

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - studentServices - 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

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>C - studentServices - Admissions, Records and Retention - 2013-2014 OARR Outcome 1 - Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to relevant academic dates.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy: Continue to deliver the new student orientation (OARR module), and facilitate extended orientations for all students (new, continuing, and returning) as follow-ups to the regular orientation primarily geared to incoming new and transfer students during Fall semester.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 85% positive rating in the survey</p>	<p>06/07/2014 - Fall 2013 Semester Orientation To measure the perceived level of satisfaction of students about the OARR-facilitated orientation, a survey was administered to a nonprobability sample of 226 students during Fall 2013 semester new student orientation at the National, Pohnpei, and Chuuk campuses. Results of the survey specific to OARR are summarized as follows:</p> <ol style="list-style-type: none"> 1. The nonprobability sample (n) of 226 students consisted of: 220 (or 97.35% of n) new students, 2 (or 0.88% of n) transfer students, and 3 (or 1.33% of n) returning students. 1 (or 0.44% on n) skipped the question. 2. The nonprobability sample (n) of 226 students consisted of: 124 (or 54.87%) male, and (b) 102 (or 45.13%) female students. 3. The size (n=225) of the nonprobability same represented 11.27% of the student population 	<p>07/08/2014 - The AU achieved its target of 85% positive ratings in the surveys, i.e., 90.60% and 86.31% positive ratings in the Fall 2013 Orientation and 2014 OARR Satisfaction surveys, respectively. The results of the surveys inform the AU's actionable improvement plan especially geared at further improving operational effectiveness and efficiency and supporting student learning, as follows:</p> <ol style="list-style-type: none"> 1. AU shall continue to deliver the new student orientation, and facilitate extended orientations for all students. 2. AU shall design and develop syllabi for all its orientation modules including appropriate instruments

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		<p>(N=2,006) for the three campuses during Fall 2013 semester.</p> <p>4. The 226 students were asked to respond to Question 3 (I understand and am aware of the admission procedures that were provided) of the survey. An overwhelming majority of the students survey (209 or 92.48%) either strongly agreed or agreed; while only 16 (or 7.08%) and 1 (or 0.44%) signified neutrality and disagreement, respectively.</p> <p>5. The 226 students were asked to respond to Question 4 (I understood and am aware of the academic policies that were presented) of the survey. 207 (or 91.59%) expressed agreement (strongly agreed or agreed); 19 (or 8.41%) and none (0.00%) signified neutrality and disagreement, respectively.</p> <p>6. The 226 students were asked to respond to Question 6 (I understood and am aware of the COM-FSM MyShark that was presented) of the survey. 200 (or 88.50%) expressed agreement; while 24 (or 10.62%) and 2 (or 0.88%) signified neutrality and disagreement, respectively.</p> <p>7. The 226 students were asked to respond to Question 12 (I understood and am aware of all procedures from registration to graduation requirements and all other procedures that were presented) of the survey. 203 (or 89.82%) expressed agreement; while 17 (or 7.52%) and 6 (or 2.66%) signified neutrality and disagreement, respectively.</p> <p>Takng the average of the responses in the above four categories (specifically applying to the AU) of the Fall 2013 orientation survey administered to a non-randomly selected sample of 226 students, the office received 90.60% positive rating.</p>	<p>and instructional or training materials. This will ensure consistency in both content and delivery of the orientations modules. The syllabi shall include: (a) module description, (b) student learning outcomes that directly address the applicable institutional student learning outcomes, (c) topics, (d) method of delivery or instruction, (e) assessment, and (f) instructional materials.</p> <p>3. AU shall colloborate with Student Life to have the schedule of extended orientations published on the online calendar of student activities.</p> <p>4. AU shall continue to provide in-house training for its staff to ensure their continued proficiency and adeptness of routine office operations, relevant policies and procedures, best practicies, techno-literacy, and others. The in-house training likewise address the department's priority on staff professional development, in particular, and the college's strategic direction geared toward capacity building.</p> <p>5. AU shall continue to publish OARR Student's Guide expanded to include contents beyond policies and procedures that relate to student's education records, registration and matriculation. These contents may include updates, such an enrollment trends, persistence and retention, graduation, student success stories, and announcements. AU shall look</p>

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		<p>OARR Satisfaction Survey To assess the perceptions of the patrons about the services provided them by the AU, a survey was administered to a non-randomly selected sample of 95 students, faculty and staff and other patrons last March 3 to May 16, 2014. The nonprobability sample (n=95) consisted of: 88 (or 92.63%) students, 3 (or 3.16%) faculty and staff, 3 (or 3.16%) alumni and former students, and 1 (or 1.05%) others. Additionally, 34.74% of the sample indicated at least four visits to the AU during the past academic year; 30.53% and 15.79% between 5-9 and 10-19 visits, respectively. 18.95% reported 20 or more visits to the AU during the past academic year. The purposes of the visits involved: (a) registration, add and drop; (b) enrollment verification; (c) schedule of classes; (d) diplomas; (e) student data needs; (f) policy questions; (g) withdrawals; (h) degree verifications; (i) veteran affairs; (j) class rosters, grading, and grade change; (k) general student records; (l) transcripts and grades; and (m) others.</p> <p>A section of the survey consisted of seven questions geared at measuring the levels of understanding about academic and registration policies and procedures as perceived by the respondents, as follows:</p> <ol style="list-style-type: none"> 1. 86.32% of the sample either strongly agreed or agreed that they understand the steps and documents required for college admission; while 13.68% signified neutrality, and 0.00%, disagreement. 2. 92.63% of the sample signified agreement that they understand the steps to register; while 5.26% and 2.10% expressed neutrality and disagreement, respectively. 	<p>into the feasibility of having the frequency of publication issue be available from annually to either every semester, session or quarter.</p> <p>The AU acknowledges the need to further advance its assessment activities. This include but by any means not limited to applying a more methodical approach, such as using randomly-selected stratified sample in lieu of nonprobability sample to ensure representativeness and to increased validity of surveys; the use of focus groups; improved assessment instruments or tools; and others.</p> <hr/>

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		<p>3. 84.21% of the sample expressed either strong agreement or agreement that they understand the information provided in COM-FSM brochures and the catalog; while 14.74% and 1.05% signified neutrality and disagreement, respectively.</p> <p>4. 89.47% of the sample strongly agreed and agreed that they understand that there is a student handbook that contains policies and procedures for all students attending COM-FSM; while 8.42% signified neutrality, and 2.10% disagreement.</p> <p>5. 81.05% of the sample expressed agreement that they understand the consequences for dropping a course or withdrawing from COM-FSM; while 16.84% and 2.10% signified neutrality and disagreement, respectively.</p> <p>6. 85.26% of the sample strongly agreed and agreed that they understand the steps required to request or receive an official copy of their transcripts; while 11.58% expressed neutrality, and 3.16% disagreement.</p> <p>7. 85.26% of the sample signified agreement that they understand that they will not be considered officially enrolled in a class until payment has been made; while 12.63% and 2.10% expressed neutrality and disagreement, respectively.</p> <p>Taking the average of the responses in the above seven categories of the OARR satisfaction survey administered to a non-randomly selected sample of 95 students, faculty and staff, alumni and former students, and others, the office received 86.31% positive rating.</p> <p>Target Met: Yes</p> <p>Reporting Period:</p>	

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	<p>Assessment Strategy: To ensure consistency in the content and delivery of both regular and extended OARR orientations, the AU shall design, develop, and implement orientation modules with articulated outcomes or objectives, and provisions on manner or mode of assessments.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: OARR orientation module</p>	<p>2013 - 2014</p> <p>Related Documents: Fall 2013 Semester Student Orientation Survey 2014 OARR Satisfaction Survey</p> <hr/> <p>07/30/2014 - AU designed and developed orientation modules with articulated outcomes or objectives, required contents and provisions on manner or mode of delivery and assessments. The modules consisted of three OARR orientation sequence, i.e., OARR 101 (New student orientation), OARR 102 (Extended orientation I), and OARR 103 (Extended orientation II) and will be implemented in Fall 2014.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: OARR 101-New Student Orientation OARR 102-Extended Orientation I OARR 103-Extended Orientation II</p>	<p>07/30/2014 - AU continues delivering regular orientation for new students; however, to be expanded to include incoming transfer and returning students. Additionally, AU and all its offices at the state campuses shall deliver extended orientations for all students beginning Fall 2014 utilizing the developed orientation modules.</p> <p>AU to design and develop powerpoint presentations, visual aid, and other instructional materials necessary to ensure the consistency in both content and delivery of regular and extended orientations including assessment instruments.</p> <p>AU shall conduct an assessment to measure the effectiveness of the developed modules, the results of which shall inform improvements to the AU's orientation programs.</p>
	<p>Assessment Strategy: Continue to publish the "OARR Student's Guide." Specifically increasing the frequency of its publication.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: An issue of OARR Student's Guide published annually with issues accessible</p>	<p>04/23/2014 - AU publishes the "OARR Student's Guide" annually. Specifically, issues of the guide are released every Fall semester, and are accessible from the college's website, http://www.comfsm.fm/?q=manual-and-handbook.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>07/30/2014 - AU continues to publish the "OARR Student's Guide" and consider expanding the contents beyond policies and procedures that relate to student's education records, registration and matriculation to include updates, such as enrollment trends,</p>

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	<p>from the AU's webpage in portable document format (pdf).</p>	<p>Related Documents: OARR Student Guide, Fall 2013 Issue OARR Student Guide 2014</p>	<p>graduation, persistence and retention, student success stories, and announcements. Additionally, AU shall look into the feasibility of having the frequency of publication issue be made available from annually to either every semester and session or quarterly.</p>
	<p>Assessment Strategy: Coordinate and cross-train office staff geared to providing them adeptness of various office routine operations and not specific and exclusive only of their primary functions and roles. Assessment Type: Descriptive Statistics Target: 85% positive rating in the survey administered to cross-trained AU staff</p>	<p>05/07/2014 - The AU coordinated the initial implementation of cross-training for its staff at the National and Pohnpei campuses during the period beginning October 21, 2013, and ending, November 15, 2013. The cross-training is geared at addressing the college's 2013-2017 strategic direction on investing in and building a strong capacity in human capital which is indispensable to promoting student success. The need for a comprehensive cross-training of student services staff has been identified as one of the areas of focus by Dr. Barbara Fienman in her review, analysis, and recommendations about the college's department of student services.</p> <p>The three participants were surveyed to measure their perceptions about the AU's cross-training for staff. Responses are summarized as follows:</p> <ol style="list-style-type: none"> 1. 100% of the participants strongly agreed and agreed that they find it easy to apply in their works the skills and knowledge that they have acquired from the cross training. 2. 100% of the participants strongly agreed and agreed that the cross-training offered them opportunities to develop and acquire new skills essential to advancing their work effectiveness and efficiency especially in providing quality services to the students and other patrons. 	<p>07/30/2014 - AU to continue extending cross-training of its staff or personnel expanded to include training across other units, e.g., financial aid, residence halls and student life, sports and recreation, health services, guidance and counseling. Additionally, AU to support professional development of its staff employees especially geared at credentialing non-credentialed employees, advancement of certifications and credentials, and other training to enhance their job proficiency and skills.</p>

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		<p>3. 67% of the participants strongly agreed that the cross-training offered them opportunities to learn new skills and adeptness of the other processes, and functions outside of their primary and assigned routine taks; while 33% signified neutrality.</p> <p>4. 100% of the participants strongly agreed and agreed that the cross-training offered them opportunities for career development and advancement within the college.</p> <p>5. 100% of the participants strongly agreed and agreed that they are satisfied with the cross-training they had received from their present job.</p> <p>6. The participants also articulated the following general comments about the cross-training program, and recommendations that they though would further improve the cross-training program of the office: (a) it helped build co-worker relationship and allowed me to adjust to a different working environment; (b) need to schedule cross-training between campuses during registrations so that we can experience the differences of registration activities between each campus; and (c) need cross-training every semester for at least one week within each division or office of the student services so that we can be familiar with each others' works.</p> <p>Taking the average of the responses to the five questions of the survey, AU received 93.40% positive rating.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: Cross-Training of OARR and FAO</p>	

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	<p>Assessment Strategy: Improve the effectiveness and efficiency of the registration services by collaborating with other departments, divisions, and other administrative units involved in facilitating registration.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 85% positive rating in the survey</p>	<p>Staff Recommendation Section of Dr. B. Fienman's report Survey Instrument-Cross Training for OARR Staff</p> <hr/> <p>02/18/2014 - Spring 2014 Semester Registration To assess the perceived level of satisfaction about the registration services, a survey was administered to a non-randomly selected sample of 279 students during the January 7-9, 2014, Spring 2014 semester registration. Nonprobability sampling was employed as it is deemed ideal a method for quick surveys, and due to the difficulty in getting access to the whole population. Results of the survey specific to OARR are summarized as follows:</p> <ol style="list-style-type: none"> 1. The nonprobability sample (n) of 279 students consisted of: 149 (or 53.41% of n) male, and 125 (or 44.80% of n) female students. five (or 1.79%) of the sample skipped the question. 2. The survey was administered college-wide. As such, of the non-randomly selected sample (n) of 279 students: 88 (31.54%) were from the National Campus; 2 (or 0.72%) and 24 (or 8.60%) were from Chuuk and Kosrae campuses, respectively; 154 (or 55.20%) from Pohnpei Campus, and 5 (or 1.79%) from Yap Campus. Six (or 2.15%) of the sample skipped the question. 3. The sample (n=279) consisted of: 99 (or 35.48%) freshman, 143 (or 51.25%) sophomore, 26 (or 9.32%) junior, and eight (or 2.87%) senior students. Three (or 1.08%) of the sample skipped the question. 4. The sample (n=279) consisted of: 47 (or 16.85%) new, 215 (or 77.06%) continuing, seven (or 2.51%) transfer, and five (or 1.79%) senior students. Five (or 1.79%) of the sample skipped 	<p>07/30/2014 - AU to collaborate with other administrative offices or units directly involved in facilitating registration so to address the identified areas that require further improvement thereby ensuring the service effectiveness and efficiency. Collaboration with these units should results to articulating a practical actionable improvement plan to address the identified areas of improvement.</p> <hr/>

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		<p>the question.</p> <p>5. The sample (n=279) consisted of: 24 (or 8.60%) Chuukese, 50 (or 17.92%) Kosraean, 152 (or 54.48%) Pohnpeian, 45 (or 16.13%) Yapese, and one (0.36%) other nationalities. Seven (or 2.51%) of the sample skipped the question.</p> <p>6. Hours set for registration. 79.57% of the sample (n=279) expressed satisfaction about the hours set for registration; while 15.41% and 4.30% signified neutrality and dissatisfaction, respectively. 0.72% of the sample skipped the question. The positive rating is lower by 5.57% if compared to the Spring 2013 registration survey.</p> <p>7. Forms used for registration. 81.72% of the sample (n=279) signified satisfaction about the forms used for registration; while 11.47% expressed neutrality and 5.02%, dissatisfied. 1.79% of the sample skipped the question. While the positive response (81.72%) is extremely significant if compared to only 5.02% of the sample expressing dissatisfaction about the location used for registration, this rating is lower by 4.28% if compared to the Spring 2013 registration survey. There are several forms used during the registration, namely: (a) OARR course selection form; (b) Business Office issued clearance; and (c) Business Office promissory note, if applicable.</p> <p>8. Location used for registration. 78.49% of the sample (n=279) signified satisfaction, a similar positive rating received during the Spring 2013 registration survey. 13.98% and 7.17% of the sample expressed neutrality and dissatisfaction, respectively; while 0.36% skipped the question. For national campus, the Media and Instructional Technology Center (MITC) and the lobby of Building G (Administration) served as venues for the Spring 2013 and Spring 2014 registrations,</p>	

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		<p>respectively. However, the locations used for registrations during these semesters remain the same at the state campuses. Noted as well that 55.20% of the nonprobability sample of 279 students were students from the college's Pohnpei Campus.</p> <p>9. Lay-out used for registration. 72.40% of the sample (n=279) expressed satisfaction of the lay-out used for registration; while 18.64% and 7.17% signified neutrality and dissatisfaction. 1.79% of the sample skipped the question. The positive rating of 72.40% is lower by 2.60%.</p> <p>10. Helpfulness of admissions and records staff. 72.40% of the sample (n=279) signified satisfaction in terms of the helpfulness of admissions and records staff; while 20.79% expressed neutrality, and 5.73%, dissatisfaction. 1.08% of the sample skipped the question. The positive rating (72.40%) received is categorically significant if compared to only 5.73% articulating dissatisfaction. However, this positive rating is 11.60% lower if compared to the positive rating received under this category during the Spring 2013 registration survey. Unlike the Spring 2013 registration survey administered to a non-randomly selected sample of 553 students only at the college's National Campus, the Spring 2014 registration survey was administered college-wide (see Item 2, percent distribution of the non-probabilty sample of 279 students by campus).</p> <p>11. Time involved in completing the registration process. During Spring 2014 registration, to omplete the face-to-face and assisted registration process involved the following sequential steps: (1) term activation, and issuance of course-selection form; (2) payment of the registration fee, and issuance of receipts and/or clearance; (3) verification of financial aid status and certification</p>	

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		<p>of course-selection form; (4) academic advisement, selection of courses, and approval of course-selection form; and (5) issuance of student schedule. 65.23% of the sample (n=279) signified satisfaction about the time involved in completing the registration process; while 26.16% and 6.45% expressed neutrality and dissatisfaction, respectively. 2.15% of the sample skipped the question. The positive rating (65.23%) although very significant if compared to only 6.45% negative rating is lower by 6.77% if compared to the positive rating received during the Spring 2013 registration survey.</p> <p>Taking the average of the four categories in the Spring 2014 registration survey that specifically apply to the AU (hours set for registration, location used for registration, lay-out used for registration, helpfulness of the admissions and records staff, and time involved in completing the registration), the office received positive rating of only 74.05%. Although this rating is absolutely significant if compared to only 6.31% negative rating, it is lower than the established target by 9.95%.</p> <p>OARR Satisfaction Survey To assess the perceptions of the patrons about the services provided them by the AU, a survey was administered to a non-randomly selected sample of 95 students, faculty and staff and other patrons last March 3 to May 16, 2014. The nonprobability sample (n=95) consisted of: 88 (or 92.63%) students, 3 (or 3.16%) faculty and staff, 3 (or 3.16%) alumni and former students, and 1 (or 1.05%) others.</p> <p>A section of the survey consisted of six questions geared to measuring the respondents' perceived level of satisfaction about the OARR services. Responses to these questions are summarized as follows:</p>	

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		<p>1. 87.37% of the sample expressed disagreement that it took time for OARR staff to understand their questions; while 12.63% and 0.00% signified neutrality and agreement, respectively.</p> <p>2. 82.21% of the sample signified agreement that OARR staff were courteous and professional; while 16.84% expressed neutrality, and 1.05%, disagreement.</p> <p>3. 81.06% of the sample either strongly agreed or agreed that OARR staff responded to their questions in a timely fashion; while 16.84% and 2.11% expressed neutrality and disagreement, respectively.</p> <p>4. 83.16% of the sample signified agreement that OARR staff helped them to better understand the answer to their questions; while 15.79% expressed neutrality, and 1.05%, disagreement.</p> <p>5. 80.00% of the sample expressed agreement that OARR staff went above and beyond in trying to help them; while 20.00% and 0.00 signified neutrality and disagreement, respectively.</p> <p>6. 85.26% of the sample signified either strong agreement or agreement that OARR staff either knew the answer to their questions or directed them to the correct resource; while 13.68% expressed neutrality, and 1.05%, disagreement.</p> <p>Taking the average of the six categories in a section of the OARR satisfaction survey, the office received positive rating of only 83.18%. Although this rating is absolutely significant if compared to only 0.88% negative rating, it is lower than the established target by 1.82%.</p> <p>Target Met: No</p>	

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		Reporting Period: 2013 - 2014 Related Documents: Spring 2014 Registration Survey	
<p>C - studentServices - Admissions, Records and Retention - 2013-2014 OARR Outcome 2 - OARR shall maintain a high level of patron satisfaction by providing timely and accurate services for students, faculty, staff, and the community in the following areas: (a) registration, (b) access to grades, (c) academic records maintenance and transcript production, (d) enrollment and degree verification, (e) degree audit including degree processing, (f) data requests, and (g) others.</p> <p>AUO Assessment Cycle: 2013 - 2014</p> <p>AUO Status: Inactive</p>	<p>Assessment Strategy: Continue to collaborate with the college's Information Technology division, specifically the webmaster in order to update the AU's webpage to ensure currency and completeness of essential web-published information, and ensuring reader's friendliness such as ease in navigating through the various links and others.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 100% of all essential information related to admissions, registration and matriculation, forms, and others are accessible through the AU's webpage</p>	<p>05/22/2014 - AU's webpage has been updated to include essential information, such as admissions, registration and matriculation, required forms, and other related information. AU's webpage is accessible through this URL, http://www.comfsm.fm/?q=admissions.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: OARR Webpage </p>	<p>07/30/2014 - AU to continuously work with the college's Information Technology division to ensure that the currency of all information published in its webpage.</p>
	<p>Assessment Strategy: Conduct (a) assessment to determine level of reader's perceived friendliness of the AU's webpage; and (b) usability testing of AU's required forms.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 85% positive rating in the survey</p>	<p>07/14/2014 - While the AU webpage's contents are updated in terms of the currency and completeness of essential information about admissions, registration and matriculation, forms and others, the AU is yet to conduct: (a) an assessment geared to determining the perceived friendliness of the webpage, and (b) usability testing of all its required forms.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: OARR Webpage </p>	<p>07/30/2014 - AU conducts assessment or evaluation geared at measuring perceived friendliness of the OARR webpage including usability testing of all its required forms.</p> <p>AU shall continue to work with the college's Information Technology division to ensure currency of all web-published information.</p>
	<p>Assessment Strategy: Develop a written manual for all guidelines, processes, and procedures that may serve as valuable reference or guide for AU staff</p>	<p>07/14/2014 - The development of a written manual (or a quick guide to OARR's routine operations, processes and procedures including related guidelines) is a work in progress. The AU</p>	<p>07/30/2014 - AU to complete its manual, a quick guide to OARR's routine operations, processes and procedures including related</p>

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	<p>and essential to the consistent and efficient delivery of all services and operations.</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: A quick guide to all AU guidelines, processes, and procedures</p>	<p>anticipates to complete this task by early September 2014.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>guidelines, that shall serve as valuable reference for all staff by early September 2014. The manual shall also be submitted for usability testing to staff as means of identifying sections in the manual that require further improvements prior to its final publication and implementation.</p>
	<p>Assessment Strategy: Acquire and/or secure applicable hardware and application softwares for (a) digitization of the AU's archival student records or pre-database system records, and (b) redesigning of AU's forms into fillable portable document formats (pdfs).</p> <p>Assessment Type: Descriptive Statistics</p> <p>Target: 100% of applicable hardware and application softwares are secured by AU.</p>	<p>05/13/2014 - Digitization of archival documents AU has secured through donation from the college's Financial Aid Office, a unit of Fujitsu ScanSnap IX500 scanner, and acquired a portable computer (HP Elitebook 8570p) which will be used for the digitization of all archival student education records (or pre-database system records).</p> <p>AU staff who is in-charge of student paper-files and other archival education records was given in-house training on digitizing paper archival documents. Additionally, all other AU staffs were given similar in-house training.</p> <p>AU has commenced the digitization of its student archival records which basically consisted of pre-database system educational records that date back to COM and CCM times. These records also included those under the college's quarter systems.</p> <p>Application software for redesigning of AU required forms AU has also acquired Adobe Design and Web Premium CS6 MAC UE that includes: (a) Adobe Acrobat X pro, (b) Abobe Illustrator, (c) Adobe In-Design, (d) Adobe Photoshop, and (e) many other applications. These application softwares will be used for redesigning and upgrading of its required forms into fillable portable document formats</p>	<p>07/30/2014 - AU commenced the digitization of archival records, July 16, 2017, and as of report, staff-in charge digitized archival records of more or less 111 students who attended either during the COM and CCM time, quarter system or pre-database system.</p> <p>AU to also extend training on digitizing archival documents to other staff.</p> <p>AU to work with the college's Information Technology division to train staff-in charge of digitizing archival records on uploading files to a secured server.</p>

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		<p>(pdfs), and other paper- and web-published publications, e.g., Student Guide, brochures, Commencement Programs, flyers, and others.</p> <p>The upgrading of the AU's required forms into fillable pdfs is in progress, and the office anticipate to complete this task by mid-August 2014.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: Photo-Hardware for the digitization of archival documents Digitization of Archival Student Records Digitization of Archival Student Records</p>	