Assessment: Administrative Unit Four Column

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	Results	Improvements
2014-2015 OARR Outcome 2 - Students shall demonstrate understanding of academic and matriculation policies and procedures, and cognizance of academic deadlines as published in the schedule, school calendar and other documents. **AUO Status:** Inactive **PSLO Assessment Cycle:** 2014 - 2015	**Descriptive Statistics -** AU shall continue to deliver the new student orientation scheduled every Fall semester, and facilitate extended orientations for all students. Additionally, AU shall design, develop, and implement the use of syllabi for all orientation modules (OARR 101-New Student Orientation, OARR 102-Extended Orientation 1, and OARR 103-Extended Orientation 2) including appropriate instructional materials and assessment instruments.	**Reporting Period:** 2014-2015 **Target Met:** Yes OARR has implemented the use of a syllabus for its New Student Orientation that it designed and developed in AY 2013-2014. Additionally, it has also developed syllabi for its OARR 102 and 103 modules (see AY 2013-2014), and will use them as it facilitate extended orientations for students. A sample of 114 students were submitted to pre- and post tests during the 2014 orientation using a 15-question instrument. Result of the pre-test showed that 73.7% of the students scored => the median score, while 26.3% scored below the median. Moreover, result of the post-test	**Improvement:** OARR shall work with the apt unit under the department of enrollment management and student services especially in securing schedule for its extended orientations for students. Additionally, it shall also further improve the construction of its assessment questionnaires. (09/15/2015)

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	Target: A statistically significant (positive) difference between the scores in the pre- and post tests administered.	showed that 93.0% of the students scored => than the median, and only 7% scored below the median. (07/24/2015)	
	Descriptive Statistics - AU shall collaborate with the division of student life to have the schedule of the extended orientations published on the online calendar of student activities. **Target:** Schedule of extended orientations published on the online calendar of student activities.	**Reporting Period:** 2014-2015 **Target Met:** Yes AU collaborated with the division of student life, and the counseling services, especially in scheduling regular orientation sessions for incoming new students including transfer and returning students. Additionally, AU also collaborated with program faculty to facilitating workshops or sessions. For example, March 18, 2015, workshop on "A quick guide to using myShark for students in the Micronesian Studies Program" per request by the faculty members of the Micronesian Studies and Trial Counselors program. (07/24/2015) **Related Documents:** Presentation-myShark-3-18-2015.pdf	**Improvement:** Continue to collaborate with other administrative units and academic divisions to facilitating extended orientation sessions for students. (08/15/2015)
	Descriptive Statistics - AU shall continue to publish OARR Student's Guide expanded to include contents beyond policies and procedures that relate to registration, academic standards, and education records. Contents shall also include updates, such as enrollment trends, persistence and retention, graduation, student success stories, and announcements. Frequency of publication issue from annually to once every semester. **Target:** An issue of the OARR Student's Guide published once every semester available to students in e-format.	**Reporting Period:** 2014-2015 **Target Met:** Yes AU continues to publish OARR Student's Guide aimed at providing resource information for students especially in terms of AU's routine processes and procedures, e.g., registration procedures, adding and dropping courses, withdrawing courses, and others. The Guide is basically available online in downloadable portable document format (pdf), e.g., OARR Student's Guide 2015, http://www.comfsm.fm/publications/handbook/Student-Guide-2014; and OARR Student's Guide 2015, http://www.comfsm.fm/publications/handbook/Student-Guide-2015.pdf. The Guide is also available in paper-format distributed to participants (students) during the new student orientations. (07/29/2015) **Related Documents:** OARR Student's Guide 2015 OARR Student's Guide 2014	**Improvement:** Contents shall also include updates, such as enrollment trends, persistence and retention, graduation, student success stories, and announcements. Frequency of publication issue from annually to once every semester. (08/05/2015)
	Descriptive Statistics - AU shall continue to provide in-house training for its staff to ensure their	**Reporting Period:** 2014-2015 **Target Met:** Yes The director of OARR continues to provide technical	**Improvement:** Continue to provide trainings to OARR staff at

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	continued proficiency and adeptness of routine office operations, relevant policies and procedures, best practices, techno-literacy, and others. As such, further improving quality of services as well as patron's access to these services. **Target:** 88% positive rating in satisfaction survey	support and assistance to staff (in lieu of organizing formal trainings) on routine office processes and procedures, most especially, the student information systems (SIS). Requests for technical support, assistance and guidance are basically conveyed to the director of OARR by staff at each campus location via emails, or call via VOIP. (07/22/2015)	each campus location on unit's routine processes and procedures, the student information systems, and others. (07/29/2015)
2014-2015 OARR Outcome 1 - Students will demonstrate the ability to successfully complete the registration process through one of the available methods as evidenced by enrollment in courses. **AUO Status:** Inactive **PSLO Assessment Cycle:** 2014 - 2015	**Descriptive Statistics -** Design, develop, and schedule training for students in accessing and using the MyShark Student Portal. The training shall provides detailed overview on how to navigate the MyShark Student Portal. **Target:** A training (OARR 104- Overview on how to navigate the MyShark Student Portal) once every semester.	**Reporting Period:** 2014-2015 **Target Met:** Yes AU collaborated with the division of student life, and the counseling services, especially in scheduling regular orientation sessions for incoming new students including transfer and returning students. Additionally, AU also collaborated with program faculty to facilitating workshops or sessions. For example, March 18, 2015, workshop on "A quick guide to using myShark for students in the Micronesian Studies Program" per request by the faculty members of the Micronesian Studies and Trial Counselors program. (07/28/2015)	**Improvement:** Continue to collaborate with other units (academic and non-academic units) to facilitating workshops or sessions aimed at providing students adeptness in effectively using myShark. (07/28/2015)
	Descriptive Statistics - Provide training to students on the available methods of the registration process, e.g., online registration including add/dropping courses online, face-to-face (or traditional registration), and mix online and face-to-face registration. **Target:** 100% of students (registrants) successfully complete the registration process.	**Reporting Period:** 2014-2015 **Target Met:** Yes OARR facilitated training for new, transfer and returning students on available methods (or modes) of the registration process as imbedded in its orientation module. For example, in a survey conducted to a sample of 266 students, 89.82% expressed that they "I understood and am now aware of all procedures from registration through graduation requirements and all other procedures that were presented," while only 7.52% and 2.65% signified neutrality and disagreement, respectively. On the other hand, to measure the perceived satisfaction of students about the registration (or specific to areas that relate to OARR), a survey was administered to a sample of 110 students during summer 2015 registration, results showed:	**Improvement:** OARR shall continue providing students trainings on registration processes. (10/05/2015)

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		(a) 85% of the sample signified satisfaction about the hours set for registration (Q8), while 15% indicated neutrality, and none expressed dissatisfaction. (b) In terms of the forms used for registration (Q9), 90% of the sample expressed satisfaction with 8% and 2% signifying neutrality and dissatisfaction, respectively. (c) 83% of the sample signified satisfaction about the location used for the registration (Q10); while 14% and 3% expressed neutrality and dissatisfaction, respectively. One sample opted to skip responding to this question. (d) 82% of the sample signified satisfaction about the lay-out used for the registration (Q11); while 15% expressed neutrality, and only 3%, dissatisfied. Again one sample opted to skip responding to this question. (e) In terms of the helpfulness of OARR staff (Q12), 83% expressed satisfaction; while 12% and 5% indicated neutrality and dissatisfaction, respectively. Two samples did not respond to this question. (f) 82% of the sample expressed satisfaction about the time involved in completing registration process (Q13); while 16% signified neutrality, and 2%, dissatisfied. One sample did not respond to this question. (g) 86% of the sample signified that overall, they are satisfied with the registration process (Q21). 12% expressed neutrality, and 2% indicated dissatisfaction. One sample opted to skip responding to this question. (08/11/2015)	
2014-2015 OARR Outcome 3 - 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,	**Descriptive Statistics -** Conduct (a) assessment to determine level of reader's (or user's) perceived friendliness of the AU's webpage; and (b) usability testing of AU's required forms.	**Reporting Period:** 2014-2015 **Target Met:** No OARR maintains a webpage in the college's website that provides its services, relevant policies, procedures and processes, and forms in downloadable portable document format (pdf). It also publishes yearly online versions of	**Improvement:** By December 2015, OARR will submit its webpage for usability testing (reader's friendliness) including its existing forms using a stratified sample of students, faculty and

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(b) academic records maintenance and transcript production, (c) enrollment and degree verifications, (d) degree audit including degree processing and releasing, (e) data requests, and (f) others **AUO Status:** Inactive **PSLO Assessment Cycle:** 2014 - 2015	**Target:** 85% positive ratings in the survey	Student's Guide available in the college's webpage on manual and handbooks. The guide provides information about the Family Educational Rights and Privacy Act (FERPA), the Statement of Equal Opportunity, academic regulations, and some procedures. In a survey conducted by IRPO to a sample of 266 students during the AY 2013-2014 Student Orientation, 91.48% of the sample signified agreement that they "understood and am aware of the Admission procedures that were provided" while only 7.08% and 0.44% expressed neutrality and disagreement, respectively. However, OARR has not submitted its webpage and forms used for usability testing to measure its reader's friendliness. (09/08/2015)	staff to ensure population representative and higher validity of the survey. Results of this survey will be used to further improve OARR's webpage and its routine forms. (10/05/2015)
	Descriptive Statistics - Develop written manuals for guidelines, processes and procedures that may serve as valuable reference or guide for AU staff, and essential to the consistent and efficient delivery of all services and operations. **Target:** Quick guides on AU's routine operations, guidelines, processes and procedures including required forms.	**Reporting Period:** 2014-2015 **Target Met:** Yes OARR published two guides during AY 2014-2015 that outline processes and procedures, as follows: 1. A quick guide to online submission of grades via myShark faculty portal. Published on July 19, 2015, the guide outlines the processes and/or procedures in terms of submitting mid-term and final grades through the "record grades" form in the myShark faculty portal. In summer 2015, OARR in collaboration with the department of instructional affairs and the IT division, pilot implemented the online submission of grades by faculty member. 2. A quick guide to using the SIS Students Module: Name and ID, identity search, person, and student forms. This guide provides OARR users (step 1 of the registration) reference to the appropriate way of using including the required standards for using the aforementioned forms in the SIS Students Module. Note that OARR also provided training and/or workshop on online, face-to-face, and mixed registration for faculty and students. The training was aimed at providing both faculty	**Improvement:** OARR shall continue designing quick guides for the other modules of the COM-FSM SIS; thence, compile these quick guides into just one manual. By May 2016, OARR will complete this manual for SIS-OARR users. OARR shall continue updating its forms. By May 2016, OARR will have completed updating all its forms and have them accessible online. OARR shall continue publishing its annual Student Guide providing basic guidelines and resource for students especially in terms of the office's routine processes and procedures, forms used including requirements and standards. (07/07/2015)

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		and students guides to the three registration modes. (07/20/2015) **Related Documents:** A Quick Guide to Online Submission of Grades A Quick Guide to Using the SIS Students Module Guide to registration for faculty and students	
	Descriptive Statistics - Implement a mechanism to further improve transcript productions reducing the turn-around date for processing and releasing transcripts from three working days to two working days. **Target:** 95% of all transcripts are processed and issued within two working days from receipt.	**Reporting Period:** 2014-2015 **Target Met:** Yes About 90% to 95% of the academic transcripts issued by OARR are generated from the COM-FSM Student Information System (SIS) with 5% to 10%, manually processed using a designed standard template in electronic spreadsheet. Academic transcripts that are manually processed include pre-SIS student records, e.g., the CCM and/or COM system, the nursing schools in Saipan and the Marshall Islands, quarter systems, and others. OARR has defined a process for transcript requests filed by students and/or former students at the state campuses especially in terms of transmitting them to OARR National Campus. Additionally, with the A/R module now built-in the COM-FSM SIS, staff have real-time access to the transcript hold due to outstanding financial obligations. The turn-around for processing academic transcript was then five work days; however, this was reduced to just three work days. Currently, OARR is working to further shortening the turn-around for the processing of academic transcripts from three work days to just two work days. A sample of transcript requests from September 1, 2015 to October 5, 2015 was used to measure the average turn-around in work days involved for processing academic transcripts. Results are as follows: (a) From September 1 to October 5, 2015, OARR-National Campus received, processed and issued 57 academic transcripts.	**Improvement:** While OARR was able to achieve (or exceeded) its target, i.e., 95% of all transcripts are processed and issued within two working days from receipt, as referenced to transcript requests sampled during the period beginning September 1 and ending, October 5, 2015, it shall continue to look into further shortening the turn-around time involved for processing and issuing academic transcripts that are manually processed. By January 2016, OARR will institute a process where turn-around time involved for manually processed transcript shall only be two work days. OARR will further improve its office log system for easy tracking of transcript requests received and posted. By March 2016, OARR will revise its Transcript Request Form to include other information essential to tracking students who transferred to other higher education institution including employment. (10/05/2015)

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		(b) Of the 57 academic transcripts, 49 (or 86%) were generated from the COM-FSM SIS, and 8 (or 14%) were processed manually using a standard template in electronic spreadsheet. (b) The minimum turn-around was one work days; while the maximum turn-around involved three work days to process and issue the academic transcripts. Mode was at one work day. (c) The average turn-around involved in processing the eight academic transcripts was 2-3 days. Minimum and maximum turn-around involved two and three days, respectively. Mode was at two days. (d) Overall, the average turn-around involved was only one work days. (10/05/2015)	
	Descriptive Statistics - AU shall continue to convert archived student records to a digital format to further improve security, alleviate impact on limited space, and allow on-demand access to records by designated staff. Additionally, it shall work with the college's IT division especially in the college's IT division especially in (a) securing a storage space from a secured server, and (b) training staff in-charge of digitizing archival documents on uploading files to a secured server. **Target:** 100% of archival records (academic dossiers of students who attended the Nursing School in Saipan and the Marshall Islands) are digitized.	**Reporting Period:** 2014-2015 **Target Met:** No In August 2014, OARR began digitizing archival education records of students with 177 digitized records completed to date out of the 1,500 more or less archival education records of students who attended the Nursing School in Saipan and the Marshall Islands (see COM system). Currently digitized records are in portable document format (pdf), and are saved in hard drive with a back-up in a portable drive securely kept by the in-charge of the office's archival records. Office is currently working with the college's IT division to securing a storage space from a secured server for these digitized records. (06/19/2015) **Related Documents:** Digitizing archival student records	**Improvement:** OARR to continue its efforts towards fully-digitizing all of its archival student education records especially during the COM system. By May 2016, OARR have all of these archival records fully-digitized, i.e., the Nursing School in Saipan and the Marshall Islands. By December 2015, OARR will have secured from the college's IT division a storage space from one of its secured server for these digitized archival student records, and staff-in-charge for its digitization program fully-trained to uploading files into this secured server. (08/14/2015)
	Descriptive Statistics - Collaborate with the college's department of instructional affairs to ensure timely	**Reporting Period:** 2014-2015 **Target Met:** Yes In Summer 2015, OARR pilot implemented the online	**Improvement:** The preferred method for submission of grades is through Record Grades via

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	submissions of mid-term and final grades, and implement mechanisms crucial to guaranteeing correctness and accuracy including timely posting of student grades. **Target:** 100% of mid-term and final grades are posted within one day from receipt.	submission of mid-term and final grades via the myShark faculty portal. OARR facilitated training and published a quick guide outlining the process for the online submission of grades by faculty. In her report under the President's July 22, 2015 update, VPIA stated "On July 14, 2015, the faculty successfully piloted the online submission of grades." (08/05/2015)	myShark. However, OARR will still accept paper grade rosters when necessary. Instructors who select submission of grades using paper grade rosters will have to secure the recommendations from their instructional coordinators (state campus). This will have to done at the beginning of each term, and a list will be provided to OARR at the end of the term's add/drop period. During the training on the online submission of grades, faculty members recommended that OARR also consider the route of granting them the access to online withdrawal of students in lieu of the current practice basically using paper-withdrawal forms. By January 2016, OARR will work with the IT division to further upgrading the SIS allowing faculty members to withdraw students online via their myShark portals in lieu of the current face-to-face process using paper-withdrawal forms. (09/08/2015)