

# Annual Assessments: VP for Enrollment Management & Student Services

2016-2020



## C - administrative - VPEMSS Office

**Mission Statement:** The mission of the department of Enrollment Management and Student Services 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><b>2016-2017 VPEMSS Outcome 1 -</b> Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students including average credit load.</p> <p><b>AUO Status:</b> Inactive</p> <p><b>AUO Assessment Cycle:</b> 2016 - 2017</p>	<p><b>Descriptive Statistics -</b> Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first time freshman, transfer, and traditional students.</p> <p><b>Target:</b> A marketing, recruitment and outreach program</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>Office of the VPEMSS continued to: (a) conduct high school visits during the months of March to April of each year as part of its main recruiting program; (b) organize college fairs at each campus location; and (d) in collaboration with other offices and/or departments at the college, organize other on-campus activities, such as trade exhibits, EducationUSA, college visits by external funded programs, e.g., ETSP, Upward Bound, and others.</p> <p>Enrollment data for AY 2015-2016 (or summer 2015, fall 2015, and spring 2016) showed that the college had registered: (a) 808 new students, and (b) 295 returning students. Enrollment data for AY 2016-2017 (or summer 2016, fall 2016, and spring 2017) showed that the college had registered: (a) 862 new students, and (b) 282 returning students.</p> <p>Comparing the AY 2015-2016 and AY 2016-2017 enrollment data on new and returning students, the college has seen an increase in the number of enrolled new students by 7%, but a decrease in the number of enrolled returning students by 5%. However, it should be noted that has been a</p>	<p><b>Improvement:</b> Continue to expand recruitment and marketing, including outreach programs especially targeting non-traditional and/or returning students.</p> <p>Conduct further outreach to high school principals and counselors on dual and early admissions, the K12 leadership on in-service training (continuing education) for teachers and non-teaching staff, and others. Note that meeting with principals and counselors from all private and public high schools in Pohnpei was organized by the VPEMSS on April 13, 2016; the same should also be replicated to the other States of the FSM.</p> <p>Continue to collaborate with the department for instructional</p>

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<p><b>Descriptive Statistics</b> - Increase visibility, awareness, and knowledge about the college, and opportunities available for students  <b>Target:</b> College fair, print and broadcast media ads about the college, and college brochure</p>		<p>decrease in the number of COMET takers from 2015 to 2017, e.g., in 2015 there were 1,456 students who took the COMET, in 2016, 1,438 (or a decrease by 1.24%), and in 2017, 1,308 (or a decrease of 9% if compared to 2016).</p> <p>For summer 2017, including the current fall 2017 semester, the college registered: (a) 736 new students, and (b) 189 returning students.</p> <p>The Office of the VPEMSS continues to use the communication, marketing and recruitment plan to guide enrollment management initiatives. (08/15/2017)</p> <p><b>Related Documents:</b>  <a href="#">Enrollment Data-New and Returning Students-Su2015-Fall2017.pdf</a>  <a href="#">timeplan-Enrollment Recruitment and Marketing.pdf</a></p> <p><b>Reporting Period:</b> 2016 - 2017  <b>Target Met:</b> Yes</p> <p>The Office of the VPEMSS continues to organize: (a) high school visits especially during the months of March through May of each calendar year, in collaboration with private and public high school administrators and principals; (b) college fairs at each campus location during the last quarter of spring; and (c) host college tours or visits through the offices of student life, and counseling services.</p> <p>The Office of the VPEMSS continues to utilize banners and streamers, brochures, including broadcast media to post announcements relating to major college's activities, such as early and regular registration, college fairs, etc.</p> <p>Most recently, the Office of the VPEMSS through the college's Office of the Registrar collaborates with the Information Technology Office's web master to utilizing a section in the local print media, i.e., The Kaselehlie Press, to announce college activities increasing the community's awareness and knowledge about the college. (07/28/2017)</p>	<p>affairs on courses' offerings and scheduling for incoming new students and returning students. (08/17/2017)</p> <p><b>Improvement:</b> Continue to provide or organize the current activities designed to enhance community awareness and knowledge about the college, e.g., college fairs, college visits, high school visits. Additionally, continue to utilize print and broadcast media, including streamers, banners, and brochures or flyers to marketing the college, building the college's image to the community. However, explore and use other media to build the college's image to the community, in addition to the ones currently utilized. The media include but by any means not limited to, social media, YouTube, and the like.</p> <p>Also organize community outreaches, such as meeting with</p>

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	<p><b>Descriptive Statistics</b> - Improve execution of multi-modal enrolment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach</p> <p><b>Target:</b> Multi-mode enrollment, marketing, and communication services</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>1. College Fairs The Office of the VPEMSS continues to organize college fairs at all campuses every spring semester (or months of March through May), specifically inviting high school seniors and other students who had been placed into the college's programs via the COMET, high school principals and counselors, and parents. Additionally, a \$10 admission fee waivers were also given to students who filed their application for admission for either summer or fall.</p> <p>2. Early Bird Registration The Office of the VPEMSS continues to offer early bird registrations for incoming new students, continuing students, and returning students during summer, fall and spring semester. For example, on May 19-22, 2015, an early bird summer 2015 registration was offered to new students. As a result, the college was able to register 278 new students during summer 2015, i.e., the highest level for the last five summer period (or an increase of 50.27%, if compared to the summer 2014 new student enrollment. As a result, the college has seen an increase in the average credit by 0.94% (summer 2016 vs. summer 2017), and 2.50% (fall 2016 vs. fall 2017).</p> <p>The Office of the College's Registrar, and counselors continues to touch points with students, especially on the admission application process and required documents, registration dates, and others.</p> <p>3. Courses with unique start and end dates for new students The Office of the VPEMSS continues to collaborate with the</p>	<p>parents and the community to provide information about the college, its curricular offerings and programs, student support services, facilities, and others. (08/14/2017)</p> <p><b>Improvement:</b> Further strengthen collaboration with the K12 leadership, including private and public secondary school principals and counselors especially in forging partnership to designing and offering college preparatory (or transition) program, the dual enrollment, and the like.</p> <p>Continue to collaborate with the college's Information Technology Office (ITO) for an SIS-driven pre-admission to admission application process. Additionally, upgrading the Student Information System (SIS) en-suite features allowing online payment of the registration fees especially with the increasing number of students who opt to register for classes online, and as informed by results of several registration surveys regarding online registration.</p> <p>Further assess the schedules for early and regular registrations, including the current processes or procedures, and explore the possibility of further streamlining the processes.</p>

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		<p>college's instructional affairs administrators, especially in offering: (a) courses during summer sessions, e.g., ESL, developmental math, ACE, and 100-level courses with start dates later than the regular summer courses to accommodate seniors whose graduation dates were after the regular summer courses start dates; and (b) courses scheduled in block sections allowing registration of new students by cohort.</p> <p>3. Courses with unique start and end dates for non-traditional students</p> <p>The Office of the VPEMSS continues to collaborate with the college's instructional affairs administrators, especially in offering courses during summer sessions and regular semester with schedules designed to accommodate part-time and non-traditional students, e.g., evening classes, or after 5:00 PM classes. As a result, the college has seen an increase of registered students during spring 2017 by 47.44%, if compared to spring 2016; and by 15.04% during fall 2017, if compared to the prior fall 2016 semester. (08/11/2017)</p>	<p>Additionally, conduct a data-informed assessment to determine whether or not to discontinue the "late registration" options for students, including evaluating the "adding and dropping" of classes as post-regular option to students, and its impacts to student academic success. (08/21/2017)</p>
<p><b>2016-2017 VPEMSS Outcome 2 -</b> Formalize a career counselling and job placement program <b>AUO Status:</b> Inactive <b>AUO Assessment Cycle:</b> 2016 - 2017</p>	<p><b>Descriptive Statistics -</b> Expand the roles and the services provided by counseling services to include job placement assistance or services. <b>Target:</b> Counseling services, and functions of counselors are expanded to include job placement assistance or services.</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Target Met:</b> No</p> <p>While the roles and services of the college's counseling services include career guidance and/or counseling, this may not entirely address job placement assistance or services. Nonetheless, the counselors continue to: (a) collaborate with external agencies especially during the launching of on-campus job fairs, and (b) provide or facilitate related workshops to students, such as but by no means limited to resume-writing, job interview, etc. (07/26/2017)</p> <p><b>Related Documents:</b> <a href="#">Counseling Services</a></p>	<p><b>Improvement:</b> Expand the roles and services provided by counseling services to include job placement assistance or services. This may include the designating one of the FTE counselors as in-charge of career and job placement, including transfer.</p> <p>Counselor in-charge of job placement shall serve as point-of-contact on career and job placement for students (graduates), and will collaborate with external entities, e.g., government offices, private institutions, and other</p>

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
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**Descriptive Statistics** - Develop and implement a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices.  
**Target:** At least two workshops per term on educational and occupational choices.

**Reporting Period:** 2016 - 2017  
**Target Met:** No  
 While Office of Counseling Services continues to provide transfer workshops including other related trainings, and the Office of the Director for Student Life coordinates EducationUSA activities in collaboration with the counselors, the work related to developing and implementing a comprehensive developmental program to assist students in career and occupational choices is still a work in progress.

This comprehensive developmental program will guide efforts, services, and activities relating to student career and occupational choices, and ensures that consistency in

organizations to maintaining a database of employment opportunities. Further, in-charge of job placement shall routine conduct assessment on employability of the college's graduates or alumni, job expectations of potential employees, including ratings, etc.

Replicate the career guidance and relating on-campus activities, e.g., job fairs, resume-writing, job interview tips, etc., as routine facilitated by counselors for students at the National Campus to the state campuses.

Counseling services to collaborate with the college's Office of the Registrar and the Information Technology Office (ITO) to developing a database for alumni, to include tracking information of alumni (transfer to HEIs, employment, etc). (08/09/2017)

**Improvement:** Develop and implement a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. (09/29/2017)

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p><b>Descriptive Statistics</b> - Continue to facilitate and/or provide activities designed to help students acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace, e.g., career day, job fair, and others</p> <p><b>Target:</b> At least two career-related workshops per term, e.g., career day, job fair, resume-writing, job interview, and others.</p>	<p>contents and delivery of services, activities, etc. (08/16/2017)</p> <p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>The college's Office of the Counseling Services continues to provide or facilitate activities designed to assist students in acquiring skills, knowledge, and experience crucial to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace. The activities include career week, job fair, and various workshops. For examples, workshops on resume-writing, April 13, 2016, and October 19, 2016. (08/24/2017)</p> <p><b>Related Documents:</b>  <a href="#">April 13, 2016 Resume-Writing Workshop</a>  <a href="#">October 19, 2016, Resume-Writing Workshop</a></p>	<p><b>Improvement:</b> The college's Office of the Counseling Services at the National Campus shall collaborate with the counselors at the Career and Technical Education Center (CTEC) in Pohnpei, and the student services coordinators to: (a) designing and developing modules for career or job fair, resume-writing, job interview and other related workshops to ensure consistency in content and delivery of the program (or workshops); and (b) replicate or offer these programs and workshops to students at each campus.</p> <p>Office of the Counselor Services shall conduct routine assessments, using appropriate evaluation methodologies, including instruments, to measure or determine the effectiveness of these programs and workshops as well as identifying areas to further improve the contents and delivery of these programs and services.</p> <p>Office of the Counseling Services shall further enhance collaboration with faculty members to ensure direct linkages of these programs and workshops to instructions (classroom setting). For example, resume-writing and/or job application letter-</p>

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	<p><b>Descriptive Statistics</b> - Provide comprehensive career development and transfer services to assist students in all phases of career decision making, planning and preparing, gaining experience and success outcomes.</p> <p><b>Target:</b> Career development and transfer services</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Target Met:</b> Yes</p> <p>The Office of the Counseling Services continue to facilitate or organize transfer workshops to students who are planning to transfer to four-year colleges or universities. For example, a transfer workshop last February 17, 2017.</p> <p>The college continue to maintains partnership with EducationUSA, as such forging network with colleges and universities in the US, and offering accurate, comprehensive, and current information about opportunities to study at accredited postsecondary institutions in the United States. Among the activities organized through the EducationUSA partnership is the transfer workshops, September September 21, 23, and 25, 2015, the EducationUSA college fair, etc.</p> <p>Nonetheless, most recent on-campus activities organized by EducationUSA and the college's counselors is the interactive Q&amp;A, November 18, 2016, where three college's alumni who earned their baccalaureate degrees in the US after completing their associate degree at the college served as panelist. (07/20/2017)</p> <p><b>Related Documents:</b></p>	<p>writing workshop to EN/BU 121 (or Business Communication); job interview skills to EN/CO 205 (or Speech Communication), and others.</p> <p>Office of the Counseling Services to explore other areas, as topics of the delivered workshops for students designed to prepare students for future employment, e.g., technical report writing, conducting surveys or assessments, computer or techno-literacy skills, etc. (08/28/2017)</p> <p><b>Improvement:</b> Continue to provide or organize transfer workshops to students. Counselors shall be collaborating with their counter-parts from other colleges and universities in the US to gather information relating to admission requirements and processes, curricular offerings and requirements, and other related information for more accurate information and ease in transferring to these higher education institutions.</p> <p>Replicate these workshops to the state campuses.</p> <p>Continue to collaborate with EducationUSA especially in organizing transfer workshops, further enhancing network with US accredited higher education</p>

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[EducationUSA Interactive Q&A](#)

institutions, and EducationUSA partners, and others. (07/24/2017)

**2016-2017 VPEMSS Outcome 3 -**  
Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered to be at-risk of academic failure or attrition.  
**AUO Status:** Inactive  
**AUO Assessment Cycle:** 2016 - 2017

**Descriptive Statistics -** Implement (or use) technology to enhance college-wide capacity to efficiently track and outreach to students, enhance the timeliness of advising, and integrate academic advising and learning and student support services.  
**Target:** An integrated application that serves as a tool to support and enhance college-wide capacity to efficiently track and outreach to students, the timeliness of advising, and integration of academic and student support services.

**Reporting Period:** 2016 - 2017  
**Target Met:** Yes  
On June 22, 2017, the college entered into an agreement with Nuro Retention (or formerly Copley Square). A student success software, the Nuro Retention solution works to network the college's institutional data and inform stakeholder (administrators, faculty or academic advisors, student support services staff, and others) strategies to provide the most positive impact on student outcomes.

The Office of the VPEMSS is currently collaborating with the Information Technology Office (ITO) to launch Nuro Retention, as a student success software, early spring 2018, with full-implementation linking the system into the college's learning management system (LMS, e.g., schoology) in fall 2018. At its initial implementation, the Nuro Retention basically uses data from the college's Student Information System (SIS). Nuro Retention best works if it is linked to an LMS and other data, beyond the SIS. (08/14/2017)

**Related Documents:**  
[Schematics-Nuro Retention.pdf](#)  
[Nuro-Contract.pdf](#)

**Improvement:** The Office of the VPEMSS is currently collaborating with the Information Technology Office (ITO) to launch Nuro Retention, as a student success software, early spring 2018, with full-implementation linking the system into the college's learning management system (LMS, e.g., schoology) in fall 2018. (08/17/2017)

**Descriptive Statistics -** Explore and implement the use of an assessment tool to obtain a holistic view of factors that affect student success allowing better selection and placement of new students.  
**Target:** An assessment tool, e.g., SuccessNavigator.

**Reporting Period:** 2016 - 2017  
**Target Met:** Yes  
The Office of the VPEMSS collaborated with the VP for Instructional Affairs in piloting SuccessNavigator to 170 new freshman student at the National and CTEC-Pohnpei, fall 2017 semester, last August 4 and 7, 2017. The SuccessNavigator assessment is a cost-effective way for colleges to improve their first-year retention rates and directly reach students whose personal challenges go unreported in standardized academic tests. Specifically, it is designed to help the college in identifying at-risk students, improve retention and graduation rates, and provide a

**Improvement:** Expand the use of the SuccessNavigator making it mandatory or compulsory for all new students (or first-time-in college new students) during summer session, and fall, and when applicable, spring semester.  
  
Train other student support services staff relating to SuccessNavigator, from the administration of the assessment



<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
<p><b>Descriptive Statistics</b> - Strengthen collaboration and coordination between academic, learning support, and student support staff to ensure availability of resources including access to services to support at-risk students.</p> <p><b>Target:</b> An integrated curricular, co- and extra-curricular activities.</p>		<p>holistic view of incoming students' strength and vulnerabilities.</p> <p>SuccessNavigator assesses students in four areas: academic skills (meeting class expectations and organization), commitment (commitment to college goals and institutional commitment), self- management (sensitivity to stress, test anxiety, and academic self-efficacy), and social support (institutional support, barriers to success, and connectedness).</p> <p>The Offices of the VP EMSS and the VPIA plan to expand the administration of the SuccessNavigator to all new students in fall 2018. (08/21/2017)</p> <p><b>Reporting Period:</b> 2016 - 2017  <b>Target Met:</b> Yes  Student engagement, including extra-curricular activities, has a positive impact on student academic performance. The EMSS student life continues to collaborate with instructional affairs, including administrative services, to ensure availability of resources including access to services to support student success through extra- and co-curricular activities.</p> <p>In fall 2016, there were 23 registered student clubs and organizations at the National Campus -- and most recently, two academic clubs registered with the Office of Student Life, i.e., Music Clubs, and the Global Women Reading Book Clubs. (08/21/2017)</p> <p><b>Related Documents:</b>  <a href="#">Clubs (Registered Fall 2016).pdf</a></p>	<p>to using it to drive just-in-time intervention and appropriate support for at-risk students.</p> <p>Explore the feasibility of introducing SuccessNavigator to 10th and 11th graders, to correspond or complement plans to administer the COM-FSM entrance test (COMET) to 10th graders, developing a college transition program at the high level in collaboration with the K12 leadership, and implement the college's dual enrollment for high school students. (08/22/2017)</p> <p><b>Improvement:</b> While the college has seen a significant increase in the number of student clubs registered with the Office of Student Life, and increase in the number of co- and extra-curricular activities designed to facilitate out-of-classroom experience to students, and enhance engagement which will positively impact their academic performance, this may not be true at the state campuses.</p> <p>As such, Office of the Student Life will work with the student services coordinators and counselors at the state campuses, including Student Body Association officers, to encourage students at the state campuses to form clubs, and facilitate or</p>

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organize co- and extra-curricular activities in collaboration with instructional affairs and administrative support services. (08/22/2017)

**2017-2018 VPEMSS Outcome 1 -** Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load.  
**AUO Status:** Active  
**AUO Assessment Cycle:** 2017 - 2018

**Descriptive Statistics -** Continue to expand recruitment and marketing outreaches, especially targeting non-traditional and returning students.  
**Target:** A 10% increase in the enrollment of returning students, spring 2017 vs spring 2018, and fall 2017 vs fall 2018

**Reporting Period:** 2017 - 2018  
**Target Met:** No  
 If compared to spring 2017 head count enrollment, the college's spring 2018 head count enrollment decreased by 2.69% or 47 head counts.

Spring 2017 vs. Spring 2018 enrollment, returning (RE) students

1. College registered 115 returning students (or 7% of 1,747 head counts) last spring 2017.
2. College registered 88 returning students (or 5% of 1,700 head counts) last spring 2018. As such, a decrease in the number of returning students by 25 head counts (or 24% decrease in head counts) compared to spring 2017.
3. Of the 115 returning students in spring 2017, 68% were registered part-time, and 32%, full-time time. However, of the 88 returning students in spring 2018, 57% were registered part-time, and 43%, full-time.
4. Average credits for returning students were 8 and 9 during spring 2017 and spring 2018, respectively.

If compared to fall 2018 head count enrollment, the college's fall 2018 head count enrollment decreased by 4.88% or 99 head counts.

Fall 2017 vs. Fall 2018 enrollment, returning (RE) students

1. College registered 130 returning students (or 6% of 2,027 head counts) last fall 2017.
2. College registered 106 returning students (or 5% of 1,928 head counts) last fall 2018. As such, a decrease in the number of returning students by 24 head counts (or 1.18% decrease in head counts) compared to fall 2017.
3. Of the 130 returning students in fall 2017, 44% were registered part-time, and 56%, full-time time. Of the 106

**Improvement:**

1. Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing, and returning students.
2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students.
3. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.
4. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence.
5. Further strengthen recruitment efforts through the development and implementation

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<p><b>Descriptive Statistics</b> - Conduct further outreach to high school principals and counselors on dual enrollment and early admissions, the K-12 leadership on in-service training (continuing education) for teachers and non-teaching staff, and others.  <b>Target:</b> A meeting with K-12 leadership, principals, and</p>		<p>returning students in fall 2018, 44% were registered part-time, and 56%, full-time.  4. Average credits for returning students were 11 and 10 during fall 2017 and fall 2018, respectively.</p> <p>The increase in the number of (or percentage of) returning students registered full-time (12 credits and above) during fall 2017 and fall 2018 may be attributed to the collaborative efforts (or intra- and inter-departments) at the college encouraging students to carry 15 credits during a regular semester to shorten time to graduation or program completion.</p> <p>This target, i.e., 10% increase in the enrollment of returning students, spring 2017 vs. spring 2018, and fall 2017 vs. fall 2018, was not met.  (08/27/2018)</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Target Met:</b> Yes  The department, in collaboration with the college's department for Instructional Affairs, conducted meetings with Chuuk State's Department of Education (DOE) and the administrators of Chuuk High School in conjunction with the proposed high school to college transition (preparatory) program.</p>	<p>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, and others.</p> <p>6. Build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education.</p> <p>7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs.  (09/10/2018)</p> <p><b>Improvement:</b> 1. Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing, and returning</p>

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	<p>counselors on dual enrollment, early admission, in-service training (continuing education), and others per state.</p>	<p>The proposed program includes: (a) allowing sophomores and juniors to take the COM-FSM Entrance Test (COMET) to determine their English and math placements; and (b) the college to collaboratively work with Chuuk State's DOE and Chuuk High School in designing and developing pre-college courses that will be offered at 12th grade, and students who successfully complete these required courses will be placed into the college's degree program without retaking the COMET.</p> <p>Also included in this collaborative initiative is promoting the college's dual enrollment and early admission programs.</p> <p>During the spring 2018 COMET administered last February to March 2018, 313 high school juniors and sophomores from Chuuk and Yap States took the test. Of these 313 students, 74 (or 24%) are placed into the college's degree program, and 24 (8%) and 102 (or 33%) are placed into Achieving College Excellence (ACE) and certificate programs, respectively.</p> <p>Meetings with K12 private and public schools in Pohnpei State were conducted, which informed the implementation of summer registration at the high schools. As a result, summer 2018 new student enrollment for National Campus and the Career &amp; Technical Education Center (CTEC) increased by 65% and 20%, respectively, if compared to the previous summer. (08/27/2018)</p>	<p>students.</p> <ol style="list-style-type: none"> <li>2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students.</li> <li>3. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.</li> <li>4. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence.</li> <li>5. 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, and others.</li> <li>6. Build strong ties (or relationships) with the local K12</li> </ol>

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**Descriptive Statistics** - Continue to collaborate with the department of instructional affairs on course offerings and scheduling for incoming new freshman and returning students.  
**Target:** 90% of NE students registered in fall 2018 are full-time, with a average of 15 credits; 60% of RE in fall 2018 are registered full-time.  
**Notes:** Fall 2017, 83% of the 470 NE students were registered full-time (average credit of 13); 56% of RE were registered full-time (average credit of 11).

**Reporting Period:** 2017 - 2018  
**Target Met:** No  
 The unit continue to collaborate with other departments at the college, e.g., instructional affairs, administrative services, and institutional effectiveness & quality assurance, in implementing initiatives relating to enrollment targets, such as averages of 12 and 5.5 credits during semesters and summer of FY 2018, respectively; and averages of 15 and 6 credits during semesters and summer of FY 2019, respectively.

College wide fall 2018 enrollment data for NE students  
 1. 85% full-time students, and 15% part-time students. If compared to fall 2017 enrollment figures, an increase of 2% in terms of full-time student enrollment and a decrease in the part-time student enrollment by 2%.  
 2. For full-time and part-time new students, the average credit is 13 credits.

However, fall 2018 enrollment data for NE students by campus are as follows:

1. National Campus: 98% of the NE students were registered full-time, and 2%, part-time. Average credit is

schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education.

7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs. (09/10/2018)

**Improvement:** 1. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence, develop and implement need-informed strategic scheduling of classes, and pathway courses. (09/10/2018)

- 14.
2. CTEC: 82% of the NE students were registered full-time, and only 18%, part-time. Average credit is 13.
3. Chuuk Campus: 84% of the NE students were registered full-time, and 16%, part-time. Average credit is 13.
4. Kosrae Campus: 78% of the NE students were registered full-time, and 22%, part-time. Average credit is 12.
5. Yap Campus: 71% of the NE students were registered full-time, and 29%, part-time. Average credit is 12.

College wide fall 2018 enrollment data for RE students

1. 59% full-time students, and 41% part-time students. If compared to fall 2017 enrollment figures, an increase of 3% in terms of full-time student enrollment and a decrease in the part-time student enrollment by 3%
2. For full-time and part-time RE students, the average credit is 10.

However, fall 2018 enrollment data for RE students by campus are as follows:

1. National Campus: 75% of the RE students were registered full-time, and only 15%, part-time. Average credit is 12.
2. CTEC: 44% of the RE students were registered full-time, and 56%, part-time. Average credit is 10.
3. Chuuk Campus: 50% of the RE students were registered full-time, and 50%, part-time. Average credit is 11.
4. Kosrae Campus: 31% of the RE students were registered full-time, and 69%, part-time. Average credit is 9.
5. Yap Campus: 45% of the RE students were registered full-time, and 55%, part-time. Average credit is 10.

It should also be noted that the college registered enrollment of 1,097 head counts with 6,553 registered credits (or equivalent to 1,092 full-time equivalent students) last summer 2018. If compared to its summer 2018 enrollment targets, these figures indicate that the college surpassed its headcount target by 8%, but achieved its credit target by only 84%.

If compared last summer 2017 enrollment, the college has seen an increase in the summer 2018 headcount and registered credits by 13% and 23%, respectively. College-wide new students headcount enrollment increased by 17%. College-wide continuing and returning students headcount enrollment increased by 8% and 12%, respectively. National and CTEC summer 2018 new students headcount enrollment increased by 65% and 20%, respectively.

The target, i.e., 90% of NE students are registered full-time with an average credit load of 15 credits, was not met. College-wide fall 2018 NE enrollment data show that 85% of the NE students were registered full-time, which is 5% below the target. Additionally, the fall 2018 average credit load for NE students is only 13 credits, which is below the target. However, the college has seen an increase by 2% in the NE students registered full-time, if compared to last fall 2017 (83% NE students registered full-time).

The target, i.e., 60% of the RE students registered full-time was not met. Fall 2018 RE enrollment data show only 59% of the RE students were registered full-time, which is 1% below the target. However, the college has seen an increase by 3% in the RE students registered full-time, if compared to last fall 2017 (56% NE students registered full-time). (08/27/2018)

**Descriptive Statistics** - Continue to provide or organize college fairs, high school visits, college visits; continue to utilize print and broadcast media, including use of banners, streamers, flyers, and brochures to market the college and build the college's image to the community; and explore and use the use of other media, such as social media, YouTube, etc.

**Target:** Social media, YouTube,

**Reporting Period:** 2017 - 2018

**Target Met:** Yes

The department for EMSS continue to host, facilitate, and organize college fairs, high school visits, and utilize print and broadcast media to market the college and its curricular offerings (or programs).

The department's Office of the Student Life maintains a FaceBook page, <https://www.facebook.com/COMStudents/>, to reach out to current and former students, alumni, and prospective students on activities and other relevant information,

**Improvement:** 1. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.

2. Further strengthen recruitment efforts through the development and implementation

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p>brochures and/or flyers, news article in The Kaselehlie Press, improved EMSS webpages</p>	<p>college.</p> <p>The department continues to publish brochures, flyers, handbooks, and other similar types of publications either in paper and electronic format, to market the college and its programs/services, including activities and other relevant information, updates, and events about the college.</p> <p>The department continues to collaborate with the college's Information Technology Office especially for technical assistance or technology support to ensure the completeness and accuracy, including currency or relevance of web-based information available on the department's webpage, <a href="http://www.comfsm.fm/?q=vpss">http://www.comfsm.fm/?q=vpss</a>.</p> <p>In the 2018.3 registration survey conducted, 65% of the respondents indicated that they have known about the college's registration schedule and others from the Internet or social media (COM-FSM news feed, tweeter, and FaceBook), 16% from billboards, flyers, and the like, and 2% from the radio (broadcast media). (08/27/2018)</p> <p><b>Related Documents:</b>  <a href="#">Student Registration Survey</a></p>	<p>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, and others.</p> <p>3. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs. (09/10/2018)</p>
<p><b>2017-2018 VPEMSS Outcome 2 -</b> Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.  <b>AUO Status:</b> Active  <b>AUO Assessment Cycle:</b> 2017 - 2018</p>	<p><b>Descriptive Statistics -</b> Further strengthen collaboration with the K-12 leadership, including private and public high school principals and counselors especially in forging partnership to designing and offering college preparatory (or college transition) program, the dual enrollment, and the like.  <b>Target:</b> Pilot the administration of the COMET to K10 students.</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Target Met:</b> Yes  The department, in collaboration with the college's department for Instructional Affairs, conducted meetings with Chuuk State's Department of Education (DOE) and the administrators of Chuuk High School in conjunction with the proposed high school to college transition (preparatory) program.</p> <p>The proposed program includes: (a) allowing sophomores and juniors to take the COM-FSM Entrance Test (COMET) to determine their English and math placements; and (b) the college to collaboratively work with Chuuk State's DOE and Chuuk High School in designing and developing pre-college courses that will be offered at 12th grade, and students</p>	<p><b>Improvement:</b> 1. Continued to build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education.</p> <p>2. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-</p>



Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	<p><b>Descriptive Statistics</b> - Continue to collaborate with the college's ITO for an SIS-driven pre-admission to admission process. Additionally, the upgrading of the SIS en-suite feature allowing online payment of the registration fees.</p> <p><b>Target:</b> Automate pre-admission to admission process using SIS; online payment of the registration fee.</p>	<p>who successfully complete these required courses will be placed into the college's degree program without retaking the COMET.</p> <p>Also included in this collaborative initiative is promoting the college's dual enrollment and early admission programs.</p> <p>During the spring 2018 COMET administered last February to March 2018, 313 high school juniors and sophomores from Chuuk and Yap States took the test. Of these 313 students, 74 (or 24%) are placed into the college's degree program, and 24 (8%) and 102 (or 33%) are placed into Achieving College Excellence (ACE) and certificate programs, respectively. (08/27/2018)</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Target Met:</b> No</p> <p>This is still a work in progress. The college through its Information Technology Office (ITO) has contracted the Student Information System (SIS) developer to include a module in the database system allowing an SIS-driven pre-admission to admission process, including out ensuite features, such as but by any means not limited to on-line payment. (08/27/2018)</p>	<p>time in college freshman students, and promote the college's early and dual enrollment programs.</p> <p>3. In collaboration with the State DOEs and K12 schools, develop and implement a college-readiness program.</p> <p>4. Expand the "bringing the registrations to the high school" as a college-wide practice. (09/10/2018)</p>
	<p><b>Descriptive Statistics</b> - Further assess the schedules for early and regular registrations, including current processes or procedures, and explore the possibility of streamlining processes and procedures.</p> <p><b>Target:</b> Streamline the pre-admission, admission, and registration processes.</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Target Met:</b> Yes</p> <p>As mentioned the other section of this annual assessment, the department continues to work with the K12 private and public schools, specifically involving them in college's organized activities, such as college fairs, college visits, and most importantly admission to matriculation, including developing and implementing schedules for these activities that are congruent with their school calendars.</p> <p>During summer 2018, on-site registrations were organized at selected private and public high schools in Pohnpei State, as a pilot target recruitment initiative. This initiative resulted to the college capturing a significant number of new students during summer 2018. For Pohnpei State,</p>	

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	<p><b>Descriptive Statistics</b> - Conduct a data-informed assessment to determine whether or not to discontinue the late registration options for students, including the evaluation of the current "add and drop" option -- and its impacts to student academic success.  <b>Target:</b> An assessment on the late registration, add and drop options and their impacts to student academic success.</p>	<p>National and CTEC summer 2018 new students headcount enrollment increased by 65% and 20% if compared to the previous summer.</p> <p>College wide and If compared last summer 2017 enrollment, the college has seen an increase in the summer 2018 headcount and registered credits by 13% and 23%, respectively. College-wide new students headcount enrollment increased by 17%. College-wide continuing and returning students headcount enrollment increased by 8% and 12%, respectively. (08/27/2018)</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Target Met:</b> Yes  While, there has been no in-house study (using in-house data) conducted during the 2017-2018 assessment cycle to determine the impacts of "later registration" including the option to modify registration post first day of instruction on satisfactory academic progress of students, various researches indicate that late registration policy and practices have adverse impacts on student success.</p> <p>In his article entitled "Late registration: Continued impact on student success" published in the Community College Journal of Research and Practice (Vol. 8, Issue 4, 2014) K.N. Shriner cited the case student made by Smith, Street, and Olivarez (2002 Smith , A. B. , Street , M. A. , &amp; Olivarez , A. ( 2002 ). The case study discussed the impact of a late registration policy on students at a community college in Texas. Their study revealed that the policy was detrimental to student success and should be discontinued. The results the case study reflect that students who register on or after the first day of class are not as successful academically when compared to students who registered early. (08/27/2018)</p> <p><b>Related Documents:</b>  <a href="#">Late Registration and Student Academic Success</a></p>	
<p><b>2017-2018 VPEMSS Outcome 3 -</b>  Formalize a career counseling and job</p>	<p><b>Descriptive Statistics</b> - Expand the roles and services provided by the</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Target Met:</b> Yes</p>	<p><b>Improvement:</b> 1. Continue to develop and implement a</p>

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
<p>placement program  <b>AUO Status:</b> Active  <b>AUO Assessment Cycle:</b> 2017 - 2018</p>	<p>counseling services to include job placement assistance and services.  <b>Target:</b> An FTE counselor as in-charge of career and job placement.</p>	<p>Career counseling had been included as one of the general services that EMSS Counseling Office provides. Additionally, counselors continue to facilitate, host, and organize workshops and/or sessions on career and job placement, resume writing, job interview, job fairs, and others.</p> <p>Counselors also provide one-on-one personalized career counseling to students.</p> <p>For example, on October 16, 2017, counselors at the National Campus conducted a resume-writing workshop, and on October 20, 2017, a job fair inviting external stakeholders, such as Pohnpei State DOE, Pohnpei State Hospital, FSM Department of Justice, Bank of the FSM, Micronesian Red Cross Society, United Airlines, and others. (08/27/2018)</p> <p><b>Related Documents:</b>  <a href="#">EMSS Counseling Services Web Page</a>  <a href="#">Resume Writing and Job Placement</a></p>	<p>comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices.</p> <p>2. Continue to facilitate and/or provide activities designed to help students acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace, e.g., career day, job fair, and others.</p> <p>3. Provide comprehensive career development and transfer services to assist students in all phases of career decision-making, planning and preparing, gaining experience and success outcomes. (09/10/2018)</p>
<p><b>2018-2019 VPEMSS Outcome 1 -</b> Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit loads.  <b>AUO Status:</b> Active  <b>AUO Assessment Cycle:</b> 2018 - 2019</p>	<p><b>Descriptive Statistics -</b> Create, improve, and implement a coordinated marketing, recruitment, and outreach program to stabilize (or increase) enrollment of targeted priority groups, e.g., traditional first-time freshman, transfer, continuing, and returning students.  <b>Target:</b> 5% increase in the enrollment of first-time freshman students (fall 2018 vs. fall 2019), and 3% increase in the enrollment of returning students (fall 2018 vs. fall 2019). 5% increase in fall to spring retention (persistence) rate for</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Target Met:</b> No  A. New Student Enrollment  Vis-à-vis fall 2018 new student enrollment of 424 head counts, the college had seen a decline in its new student enrollment in fall 2019 by 24% (or 103 head counts). This is attributed to the department's initiative geared at encouraging incoming new freshman (or first-time-in-college) students to early enroll in the summer session, in lieu of fall semester; as such, (a) providing them a head start and set off to a strong start; (b) enabling them to take developmental (or remedial) English and math courses; and (b) providing buffer credits that will help them up to reach graduation on timely manner.</p>	<p><b>Improvement:</b> 1. Enrollment process should involve departments from throughout the college working together to develop a new approach to identify, attract, recruit, retain and students. As such, EMSS to Continue to collaborate with other departments: instructional affairs, administrative services, and institutional effectiveness &amp; quality assurance.</p> <p>2. Target enrollment with follow</p>

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p>continuing students (fall 2017 to spring 2018 vs. fall 2018 to spring 2019).</p>	<p>Last summer 2019, the college enrolled 404 new students, which is about 29% higher than its summer 2018 new student enrollment in head counts.</p> <p>B. Returning Student Enrollment  Vis-à-vis fall 2018 new student enrollment of 106 head counts, the college had seen a decline in its returning student enrollment in fall 2019 by 19% (or 20 head counts).</p> <p>C. Fall to Spring Retention Rate (Fall 2017 to Spring 2018 vs. Fall 2018 to Spring 2019)  Fall 2017 to spring 2018 retention rate is 82%, while fall 2018 to spring 2019 retention rate is 83%; as such, an increase by only 1%. (08/23/2019)  <b>Improvement Plan:</b> See Column "Improvement"</p>	<p>through.</p> <p>3. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by any 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, and others.</p> <p>4. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; as such, promoting the college early and dual enrollment programs.</p> <p>5. Strengthen collaboration and coordination between academic, learning support, and student support units to ensure availability of resources, including access to just-in-time services to support at-</p>

*Administrative Unit  
Outcomes*

*Assessment Strategies*

*Results*

*Improvements*

**Descriptive Statistics** - Increase visibility, awareness, and knowledge of the college, and opportunities (e.g., curricular programs or offering, support services and facilities) available for students.

**Target:** A college fair during spring 2019, targeting traditional first-time freshman students; a short clips of video (college's programs, support services, and facilities); a scheduled outreach to K12 institutions; publications about the college via print and broadcast media, social media, and others.

**Reporting Period:** 2018 - 2019

**Target Met:** Yes

EMSS continues to implement a recruitment and enrollment plan, which it designed and developed in February 17, 2015, and pilot implemented in summer and fall 2015.

A. College fairs for summer and fall 2019 admissions To provide incoming students information relating to the college's curricular programs, admission & matriculation requirements, financial aid & available scholarship assistance, and other student support programs and services, EMSS organized college fairs at Chuuk Campus and Kosrae Campuses last April 22 and 26, 2019, respectively.

College Fairs for Yap Campus and FSM Fisheries & Maritime Institute (FSM FMI) were also scheduled on April 25-26, 2019, and on April 30, 2019 for National Campus and the Career & Technical Education Center (CTEC).

B. Short video clips

Some short video clips courtesy of the college's Information Technology Office (ITO), publication & graphics; and the Media & Instructional Technology Center (MITC) used during college recruitment activities.

1.

<https://www.youtube.com/watch?v=56CGZ3lqWjk&list=PLZ-UX9xQoMg6X8I99CSZj7caQ0nXAPhQa&index=9&t=44s>

2.

<https://www.youtube.com/watch?v=YcucjvqVYaY&list=PLZ-UX9xQoMg6X8I99CSZj7caQ0nXAPhQa&index=6>

3.

[https://www.youtube.com/watch?v=SotUe5P2n\\_g&list=PLZ-UX9xQoMg6X8I99CSZj7caQ0nXAPhQa&index=40](https://www.youtube.com/watch?v=SotUe5P2n_g&list=PLZ-UX9xQoMg6X8I99CSZj7caQ0nXAPhQa&index=40)

C. Outreach to K12 Institutions

Recruitment teams consisting of staff, faculty, and students conducted outreach to private and public high schools in

risk students. (08/26/2019)

**Improvement:** 1. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by any 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, and others.

2. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; as such, promoting the college early and dual enrollment programs.

3. In collaboration with the State DOEs and the K12 schools, develop and implement a college readiness program.

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
		<p>the FSM to provide senior students information about the college's curricular programs, admissions &amp; matriculation requirements, available student financial assistance &amp; scholarship, student support services, facilities &amp; others, from March 26 to April 12, 2019.</p> <p>D. Publications about the college via print and broadcast media, and social media</p> <p>1. Print media In collaboration with the college's ITO, publications &amp; graphics, information relating to the college, such as but by no means not limited to, curricular programs, schedules for early and regular registrations, and others, are published in the regular issues of the Kaselehlie Press (KP), e.g., July 22-August 4, 2019 issue.</p> <p>2. Broadcast media EMSS has been utilizing services of local AM/FM radio stations to announce college activities related to dates and venues for its entrance tests, college fairs, recruitments, admissions, registrations and others.</p> <p>3. Social Media EMSS Student Life (SL) maintains a Facebook page as one way to connect with students, former students, and alumni. Currently the page has 1,468 followers and 4.8 rating out of 5. The page is accessible via this URL: <a href="https://www.facebook.com/COMStudents/?__tn__=%2Cd%2CP-R&amp;eid=ARA0JgVEi_jWEFz8gguwNgOyBc_KzUG9sDbvLF5J4IZNm9r9JNE03UzuYlX4hFMGiwAsONYQH5Y2Pnz">https://www.facebook.com/COMStudents/?__tn__=%2Cd%2CP-R&amp;eid=ARA0JgVEi_jWEFz8gguwNgOyBc_KzUG9sDbvLF5J4IZNm9r9JNE03UzuYlX4hFMGiwAsONYQH5Y2Pnz</a></p> <p>4. Others EMSS also utilized other media to promote community awareness about the college, its programs and services, including schedules of its activities, e.g., college fairs, dates and venues for its entrance test, registrations, and others. These media include web-based via the college's shark</p> <p><b>Improvement Plan:</b> See column "Improvement"</p>	<p>4. Continue to administer the college's entrance test to high school juniors and seniors at public and public high schools in the FSM; administer special COM-FSM entrance test (COMET) to students, as needed and/or necessary. (08/02/2019)</p>

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	<p><b>Descriptive Statistics</b> - In collaboration with the college's Department for Instructional Affairs, continue to offer the summer transition program for incoming new and/or first-time in college freshman students.</p> <p><b>Target:</b> 60% of first-time in college freshman, degree-bound, students who are placed in development courses (ESL 089 or ESL 099) are registered during summer 2019 session.</p>	<p><b>Related Documents:</b>  <a href="#">Section of KP July 22-August 4, 2019 Issue-College Ads.pdf</a>  <a href="#">Short Video Clip 1</a>  <a href="#">Short Video Clip 2</a>  <a href="#">Short Video Clip 3</a></p> <p><b>Reporting Period:</b> 2018 - 2019  <b>Target Met:</b> Yes            226 (or 71.5%) of the 316 degree-bound students who were placed into ESL 089 (or Reading V) via the spring 2019 COM-FSM Entrance Test (COMET) for summer 2019 and fall 2019 admission registered in ESL 089 during summer 2019.</p> <p>Of the 226 students, only 22 (or 9.7%) did not successfully complete the course. (07/12/2019)  <b>Improvement Plan:</b> See Column "Improvement"</p>	<p><b>Improvement:</b> 1. Collaborate with the college's Instructional Affairs in developing and implementing an "early college" (or transition) program for high school students.</p> <p>2. In collaboration and coordination with instructional affairs and the learning support services, develop and implement a First-Year Experience (FYE) course or seminar designed to help first-year students make successful transition to college student life. (08/02/2019)</p>
	<p><b>Descriptive Statistics</b> - Promote the college's early and dual admission programs.</p> <p><b>Target:</b> An articulation agreement with and/or memorandum of understanding with a K12 institution on early or dual enrollment program.</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Target Met:</b> Yes            In collaboration with the college's Department for Instructional Affairs (IA), piloted dual enrollment at Chuuk High School last spring 2019. Five seniors from Chuuk High School are enrolled in two of the regular English courses.</p> <p>Board Policy No. 4001, outlines the college's guidelines and requirements relating to dual enrollment for high school students. (07/11/2019)  <b>Improvement Plan:</b> See Column "Improvement"</p>	<p><b>Improvement:</b> 1. Continue to promote the college's early and dual enrollment programs. (07/15/2019)</p>
<p><b>2018-2019 VPEMSS Outcome 2</b> - Continue to improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and</p>	<p><b>Descriptive Statistics</b> - Continue to build strong ties or relationships with the local K12 schools by increasing outreach activities, and other events designed to recruit and retain students through graduation,</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Target Met:</b> Yes            EMSS conducted outreach activities to private and public high schools in the FSM beginning March 26, 2019, to April 12, 2019. (07/17/2019)  <b>Improvement Plan:</b> See Column "Improvement"</p>	<p><b>Improvement:</b> 1. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new</p>

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
<p>targeted approach.  <b>AUO Status:</b> Active  <b>AUO Assessment Cycle:</b> 2018 - 2019</p>	<p>and better prepare them for postsecondary education.  <b>Target:</b> Outreach to all private and public K12 schools in the Federated States of Micronesia during spring 2019 term.</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Target Met:</b> No  While EMSS in collaboration with the some high schools in Pohnpei implemented "bringing the registrations to the high schools" in 2018, this was not extended to high school seniors who wanted to register for summer 2019. In lieu, the option was extended to admitted high school seniors during the April 30, 2019, college fairs at the National Campus in Palikir, Pohnpei. (07/15/2019)  <b>Improvement Plan:</b> See Column "Improvement"</p>	<p>students and first-time-in-college freshman students; In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; as such, promoting the college early and dual enrollment programs.</p> <p>2. In collaboration with the State DOEs and the K12 schools, develop and implement a college readiness program. (07/24/2019)</p> <p><b>Improvement:</b> 1. Expand the "bringing the registrations to high schools" as a college-wide practice.</p> <p>2. Schedule special registrations for incoming first-time-in-college students, including continuing, returning, and transfer students, (07/26/2019)</p>
	<p><b>Descriptive Statistics -</b> Expand the "bringing the registrations to the high schools" as a college-wide practice.  <b>Target:</b> Schedule and conduct registration for summer 2019 at the high schools.</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Target Met:</b> Yes  As cited in the preceding section of this assessment, dual enrollment was pilot implemented in spring 2019 at Chuuk High School as a collaborative college-readiness initiative of the departments of EMSS and IA, and in partnership with Chuuk High School and Chuuk State Department of Education. Five high school seniors who took the college's Entrance Test (or COMET) and were placed into degree-level, registered in two of the regular English courses. (07/12/2019)  <b>Improvement Plan:</b> See Column "Improvement"</p>	<p><b>Improvement:</b> 1. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; as such, promoting the college early and</p>



Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
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**Descriptive Statistics** - Continue to collaborate with the college's Information Technology Office (ITO) for a Student Information System (SIS) driven pre-admission to admission process. Additionally, the upgrading of the SIS en-suite features allowing online payment of the admission and registration fees.  
**Target:** Automate pre-admission to admission process using the SIS, and online payment of admission and registration fees.

**Reporting Period:** 2018 - 2019  
**Target Met:** No  
 While the college's had contracted its Student Information System (SIS) developer/consultant to design SIS-driven admission process, this component is yet to be completed. (09/11/2019)  
**Improvement Plan:** See Column "Improvement"

dual enrollment programs.

2. Expand the college's early and dual enrollment programs to other private and/or public K12 schools in the FSM. (07/29/2019)

**Improvement:** 1. Continue to work with the college's Information Technology Office (ITO) on the completion of and/or implementation of the upgrades to the Student Information System (SIS). (09/12/2019)

**2019-2020 VPEMSS Outcome 1** - Increase the success rate of first-year students (e.g., course completion, fall to spring persistence, end-of-term academic standing, etc.)  
**AUO Status:** Active  
**AUO Assessment Cycle:** 2019 - 2020

**Descriptive Statistics** - Implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or attrition.  
**Target:** A system in place that enhances college-wide capacity to: (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate advising, learning, and student support services.

**Reporting Period:** 2019 - 2020  
**Target Met:** Yes  
 In fall 2019, the college started using Dropout Detective, a student retention and success solution. An easy-to-use software solution that identifies at-risk students across all enrolled courses, the platform has been integrated directly with college's learning management system (Schoology).  
 Specifically, the platform provides the following:  
 (a) Identification of at-risk students across all enrolled courses  
 (b) Personalized dashboards so that school users can monitor their students.  
 (c) Student profile screen that gathers in one place all courses and grades for each student  
 (d) Graphical dashboard of these students presented from within Schoology: Administrator and instructor view  
 (e) Presentation of student contact options – texting,

**Improvement:** Two counselors had been trained on how to use Dropout Detective to (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate advising, learning, and student support services. (05/22/2020)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
	<p><b>Descriptive Statistics</b> - In collaboration and coordination with instructional affairs and the learning support services, develop and implement a First-Year Experience (FYE) course or seminar designed to help first-year students make successful transition to college student life.</p> <p><b>Target:</b> A First-Year Experience (FYE) course or seminar</p>	<p>Facebook and Twitter accounts are noted if the student enters this information in their profile page of the LMS</p> <p>(f) Optional distribution of automated email and text messages</p> <p>(g) An integrated Notes feature, so that communication with the students can be documented in one place</p> <p>(h) "Advisor Alerts" so that students can be manually flagged for at-risk behavior</p> <p>In addition, it pulls together the different reasons the student is at risk and makes it easy to quickly go through and look at what might be happening with this student and determine an intervention strategy. (05/21/2020)</p> <p><b>Improvement Plan:</b> While two counselors had been trained how to use the Dropout Detective, the department will continue to work with the college's Information Technology Office (ITO) to train all counselors and other essential student support services staff how to use this student retention and success solution to (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate advising, learning, and student support services.</p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Target Met:</b> No</p> <p>The college's FYE 101 course's outline was developed after a survey was sent to a stratified random sample of students and faculty. Ideas for the course were generated from the survey and then the learning outcomes designed. While a draft course outline for the First Year Experience (FYE) 101 course had been completed, it still requires some further review and modification taking reference of comments and feedbacks from the college's Curriculum Committee. (05/15/2020)</p> <p><b>Improvement Plan:</b> The department shall continue to collaborate with the college's department for instructional affairs to completing the design; thus, implementing the FYE 101 course.</p> <p><b>Related Documents:</b></p> <p><a href="#">Working ideas for the FYE 101 course</a></p> <p><a href="#">FYE 101 Draft Course Outline</a></p>	<p><b>Improvement:</b> The college completed the draft course outline for its First-Year Experience (FYE) 101 course. However, the draft course outline may need further review and comments especially from the college's Curriculum Committee prior to offering it.</p> <p>The department shall work with the college's department for instructional affairs to align student support services as the college delivers its FYE 101 course to all new students. (05/15/2020)</p>

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p><b>Descriptive Statistics</b> - Collaborate with the college's Instructional Affairs in developing and implementing an "early college" (or transition) program for high school students.</p> <p><b>Target:</b> Early college (or transition) program</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Target Met:</b> Yes</p> <p>The department collaborated with the college's department for instructional affairs to design, develop and implement a summer transition program for incoming first-time in college (FTC) new students, which includes but by any means not limited to modifying the college's summer academic calendars aligning them with the K12 school calendars allowing intake of incoming FTC students during summer sessions, offering more than adequate developmental courses in English and Math based on determined needs or demands, and others.</p> <p>The summer transition program was aimed at giving freshman students or FTC new students a head start and get off to a strong start. It will enable them take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner. Since then, the department continues to implement or offer the summer transition program for FTC new students.</p> <p>As a result and during summer 2015, new students are at their highest level for the last five summer period (2010 to 2014). The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. The department has assertively implement the college's summer transition program since it pilot implementation in summer 2015. During the summers of 2018 and 2019, the college registered 312 (or 12% higher than its summer 2015 new student enrollment) and 388 (or 20% higher than its summer 2018 new student enrollment) new students, respectively. However, under the current unprecedented health (COVID-19 crisis), with the college shifting the delivery of instruction from in-person to online, the college only registered 252 new students, which is 35% lower than its summer 2019 new student enrollment (05/28/2020)</p> <p><b>Improvement Plan:</b> The department shall continue to implement the college's summer transition program for</p>	<p><b>Improvement:</b> The college has a summer transition program for first-time in college new students, which it has implement since summer of 2015.</p> <p>Additionally, recognizing that new student orientation is a critical step toward promoting "student success," the college has expanded the orientation program by providing (a) regular orientation each fall, spring, and summer term. (05/28/2020)</p>

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
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first-time in college (FTC) new students. Additionally, the department shall design, develop, and implement an intrusive student support mechanism, providing an array of support services to FTC new students, including other students as well, which are fundamentally essential or critical to their success.

**Related Documents:**

[A Sample: New Student Orientation, Summer 2018](#)

**2019-2020 VPEMSS Outcome 2 -** Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time enrollment (FTE) students.  
**AUO Status:** Active  
**AUO Assessment Cycle:** 2019 - 2020

**Descriptive Statistics -** In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; as such, promoting the college early and dual enrollment programs.  
**Target:** Increase in the number of students enrolled during the summer, vis-a-vis prior summer session

**Reporting Period:** 2019 - 2020

**Target Met:** Yes

Summer transition program: First-time in college (FTC) new students  
 Recognizing the premise: summer school between high school and college is definitely the most important thing new freshman students can do to meet new people, to get ahead and to simply make the transition from high school to college much easier, the department collaborated with the college's department for instructional affairs (IA), the State DOEs, and K12 schools, to pilot the implementation of a "summer transition program" during the summer of 2015.

The program aimed at giving freshman students or FTC new students a head start and get off to a strong start. It will enable them take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner. Since then, the department continues to implement or offer the summer transition program for FTC new students.

As a result and during summer 2015, new students are at their highest level for the last five summer period (2010 to 2014). The college registered 278 new students during summer 2015 representing an increase of 93 (or 50.27%) new students over summer 2014. The department has assertively implement the college's summer transition program since it pilot implementation in summer 2015. During the summers of 2018 and 2019, the college registered 312 (or 12% higher than its summer 2015 new student enrollment) and 388 (or 20% higher than its

**Improvement:** The college has implemented a summer transition program since the summer of 2015, giving freshman students or first-time in college (FTC) new students a head start and get off to a strong start. It will enable them take development English and Math courses, a buffer of credit and helps set them up to reach graduation on timely manner. Since its implementation in summer 2015, the college has seen an increase in its new student enrollment during summer terms. (05/29/2020)

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
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summer 2018 new student enrollment) new students, respectively. However, under the current unprecedented health (COVID-19 crisis), with the college shifting the delivery of instruction from in-person to online, the college only registered 252 new students, which is 35% lower than its summer 2019 new student enrollment. (05/29/2020)

**Improvement Plan:** The department, in collaboration with the college's department for instructional affairs, the State DOEs, and K12 schools, shall continue to:

1. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or attrition;
2. Increase the success of first-year students course completion, fall-to-spring persistence, and fall-to-fall persistence rates;
3. Assess to further enhance the college's academic advising services.
4. Formalize a career counseling and job placement;
3. Continue to offer the summer transition program for incoming new students and first-time college freshmen, and promote the college's early and dual enrollment programs; and
5. Continue to develop and implement a college readiness program.

**Related Documents:**

[August 6-7, 2015, BOR Report: Summer 2015 enrollment](#)

**Reporting Period:** 2019 - 2020

**Target Met:** Yes

College readiness program: Dual enrollment for high school students

The college has a policy on "dual enrollment enrollment for high school students" (B.P. No. 4001), first approved by its Board of Regents (BOR) on December 5, 2006, and later reviewed and approved on March 24, 2016, which allows high school students to take classes at the college-and potentially earn college credit. However, the college was able to successfully pilot the implementation of its dual enrollment program for high school students (seniors)

**Descriptive Statistics - In** collaboration with the State DOEs and the K12 schools, develop and implement a college readiness program.

**Target:** College readiness program

**Improvement:** The college has piloted the implementation in spring 2019 of its college-readiness program thru its dual enrollment for high school students, allowing high school students to take classes at the college-and potentially earn college credit. However, while this is currently exclusive of high school seniors from Chuuk High

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
		<p>during the spring semester of 2019 to a cohort of seniors from Chuuk High School in Weno, Chuuk, Federated States of Micronesia (FSM), and not during the prior terms due to several challenges.</p> <p>Foremost of these challenges is on the tuition and other matriculation fees of students who will enroll under this program. On the average, about 90% to 95% of the incoming new students at the college rely on Pell Grant (Title IV) for financial assistance to cover their costs of attendance. This is primarily attributed to the increasing number of households in the FSM living on conditions of hardship and income poverty. To be eligible for Pell Grant (or Federal student aid under Title IV), a student must show that he or she is qualified to obtain a college or career school education by having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate. Students under the college's dual enrollment program are high school seniors. While meeting the specific admission criteria and requirements under this program, these students are yet to earn their high school diploma.</p> <p>The department collaborated and coordinated with college's department for instructional affairs, Chuuk State DOE, and Chuuk High School (CHS), to develop plan to pilot the dual enrollment program for qualified seniors at CHS. Under the plan:</p> <ul style="list-style-type: none"> <li>(a) Chuuk State DOE shall cover the tuition and fees of CHS seniors who will enroll in the college's dual enrollment program;</li> <li>(b) Chuuk State DOE and CHS will apply college credits earned by CHS seniors in the college's dual enrollment program to fulfill their high school requirements;</li> <li>(c) the college will administer the COM-FSM Entrance Test (COMET) to CHS sophomores in February 2018, to identify students who will be eligible to enroll in the college's dual enrollment program; and</li> <li>(d) CHS senior in the college's dual enrollment program will</li> </ul>	<p>School (CHS) resulting from an agreement and collaborative initiatives by and between the college, CHS, and Chuuk State's Department of Education (DOE), the department shall continue to collaborate with other State DOEs and K12 schools to expanding the college's dual enrollment program.</p> <p>On August 6-8, 2019, a team of five faculty and staff representing each campus attended the 2019 CCSSE Student Success Institute: Intersecting Guided Pathways with Engagement, with an identified project for enhancing the intake experience for new students. (06/03/2020)</p>

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take or enroll a maximum of six college credits at COM-FSM Chuuk Campus.

In spring 2019 semester, five CHS Seniors enrolled at Chuuk Campus. Of these five students, four completed the academic term with 4.0 GPAs, and one with 3.50 GPA. Four of these five students have been matriculated into the college's degree program. During spring 2020, seven seniors from CHS had enrolled at Chuuk Campus under the college's dual enrollment program.

The department has expanded the COMET allowing interested high school juniors to take the entrance tests. For example, in the 2019 and 2020 COMET, 135 juniors and 133 juniors took the COMET, respectively. Of the 135 juniors who took the 2019 COMET, 54 (or 40%) were placed into degree programs; while 64 (or 48%) of the 133 juniors who took the 2020 COMET were placed into degree programs. These students were qualified for admission into the college's dual enrollment program, provided they successfully complete their 11th grade with a minimum cumulative grade point average (GPA) of at least 3.50 on a 4.0 scale. (06/02/2020)

**Improvement Plan:** The department, in collaboration with the college's department for instructional affairs, the State DOEs, and K12 schools, shall continue to:

1. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered at-risk of academic failure or attrition;
2. Increase the success of first-year students course completion, fall-to-spring persistence, and fall-to-fall persistence rates;
3. Assess to further enhance the college's academic advising services.
4. Formalize a career counseling and job placement;
3. Continue to offer the summer transition program for incoming new students and first-time college freshmen, and promote the college's early and dual enrollment

Administrative Unit Outcomes	Assessment Strategies	Results	Improvements
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**Descriptive Statistics** - Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by any 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, and others.  
**Target:** Increase AY enrollment by at least 3%.

programs; and  
 5. Continue to develop and implement a college readiness program.

**Related Documents:**  
[May 29-30, 2015, BOR Report: Summer transition program D2 - GuidedPathwaysMainSurveyToolkit\\_CCSSE\\_COM-FSM\\_for submission.pdf](#)  
[E - 2019 Short-Term Action Plan I-COM-FSM-For submission.pdf](#)  
[C1 - Cohort Data Review\\_COM-FSM\\_For\\_Submission.xlsx](#)

**Reporting Period:** 2019 - 2020  
**Target Met:** No  
 To connect with students, former students, alumni, and other other people, sharing news and updates about the college, and facilitate online interaction, the department's Student Life maintains a social media and social networking account with Facebook which currently has 1,785 followers. This is in addition to the Facebook account maintained by the college's Information Technology Office (ITO), with about 3,778 followers.

The department utilizes the college's FM radio station (89.9 FM), other local print and broadcast media to share or provide news and updates about the college, including announcements of college sponsored activities, to the community. Additionally, the department maintains a webpage on the college's website, that provides web-based information about its available programs and services, relevant policies and procedures, contact information, and many others. In coordination with special or externally-funded programs, such as the Upward Bound (UB) and the Educational Talent Search Program (TSP), including K12 schools, facilitate orientations and college visits.

The department's counseling services, in collaboration with external stakeholders and other resource groups or individuals, organize career fair and exploration each academic term or year, providing a valuable real-world interaction between students and professionals in the

**Improvement:** The department has utilized an array of strategies in its initiative of implement a marketing approach to address its declining enrollment. These include, but by no means limited to, maintaining a social media and social networking account with Facebook, utilizing the college's radio station including local print and broadcast media, organizing college tours, visits, fairs, and career exploration. (05/29/2020)



community.

Finally, during the months of March to April each year, the department hosts college fair at each campus location. However, the holding of the annual college fair during the spring 2020 semester was cancelled due to the COVID-19 pandemic. (05/28/2020)

**Improvement Plan:** The college's duplicated headcount enrollment during academic year 2018-2019 was 4,703, which was 2.5% lower than the prior academic year 2017-2018. The college's duplicated headcount enrollment this academic year 2019-2020 has dropped significantly by 8.6%, vis-a-vis the prior academic year 2018-2019. Thus, the target of at least 3% increase in its academic year's enrollment in headcount was not achieved.

The department shall continue with its diligent efforts to explore alternative options as well as innovative and creative ways of stabilizing its enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time enrollment (FTE) students.

**Related Documents:**

[Student Life's Facebook Page](#)

[COM-FSM Facebook Page](#)

[Newsfeed: Career Fair](#)