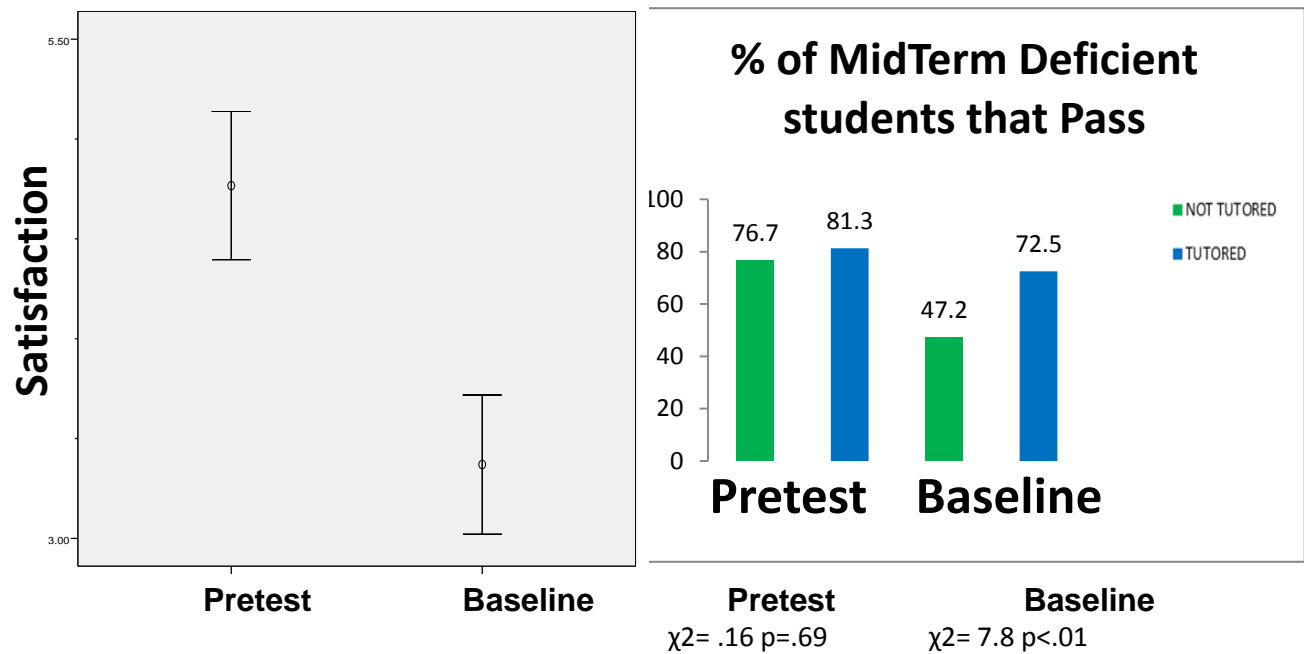
To see the effectiveness of the Student Services Coordinator (SSC) we focused on measuring leadership behaviors in 2010 and again in 2012. Then we classified these behaviors and ran a statistical analysis to see their effect on program effectiveness and student satisfaction with student services. Below is a table of the leadership behaviors.

Coordinator Behaviors	Leadership Behaviors
Pretest	<ol style="list-style-type: none"> 1. Customer service training for staff 2. Identify concerns of staff and submit for action to management council each month. 3. Held students general assembly once a month 4. Coordinated in-house training/mini-workshops for the staff.
Baseline	<ol style="list-style-type: none"> 1. Monitored tutorial program services. 2. Made routine office visits to all offices 3. Monitored students’ complaints/needs/request with each office on a weekly basis. 4. Conducted Student Satisfactory surveys. 5. Held monthly meetings with staff for updates and reporting on progress of programs and services.

Leadership research has identified three types of leadership behaviors. The three classifications are Change, Relations, and Task. According to Yukl (Yukl, 2002), Change behaviors include: visioning, intellectual stimulation, risk-taking, and empowering staff. Relations behaviors include: developing, supporting, consulting, recognizing, and empowering staff. While Task behaviors include: Clarifying, Monitoring, Short term planning, and developing staff.

A leadership behavior survey was filled out for 2010 and 2012 leadership behaviors. In the results we found that in 2010 (Pretest) the SSC primarily used Relations and Change process behaviors. Whereas in 2012 there was a shift to Change improvement and Change process behaviors.

Satisfaction vs. Program Effectiveness



The graph on the left illustrates that when Relations based leadership behaviors increased students' satisfaction. Such behaviors included, staff training, in-house training, monthly meetings with the students, and communication to management council about student services concerns.

The graph on the right illustrates that Change focused behaviors increased tutorial program effectiveness. Such behaviors included, weekly monitoring of student complaints, office visit's, monthly meetings with staff, conducting surveys, and monitoring of tutorial programs.

To achieve outcome 2 some Relation based leadership behaviors need to be adapted, which would include training staffs. The next question to ask would be what type of training we should focus on. To answer this question we referred to a few questions from the student services satisfaction survey and ran a forward stepwise linear regression to see which variables had the greatest influence on students' satisfaction with student services. The regression found 3 variables that predict student satisfaction.

Listed in the following from most important to less important, they are: 1) Counseling Staff care about students as individuals. 2) Students use of our services. 3) Financial Aid awards are announced to students in time to be helpful in college planning. Therefore with this analysis we have identified specific areas to focus on in our trainings. Thus we propose the following recommendations to improve Student Services Coordinators effectiveness:

Recommendation 1:

Develop rapport with staff.

Recommendation 2:

Conduct customer service training for staff.

Recommendation 3:

Identify concerns of staff and submit for action to management council each month.

Recommendation 4:

Hold students general assembly once a month.

Recommendation 5:

Plan and coordinated in-house training for the staff.

Recommendation 6:

Train and monitor counselor to work on how to help students feel like "Counseling Staff care about students as individuals"