

Assessment: Administrative Unit Four Column

C - administrative - VPSS Office

Mission Statement: The Department of Student Services' mission is to support student development by providing learner-centered programs and services that fulfill the diverse educational, recreational, social, and cultural needs of student population and the College's community.

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
<p>2015-2016 VPEMSS Outcome 1 - Student support services including recognized student clubs will demonstrate commitment and active engagement to fostering the culture of quality and continuous improvement</p> <p>AUO Status: Active</p> <p>PSLO Assessment Cycle: 2015 - 2016</p>	<p>Descriptive Statistics - Continue to facilitate in-house trainings for student support services supervisors and staff on assessment to ensure continuous effectiveness and efficiency in terms of assessing and evaluating quality of student support services and programs. Trainings shall focus on but by any means not limited to developing SMARTer student learning and process outcomes, assessment methodologies including applicable instruments, and using assessment results to inform programs/services improvement, resource allocation and reallocation.</p> <p>Target: At least one in-house workshop per semester.</p>	<p>Reporting Period: 2015 - 2016</p> <p>Target Met: Yes</p> <p>On May 13, 2016, the department of EMSS held its second summer summit with the theme "Putting student first." The summit's intended outcomes included: (a) department units' staffs to share and learn best practices from each other as they work as members of one team; (b) to foster and enhance a system thinking working environment in the department and among its units; (c) to complete assessment work in timely manner; and (d) to share same vision, mission, and clear understanding of the goal and outcomes of the department for the next school year.</p> <p>EMSS staff from the National Campus and CTEC-Pohnpei participated in this summit. Summits were also scheduled at each the state campuses that coincided with the VPEMSS and the director of FAO's site visits, e.g., June 15-16, 2016 for Chuuk Campus student support services staff; June 20-21, 2016, for Yap Campus and FSM FMI student support services staff.</p> <p>To assess the effectiveness of the 2016 Summer Summit, a survey was administered to non probability sample of 30 participants. Survey instrument used consisted of eight questions where respondents (participants) were asked to indicate their opinions via numbered scaled question</p>	<p>Improvement: Engage in a purposeful dialogue with the campus deans, the CTEC-Pohnpei director, the dean of assessments, and other units to revisiting how assessment and review of student support services is currently structured, and identify ways or approaches to further improve them. (08/12/2016)</p>

(5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; and 1=Strongly Disagree). Results of the survey are as follows:

1. Q1. The summit achieved its intended outcomes. A rating of 4.53
2. Q2. The summit helps to develop or enhance the sense of being a part of one team despite the department having many units and offices. A rating of 4.73
3. Q3. The session on sharing challenges, frustrations, weakness as well as strengths, joys, etc., helps me to understand how I can share with my colleagues effective strategies to improve our services. A rating of 4.73
4. Q4. The summit helps me to prepare to contribute to the development of the 2015-2016 Assessment Report and for 2016-2017 Assessment Plan (TracDat). A rating of 4.40
5. Q5. The summit helps to breakdown working barriers and help develop a sense of system thinking by enhancing the sense of awareness that despite being at different units within the department, we do need to work together to achieve our collective goals and outcomes. A rating of 4.67
6. Q6. The summit helps enhanced my understanding on how I can articulate my unit's goals and objectives, understand how my unit's objectives compliment and support other unit's and the EMSS's objectives, instructional programs' outcomes or even course level outcomes. A rating of 4.83
7. Q7. The summit helps to create working calendar for the department of EMSS that is aligned with the college's activity calendar. A rating of 4.33
8. Q8. I would recommend that a summer summit should be part of the department's annual professional development. A rating of 4.80

On July 19, 2016, EMSS conducted a meeting for all student support services directors and unit supervisors on assessment. During the meeting, the directors and unit supervisors shared their units' 2015-2016 assessments, collectively reviewed the 2015-2016 annual assessments, and conveyed recommendations and/or comments. (07/21/2016)

Related Documents:

[Department of Enrollment Mgt & Student Services.pdf](#)
[EMSS Summer 2016 Summit Survey-Results.pdf](#)

Descriptive Statistics - Continue to facilitate in-house training for student support services supervisors and staff on program review for student support services. Trainings shall focus on but by any means not limited to SWOC analysis, data-informed long- and short-term goal-setting, and others.
Target: At least one training for 2015-2016 academic year

Reporting Period: 2015 - 2016

Target Met: Yes

Department of EMSS provided an array of training sessions to student support services supervisors and staff on assessments and reviews of student support services, from scheduled department-level meetings, special meetings, and department's mini summits.

As a result, student support services units are able to effectively and efficiently conduct annual assessments and biennial reviews to: (a) evaluate quality of their services; (b) identify strengths and areas for improvement including what and how they can contribute to student learning and development; and (c) inform program enhancement. Additionally, student support services units now include the evaluation of student learning in their annual assessments in addition to assessing operational outputs and outcomes, i.e., each area has established student learning and operational outcomes that reflect the college's mission, and are aligned with appropriate ACCJC standards, Strategic Directions and Strategic Plan Goals 2013-2017, Integrated Educational Master Plan, and institutional student learning outcomes. Results of the annual assessment are used to inform yearly budget allocation and reallocation.

All annual assessments of student support services are documented in the college's TracDat. These reports are also available in the EMSS's wiki page. Program reviews completed by student support services units are also available in the EMSS's wiki page. (07/04/2016)

Related Documents:

[Student Support Services Program Review](#)
[Student Support Services Unit Assessment Reports](#)

Reporting Period: 2015 - 2016

Target Met: Yes

To foster a culture of evidence, the department engaged

Improvement: Continue to provide training sessions for student support services supervisors and staff on assessment and program review, the use of TracDat, and others. (08/05/2016)

Improvement: Continue to engage students via SBA and recognized student clubs in co-

recognized student clubs on leadership development, activity-based budget development, developing SMARTer outcomes, assessments, and others. As such, students demonstrate the ability to effectively conduct businesses of their clubs.

Target: At least two workshops or trainings per semester.

the Student Body Association (SBA) and recognized student clubs in assessments and assessment dialogue. As a result, SBA and recognized student clubs conduct assessments of their sponsored or hosted activities. Using of a standardized form, SBA and recognized student clubs write learning outcomes, create an assessment tool, collect and analyze data, and submit a brief report for each sponsored activity. These assessments are linked to foundations and skills for life-long learning, critical thinking, and problem solving ILOs.

Some examples of these assessments include are available in the student clubs assessment reports wiki page.

The department also conducted trainings geared at leadership development. For examples, July 27-29, 2015, peer coaches training for fall 2015; and June 24, 2016, peer coaches training for summer 2016; and July 27-29, 2016, peer coaches training for fall 2016. (08/08/2016)

Related Documents:

[Fall15_Peer_Coaches_Training.pdf](#)

[2015 Peer Coaches Training Syllabus.pdf](#)

[Samples-SBA and Club Assessment Reports](#)

and extra-curricular activities. Continue to provide or facilitate training for SBA and student club officers on outcome based assessments including assessment strategies and instrumentations, fiscal management, and others.

The role of the college's peer coaches (then, peer guides) have been very exclusive of the "new student orientation week" and in some cases, assisting in college tours and visits by participants from programs, such as Gear-Up, TSP, Upward Bound, and other visitors. As such, expand peer coach program with roles of peer coach volunteers extended beyond our "new student orientation week." (08/18/2016)

2015-2016 VPMESS Outcome 2 - Increase student course completion and retention by instituting an early response system for at-risk students, and strengthening academic advising for all students especially in assisting them in a pathway to graduation.

AUO Status: Active

PSLO Assessment Cycle: 2015 - 2016

Descriptive Statistics - Collaborate with the college's department of instructional affairs, the division of information technology, and other academic and nonacademic (or administrative) units especially in instituting a student alert response system as an early intervention tool for at-risk students.

Target: Student alert response system

Reporting Period: 2015 - 2016

Target Met: Yes

Collaboration with instructors has begun with e-mail referrals of students, and a panel discussion with instructors during the March 13, 2015, workshop for faculty addressing Student Success and "Just in Time Intervention." A channel through the instructors, counselors, and tutorial services is ongoing to further improve counseling and tutorial services. With this, the EMSS department's counseling and tutorial services continue to improve by instituting a just-in-time alert response system especially for at-risk students.

On August 14, 2015, counselors and Financial Aid Office (FAO) staff were invited by the college's department of instructional affairs to provide a presentation (information sharing and discussion) to the members of faculty about

Improvement: Department of EMSS to explore for an application software that will be ideal a tool to further strengthening advising for all students especially assisting them in a pathway to graduation. (08/15/2016)

available student support programs and services that compliment instruction.

On September 15, 2015, the EMSS department's counseling and tutorial services at the National Campus reported that:

"Eight tutors are currently working for the A+ Center to help students to successfully complete their courses. Subjects tutored include Math, English, Science, Accounting, Public Health courses, etc. The tutors are currently assisting instructors in various subject areas by attending their classes and assisting students in the classroom."

Counseling services further reported that ten instructors have one tutor attend their class(s) to provide tutorial services.

On August 1, 2016, VPEMSS in response to the dean of academic program's invitation, and request by faculty members, provided a workshop to faculty members on how to fully-utilize the myShark portal to effectively advise students with their program requirements and other things necessary for students to be successful.

As of report, department of EMSS is exploring for an application software that will be ideal a tool to further strengthening advising for all students especially assisting them in a pathway to graduation. (08/11/2016)

Related Documents:

[Faculty Meeting-August 14, 2015.pdf](#)
[President's Update.pdf](#)

Descriptive Statistics - Collaborate and coordinate with the college's department of instructional affairs primarily in designing, developing, and implementing a first-year experience seminar (or course).
Target: First-year experience seminar (or course)

Reporting Period: 2015 - 2016

Target Met: No

The college entered into a Memorandum of Understanding (MOU) with John N. Gardner Institute (JNGI) for Excellence in Undergraduate Education, a leader in higher education student success. Under the MOU, the college contracts JNGI's consultancy and professional services by employing three of its signature processes: (1) Foundations of

Improvement: Continue related works toward completing the strategic action plan addressing the college's student success study program. Collaborate and coordinate with the college's department of instructional affairs primarily in designing, developing,

Excellence-First Year; (2) Gateways to Completion; and (3) Retention Performance Management. Specifically, the Foundations of Excellence-First Year is aimed addressing the Student Success Study Program of the college by helping it creates and implements a student success plan for first-year students. This addresses its Student Success Study Program.

and implementing a first-year experience seminar (or course). (08/12/2016)

However, the start-up was delayed due to a delay in initial contract with JNGI, the partner institute, which occurred in November 11, 2015, rather than August 2015. Works related to developing and completing strategic action plan will commence after each Foundational Dimensions work groups completes its Dimensional reports. The strategic action plan shall inform the process of designing, developing, and implement a first-year experience seminar (or course) for the college.

Nonetheless and while related works to completing the strategic action plan are in progress, and in collaboration with JNGI, the department of EMSS continues to provide students with support programs and services, e.g., counseling and tutoring including mentoring services, an array of co- and extra-curricular activities, and others in its commitment to foster student success. (08/08/2016)

Related Documents:

[TAP Grant Second Progress Report-Narrative-submission.pdf](#)

[TAP grant first report.pdf](#)

Descriptive Statistics - Collaborate and coordinate with the John N. Gardner Institute for Excellence in Undergraduate Education (JNGI), and the student success committee, other administrative units, and the Foundations of Excellence (FoE) work group in creating and implementing a success plan for students during their first-year of

Reporting Period: 2015 - 2016

Target Met: No

See immediately preceding results. The start-up was delayed due to a delay in initial contract with JNGI, the partner institute, which occurred in November 11, 2015, rather than August 2015. Works related to developing and completing strategic action plan will commence after each Foundational Dimensions work groups completes its Dimensional reports. The strategic action plan shall inform the process of designing, developing, and implement a first-

Improvement: The department to continue working with JNGI, the Foundational Dimensions work groups, student success committee, and other units to completing and implementing a success plan for students during their first-year of college. (08/19/2016)

college (FoE self-study).

Target: Foundations of Excellence Self-Study

year experience seminar (or course) for the college.

(08/19/2016)

Descriptive Statistics - Collaborate and coordinate with the John N. Gardner Institute for Excellence in Undergraduate Education, the department of instructional affairs, applicable standing committees, and the college's Institutional Research and Planning Office (IRPO) in identifying at least three gateway courses that affect student persistence, retention, and progression towards graduation, and developing plans for transforming these gateway courses to improve course completion, retention, and graduation rates.

Target: At least three gateway courses identified and redesigned. Increase in the first-to-second term retention.

Reporting Period: 2015 - 2016

Target Met: Yes

The college entered into a Memorandum of Understanding (MOU) with John N. Gardner Institute (JNGI) for Excellence in Undergraduate Education, a leader in higher education student success. Under the MOU, the college contracts JNGI's consultancy and professional services by employing three of its signature processes. Specifically, the college will use JNGI's Gateways to Completion, process designed to create and implement an evidence-based plan for improving teaching, learning and success in historically high-failure rate courses, to address its pathway to graduation program by creating a plan to transform up to three gateway courses.

The Pathway to Graduation portion of the grant project is now underway. The start-up was delayed due to a delay in initial contract with JNGI, the partner institute, which occurred in November 11, 2015, rather than August 2015. Nonetheless, COM-FSM is working to get the project back on the original timeline.

The college tracked gateway courses (or gateway courses) that affect student progress. These courses are typically general education courses required for all degree students, and have been observed to have lower than average passing rates. As such, the college had completed inventory of its gateway (or gateway) courses.

Also included as gateway courses are three developmental courses that are required for developmental students to successfully pass prior to moving into college level courses. Thus, the college had identified nine gateway (or gateway) courses that include: EN 110 (Advanced Reading), EN 120A (Expository Writing I), EN 120B (Expository Writing II), MS 100 (College Algebra), MS 101 (Algebra and Trigonometry), SC 120 (Biology), ESL 089

Improvement: Continue to work with the G2C work group, and the JNGI in terms of developing plans for transforming these gateway courses to improve course completion, retention, and graduation rates. (08/19/2016)

(Reading V), ESL 099 (Writing V), and MS 099 (Intermediate Algebra).

However, under its MOU with JNGI, the college will select and redesign three gateway courses (or courses with higher enrollment courses across sections that tend to have high rates of D, F, W, and I grades). As such, while the college had identified nine gatekeeper (or gateway) courses, it selected three courses: EN 120A (Expository Writing I), MS 100 (College Algebra), and ESL 089 (Reading V), for the Gateways to Completion (G2C) course transformation process in partnership with JNGI.

On December 23, 2015, the TAP grant project manager teleconferenced with JNGI executive vice president and chief academic leadership and innovation officer, and G2C advisor, Dr. Louis Albert. The teleconference involved preliminary dialogue about the G2C partnership initiative, schedules of G2C meetings, e.g., January 8, 2016, meeting with JNGI executive vice president, G2C advisor, the college's vice president for instructional affairs, vice president for enrollment management and student services, and director of institutional research and planning, scheduled webinars, and others.

The college's G2C work group: the vice president for instructional affairs, the vice president for enrollment management and student services, the director of institutional research and planning, and four faculty members, will be participating in a series of G2C webinar hosted by JNGI as follows: Gateways to Completion Orientation on February 17, 2016; Completing the Gateway Course Inventory on February 18, 2016; and Administering the Student Learning Gain Survey on March 9, 2016. On April 1-6, 2016, three members of the steering committee attended the JNGI Annual Gateways to Completion (G2C) Conference, the Teaching and Learning Academy, the Community of Practice Meeting, and the Analytics Process Collaborative Workshop held in Atlanta, Georgia.

G2C was officially launched on April 20, 2016, through a meeting with participating faculty in all four states. The project was launched to the college community at the monthly “All Campus Meeting” on April 27, 2016.

(08/19/2016)

Related Documents:

[TAP Grant Second Progress Report-Narrative-submission.pdf](#)

Descriptive Statistics - Collaborate and coordinate with the John N. Gardner Institute for Excellence in Undergraduate Education, the department of instructional affairs, the recruitment, admissions, and retention committee, the student success committee, other student support services units, and the Institutional Research and Planning Office (IRPO) in creating a plan for second year students (retention performance management).

Target: Retention Performance Management Plan

Reporting Period: 2015 - 2016

Target Met: Yes

In progress. Under the MOU with JNGI, the college will begin in September 2016 the Retention Performance Management® process to create plan (Analyze and Plan) for second-year students that addresses its TAP grant project’s Retention Program. This plan will compliment and reinforce that generated by the FoE® first-year students (Student Success Study Program). (08/19/2016)

Improvement: Continue to collaborate and coordinate with the John N. Gardner Institute for Excellence in Undergraduate Education, the department of instructional affairs, the recruitment, admissions, and retention committee, the student success committee, other student support services units, and the Institutional Research and Planning Office (IRPO) in creating a plan for second year students (retention performance management). (08/19/2016)

2015-2016 VPMESS Outcome 3 -

Stabilize (or exceed) enrollment projections in head counts, registered credits, and full-time equivalent students.

AUO Status: Active

PSLO Assessment Cycle: 2015 - 2016

Descriptive Statistics - Create and implement a communication, recruitment, and marketing plan to increase visibility, awareness, and knowledge about the college, and opportunities available for students. Additionally, improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.

Target: Multi-modal enrollment, marketing and communication

Reporting Period: 2015 - 2016

Target Met: Yes

On February 17, 2015, the department of EMSS in collaboration with its consultant, Elia Sablan-Zebedy, Dean of Enrollment Services and Student Life, University of Maine at Fort Kent, and the RAR Committee developed and implement a communication, recruitment plan in order to: (a) increase visibility, awareness, and knowledge about the college, and opportunities available for students; (b) improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.

Improvement: Continue to work with the college’s RAR Committee, and the counseling services to revisiting, reviewing, and updating the plan to measure its effectiveness and efficiency in terms of (a) increasing visibility, awareness, and knowledge about the college, and opportunities available for students; and (b) improving execution of multi-modal enrollment, marketing, and communication services to increase touch points with

services

The initial implementation of this plan piloted the launching at each campus location of the first- ever college fair last March to April 2015. High school seniors and other students who placed into the college's programs via the COM-FSM Entrance Test (COMET), high school principals, counselors, and parents, were invited during the fair. As a result and For summer 2015, new students are at their highest level for the last five summer period. The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. On April 2016, the department also launched the second college fair at each campus location.

students, and use relationship cultivation and targeted approach. (08/02/2016)

The related document (see link) provides the schematic diagram of the department's communication, recruitment, and marketing plan. (06/22/2016)

Related Documents:

[timeplan-Enrollment Recruitment and Marketing.pdf](#)

Descriptive Statistics - Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration for prospective students and the general public, ads utilizing print and broadcast media, exposition, etc.

Target: Strategic marketing tools

Reporting Period: 2015 - 2016

Target Met: Yes

The department of EMSS in collaboration with the other departments at the college, e.g., instructional affairs, institutional effectiveness and quality assurance, administrative services, and cooperative research and extension, took the following initiatives to further strengthen recruitment efforts in its optimism to address enrollment challenges:

1. Using web and social media-based marketing. The college's Facebook page (social media) not only provides resource information about college's programs and activities, it also serves as a hub for the college on Facebook, i.e., promoting the college by raising awareness about the college, and a venue for communicating among students, former students/alumni.
2. Utilizing local broadcast media, e.g., radio and cable TV stations, to announce college's major activities especially for prospective students that include, but by any means not limited to, college fairs, early and regular registrations, etc.

Improvement: The department of EMSS to continue its collaboration with the other departments at the college especially in further strengthening recruitment and marketing initiatives. (08/02/2016)

3. Using general public ads, e.g., flyers and posters, banners, etc.
4. Launching of college fair at each of campus location.
5. Scheduling early registrations
6. Offering summer transition program, i.e., the college offered a special Summer 2016 session for incoming new, providing new freshman students a head start and get off to a strong start by enabling them to take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner.
7. Launching career exploration for prospective students. (08/01/2016)

Related Documents:

- [College Fair-News Feed](#)
- [College Fair-News Feed](#)
- [College Fair-News Feed](#)

Descriptive Statistics - Build strong ties with the local K12 schools in order to increase partnerships, activities, and events designed to retain students through graduation and better prepare them for postsecondary education. Continue to offer summer transition program for income new students and first-time in college freshman students, and promote the college's early and dual enrollment programs.

Target: Increase in the enrollment of first-time in college freshman students (or new students)

Reporting Period: 2015 - 2016

Target Met: Yes

On April 13, 2016, VP for Enrollment Management and Student Services (EMSS) invited for a meeting the acting director for Pohnpei State Department of Education, the principals (or their designees) of the various private and secondary schools in Pohnpei, and representatives from special programs working with the K12 system, e.g., TSP, Gear-Up, and Upward Board. The meeting was also attended by the college's VP for Instructional Affairs, the Dean of Academic Programs, and the CTEC-Pohnpei Director.

Improvement: The effort geared toward building strong ties with the local K12 schools in order to increase partnerships, activities, and events designed to retain students through graduation and better prepare them for postsecondary education should be expanded a practice to the state campuses. (07/18/2016)

The meeting is the initial effort of the department of EMSS geared at building strong ties with the local K12 schools in order to increase partnerships, activities, and events designed to retain students through graduation and better prepare them for postsecondary education. During the meeting college's representatives engaged into purposeful dialogue with the K12 schools' representatives especially in the areas of (a) the COM-FSM entrance test (COMET); (b) each high school's performance in the previous and most recent COMET; (b) the college fair; (c) the scheduling of

start date for the college's summer session to sync with the end date for secondary school calendar; (e) the college's degree and certificate programs, including ACE and developmental courses; and (e) the dual-enrollment program for high school students.

One of the results of the dialogue informed the offering of the special summer session for incoming new, and first-time in college students, scheduled on a different start-date than the courses offered for continuing and returning students during the college's regular summer session. Further, feedbacks from K12 school representatives including those from special programs working with K12 schools also informed changes to the organization of the college fair. (07/15/2016)

Reporting Period: 2015 - 2016

Target Met: Yes

On April 13, 2016, the department of EMSS in collaboration with the department of instructional affairs, invited the acting Pohnpei State DOE director, and principals and counselors from the various public and private secondary schools in Pohnpei, an initial steps to building ties with the K12 system. The meeting provided a forum for the college and the K12 school administrators to engage in a purposeful dialogue especially in areas of (08/30/2016)

2015-2016 VPEMSS Outcome 4 -
Increase student support services efficiency by improving, streamlining, and institutionalizing processes and services; increasing efficiency through cross-training, and utilizing available technology making routine processes less clerical and for disseminating information to students.
AUO Status: Active
PSLO Assessment Cycle: 2015 - 2016

Descriptive Statistics - Design, develop, and implement a manual for student support services' routine and operational procedures and processes as resource for all staff, and crucial to ensuring consistency in the delivery of (or administration of) student support services and programs.
Target: A manual for student support services' routine and operational procedures

Reporting Period: 2015 - 2016

Target Met: No

This is a work in progress. Designing, developing and implement a department-wide manual is crucial as it lays guidelines for all routine and operational processes and procedures. (08/19/2016)

Improvement: Continue works related to designing, developing and implement a department-wide manual that outlines all (or department-wide) routine and operational processes and procedures. (08/19/2016)

Descriptive Statistics - Continue to

Reporting Period: 2015 - 2016

Improvement: According to SEO

update web-based information to ensure accuracy, completeness, and currency of information as well as accessibility. Review all department's publications, e.g., brochures, flyers, newsletters, etc., to ensure completeness, accuracy, and currency of information and compliance with the college's publication standards.

Target: web-based information and other publications reviewed for completeness, accuracy, and currency of information.

Target Met: Yes

On January 11, 2016, the VP for Enrollment Management advised all student support services supervisors to work with the college's Information Technology personnel to ensure that all information pertaining to their office's webpage is updated and accurate by end of this week, January 15, 2016. As such, units have completed updating the information as published in their webpages.

Programs, brochures, posters, flyers and other publications are reviewed by the VPEMSS office pre- to release. Review includes, but by any means not limited to, conformity with the college's publication standards, accuracy and completeness of information, etc.

Department of EMSS updated its 2015 Student Handbook, and released the 2016 Student Handbook. Additionally, 2016 issue of the Financial Aid Handbook for Students is also available online, i.e., downloadable portable document format (pdf). The student life's webpage with sub-links to divisions under student life (sports and recreation, residence halls, and health services) also now include an online calendar of student activities either initiated by SBA and student clubs or by student support services units. (07/23/2016)

Related Documents:

[2016 Student Handbook](#)

[2016 Financial Aid Handbook](#)

[VPEMSS Webpage](#)

[OARR Webpage](#)

[FAO Webpage](#)

[CS Webpage](#)

[PCC Webpage](#)

[Student Life Webpage](#)

SiteCheckup (2016), "Your website is a living, breathing entity on the internet. Every update you make to your website once it is "live" on the internet plays a part in its interaction with visitors, customers, and the powerful search engines. However, a static website without updates of any kind may be viewed by search engines as a "dead" entity – with no life and nothing new to offer." As such, units should continually work with the college's IT Office to ensure that web-based information about their units are updated, current, accurate, and complete.

Department to continue the practice of reviewing all publication pre to release, with reviews referenced to the college's publication standards, the correctness and completeness of information. (08/02/2016)