

VPEMSS: Annual Assessments

2015-2016, 2016-2017, 2017-2018, and 2018-2019



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>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: Inactive AUO 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 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 (5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; and</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>

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](#)

Descriptive Statistics - Continue to facilitate workshops and trainings for Student Body Association and recognized student clubs on

Reporting Period: 2015 - 2016

Target Met: Yes

To foster a culture of evidence, the department engaged the Student Body Association (SBA) and recognized student

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- and extra-curricular activities.

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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.

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](#)

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)

<p>2015-2016 VPEMSS 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.</p> <p>AUO Status: Inactive AUO Assessment Cycle: 2015 - 2016</p>	<p>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.</p> <p>Target: Student alert response system</p>	<p>Reporting Period: 2015 - 2016 Target Met: Yes</p> <p>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.</p> <p>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 available student support programs and services that</p>	<p>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)</p>
---	---	--	--

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](#)

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 Excellence-First Year; (2) Gateways to Completion; and (3)

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)

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, and implementing a first-year

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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.

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 college (FoE self-study).

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-year experience seminar (or course) for the college.

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)

Administrative Unit Outcomes

Assessment Strategies

Results

Improvements

Target: Foundations of Excellence Self-Study

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.

(08/19/2016)

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 gatekeeper 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 gatekeeper (or gateway) courses.

Also included as gatekeeper 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 gatekeeper (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 (Reading V), ESL 099 (Writing V), and MS 099 (Intermediate

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)

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

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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)

<p>2015-2016 VPEMSS Outcome 3 - Stabilize (or exceed) enrollment projections in head counts, registered credits, and full-time equivalent students.</p> <p>AUO Status: Inactive AUO Assessment Cycle: 2015 - 2016</p>	<p>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.</p>	<p>Reporting Period: 2015 - 2016 Target Met: Yes</p> <p>On February 17, 2015, the department of EMSS in collaboration with its consultant, Ellia 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.</p>	<p>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 students, and use relationship</p>
<p>Target: Multi-modal enrollment, marketing and communication services</p>	<p>The initial implementation of this plan piloted the launching</p>		

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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

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.

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](#)

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.
3. Using general public ads, e.g., flyers and posters,

cultivation and targeted approach. (08/02/2016)

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)

- 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.

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

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)

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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.

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.

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)

AUO Status: Inactive
AUO Assessment Cycle: 2015 - 2016

Target: A manual for student support services' routine and operational procedures

Descriptive Statistics - Continue to update web-based information to

Reporting Period: 2015 - 2016

Target Met: Yes

Improvement: According to SEO SiteCheckup (2016), "Your website

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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.

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 VP EMSS 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](#)
- [VP EMSS Webpage](#)
- [OARR Webpage](#)
- [FAO Webpage](#)
- [CS Webpage](#)
- [PCC Webpage](#)
- [Student Life Webpage](#)

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)

2016-2017 VP EMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent

Descriptive Statistics - Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase

Reporting Period: 2016 - 2017

Target Met: Yes

Office of the VP EMSS continued to: (a) conduct high school visits during the months of March to April of each year as

Improvement: Continue to expand recruitment and marketing, including outreach programs especially targeting non-

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
<p>students including average credit load.</p> <p>AUO Status: Inactive AUO Assessment Cycle: 2016 - 2017</p> <p>Descriptive Statistics - Increase visibility, awareness, and knowledge about the college, and opportunities</p>	<p>enrollment of targeted priority groups, i.e., traditional first time freshman, transfer, and traditional students.</p> <p>Target: A marketing, recruitment and outreach program</p>	<p>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 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>Related Documents: Enrollment Data-New and Returning Students-Su2015-Fall2017.pdf timeplan-Enrollment Recruitment and Marketing.pdf</p> <p>Reporting Period: 2016 - 2017 Target Met: Yes The Office of the VPEMSS continues to organize: (a) high</p>	<p>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 affairs on courses' offerings and scheduling for incoming new students and returning students. (08/17/2017)</p> <p>Improvement: Continue to provide or organize the current activities designed to enhance</p>

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p>available for students</p> <p>Target: College fair, print and broadcast media ads about the college, and college brochure</p>	<p>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>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 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>Descriptive Statistics - 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>Target: Multi-mode enrollment, marketing, and communication services</p>		<p>Reporting Period: 2016 - 2017</p> <p>Target Met: 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</p>	<p>Improvement: 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-</p>

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).

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.

3. Courses with unique start and end dates for new students
The Office of the VPEMSS continues to collaborate with the 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.

3. Courses with unique start and end dates for non-traditional students
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.

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.

Further assess the schedules for early and regular registrations, including the current processes or procedures, and explore the possibility of further streamlining the processes.

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)

(08/11/2017)

2016-2017 VPEMSS Outcome 2 -
Formalize a career counselling and job placement program
AUO Status: Inactive
AUO Assessment Cycle: 2016 - 2017

Descriptive Statistics - Expand the roles and the services provided by counseling services to include job placement assistance or services.

Target: Counseling services, and functions of counselors are expanded to include job placement assistance or services.

Reporting Period: 2016 - 2017

Target Met: No

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)

Related Documents:

[Counseling Services](#)

Improvement: 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.

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 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

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 contents and delivery of services, activities, etc. (08/16/2017)

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)

Descriptive Statistics - 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

Target: At least two career-related workshops per term, e.g., career day, job fair, resume-writing, job interview, and others.

Reporting Period: 2016 - 2017

Target Met: Yes

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)

Related Documents:

[April 13, 2016 Resume-Writing Workshop](#)

[October 19, 2016, Resume-Writing Workshop](#)

Improvement: 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.

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.

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-writing workshop to EN/BU 121 (or Business Communication); job interview skills to EN/CO 205 (or Speech Communication), and others.

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)

Descriptive Statistics - Provide comprehensive career development and transfer services to assist students in all phases of career decision making, planning and

Reporting Period: 2016 - 2017

Target Met: Yes

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.

Improvement: Continue to provide or organize transfer workshops to students. Counselors shall be collaborating

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

preparing, gaining experience and success outcomes.

Target: Career development and transfer services

For example, a transfer workshop last February 17, 2017.

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.

Nonetheless, most recent on-campus activities organized by EducationUSA and the college's counselors is the interactive Q&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)

Related Documents:

[EducationUSA Interactive Q&A](#)

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.

Replicate these workshops to the state campuses.

Continue to collaborate with EducationUSA especially in organizing transfer workshops, further enhancing network with US accredited higher education institutions, and EducationUSA partners, and others. (07/24/2017)

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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)</p>
<p>AUO Status: Inactive AUO Assessment Cycle: 2016 - 2017</p>	<p>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.</p>	<p>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</p>	

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.

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](#)

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 holistic view of incoming students' strength and vulnerabilities.

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).

The Offices of the VPEMSS and the VPIA plan to expand the administration of the SuccessNavigator to all new students in fall 2018. (08/21/2017)

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 to using it to drive just-in-time intervention and appropriate support for at-risk students.

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)

Descriptive Statistics - Strengthen collaboration and coordination between academic, learning

Reporting Period: 2016 - 2017

Target Met: Yes

Student engagement, including extra-curricular activities,

Improvement: While the college has seen a significant increase in the number of student clubs

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

support, and student support staff to ensure availability of resources including access to services to support at-risk students.

Target: An integrated curricular, co- and 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.

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)

Related Documents:

[Clubs \(Registered Fall 2016\).pdf](#)

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.

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

<p>2017-2018 VPEMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load.</p> <p>AUO Status: Active AUO Assessment Cycle: 2017 - 2018</p>	<p>Descriptive Statistics - Continue to expand recruitment and marketing outreaches, especially targeting non-traditional and returning students.</p> <p>Target: A 10% increase in the enrollment of returning students, spring 2017 vs spring 2018, and fall 2017 vs fall 2018</p>	<p>Reporting Period: 2017 - 2018 Target Met: No</p> <p>If compared to spring 2017 head count enrollment, the college's spring 2018 head count enrollment decreased by 2.69% or 47 head counts.</p> <p>Spring 2017 vs. Spring 2018 enrollment, returning (RE) students</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students.</p>
---	---	--	---

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 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.

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.

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)

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 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.

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.

Descriptive Statistics - 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.

Target: A meeting with K-12 leadership, principals, and counselors on dual enrollment, early admission, in-service training (continuing education), and others per state.

Reporting Period: 2017 - 2018

Target Met: 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.

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.

Also included in this collaborative initiative is promoting the college's dual enrollment and early admission programs.

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.

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. 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.

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 & Technical Education Center (CTEC) increased by 65% and 20%, respectively, if compared to the previous summer. (08/27/2018)

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.

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.

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)

Descriptive Statistics - Continue to collaborate with the department of instructional affairs on course offerings and scheduling for incoming new freshman and

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

Improvement: 1. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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).

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 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:

(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)

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).

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

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% RE 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, brochures and/or flyers, news article in The Kaselehlie Press, improved EMSS webpages

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, updates, and events about the college.

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.

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, <http://www.comfsm.fm/?q=vpss>.

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)

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 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.

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)

Related Documents:

[Student Registration Survey](#)

2017-2018 VPEMSS Outcome 2 -

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

AUO Status: Active

AUO Assessment Cycle: 2017 - 2018

Descriptive Statistics - 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.

Target: Pilot the administration of the COMET to K10 students.

Reporting Period: 2017 - 2018

Target Met: 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.

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.

Also included in this collaborative initiative is promoting the college's dual enrollment and early admission programs.

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)

Improvement: 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.

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, and promote the college's early and dual enrollment programs.

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

4. Expand the "bringing the registrations to the high school" as a college-wide practice. (09/10/2018)

Descriptive Statistics - 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.

Reporting Period: 2017 - 2018

Target Met: No

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-

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

Target: Automate pre-admission to admission process using SIS; online payment of the registration fee.

Descriptive Statistics - Further assess the schedules for early and regular registrations, including current processes or procedures, and explore the possibility of streamlining processes and procedures.

Target: Streamline the pre-admission, admission, and registration processes.

admission to admission process, including out ensuite features, such as but by any means not limited to on-line payment. (08/27/2018)

Reporting Period: 2017 - 2018

Target Met: Yes

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.

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, National and CTEC summer 2018 new students headcount enrollment increased by 65% and 20% if compared to the previous summer.

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)

Descriptive Statistics - 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.

Target: An assessment on the late registration, add and drop options

Reporting Period: 2017 - 2018

Target Met: 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.

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

and their impacts to student academic success.

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. , & 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)

Related Documents:

[Late Registration and Student Academic Success](#)

<p>2017-2018 VPEMSS Outcome 3 - Formalize a career counseling and job placement program AUO Status: Active AUO Assessment Cycle: 2017 - 2018</p>	<p>Descriptive Statistics - Expand the roles and services provided by the counseling services to include job placement assistance and services. Target: An FTE counselor as in-charge of career and job placement.</p>	<p>Reporting Period: 2017 - 2018 Target Met: Yes 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. Counselors also provide one-on-one personalized career counseling to students. 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>Related Documents: EMSS Counseling Services Web Page Resume Writing and Job Placement</p>	<p>Improvement: 1. Continue to develop and implement a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices. 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. 3. Provide comprehensive career development and transfer services to assist students in all phases of career decision-making, planning</p>
---	--	--	---

and preparing, gaining experience and success outcomes.
(09/10/2018)

2018-2019 VPEMSS Outcome 1 -

Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit loads.

AUO Status: Active

AUO Assessment Cycle: 2018 - 2019

Descriptive Statistics - 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.

Target: 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 continuing students (fall 2017 to spring 2018 vs. fall 2018 to spring 2019).

Reporting Period: 2018 - 2019

Target Met: 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.

Last summer 2019, the college enrolled 404 new students, which is about 29% higher than its summer 2018 new student enrollment in head counts.

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).

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)

Improvement Plan: See Column "Improvement"

Improvement: 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 & quality assurance.

2. Target enrollment with follow through.

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.

4. In collaboration and coordination with instructional affairs, continue to offer the

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)I were also scheduled on April 25-26, 2019, and on April 30, 2019 for National Campus and the Career & Technical Education Center (CTEC).

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.

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-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

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=56CGZ3IqWjk&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

C. Outreach to K12 Institutions

Recruitment teams consisting of staff, faculty, and students conducted outreach to private and public high schools in the FSM to provide senior students information about the college's curricular programs, admissions & matriculation requirements, available student financial assistance & scholarship, student support services, facilities & others, from March 26 to April 12, 2019.

D. Publications about the college via print and broadcast media, and social media

1. Print media

In collaboration with the college's ITO, publications & 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.

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,

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.

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)

admissions, registrations and others.

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:

https://www.facebook.com/COMStudents/?__tn__=%2Cd%2CP-

[R&eid=ARA0JgVEi_jWEFz8gguwNgOyBc_KzUG9sDbvfLF5J4lZnM9r9JNE03UzuYLX4hFMGiwasonYQH5Y2Pnz](https://www.facebook.com/COMStudents/?__tn__=%2Cd%2CP-R&eid=ARA0JgVEi_jWEFz8gguwNgOyBc_KzUG9sDbvfLF5J4lZnM9r9JNE03UzuYLX4hFMGiwasonYQH5Y2Pnz).

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 feeds, banners, flyers, brochures, and others. (07/15/2019)

Improvement Plan: See column "Improvement"

Related Documents:

[Section of KP July 22-August 4, 2019 Issue-College Ads.pdf](#)

[Short Video Clip 1](#)

[Short Video Clip 2](#)

[Short Video Clip 3](#)

Reporting Period: 2018 - 2019

Target Met: 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.

Of the 226 students, only 22 (or 9.7%) did not successfully complete the course. (07/12/2019)

Improvement Plan: See Column "Improvement"

Descriptive Statistics - 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.

Target: 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.

Improvement: 1. Collaborate with the college's Instructional Affairs in developing and implementing an "early college" (or transition) program for high school students.

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.

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
-------------------------------------	------------------------------	----------------	---------------------

(08/02/2019)

Descriptive Statistics - Promote the college's early and dual admission programs.

Target: An articulation agreement with and/or memorandum of understanding with a K12 institution on early or dual enrollment program.

Reporting Period: 2018 - 2019

Target Met: 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.

Board Policy No. 4001, outlines the college's guidelines and requirements relating to dual enrollment for high school students. (07/11/2019)

Improvement Plan: See Column "Improvement"

Improvement: 1. Continue to promote the college's early and dual enrollment programs. (07/15/2019)

2018-2019 VPEMSS Outcome 2 - Continue to improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.

AUO Status: Active

AUO Assessment Cycle: 2018 - 2019

Descriptive Statistics - 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, and better prepare them for postsecondary education.

Target: Outreach to all private and public K12 schools in the Federated States of Micronesia during spring 2019 term.

Reporting Period: 2018 - 2019

Target Met: 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)

Improvement Plan: See Column "Improvement"

Improvement: 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 dual enrollment programs.

2. In collaboration with the State DOEs and the K12 schools, develop and implement a college readiness program. (07/24/2019)

Descriptive Statistics - Expand the "bringing the registrations to the high schools" as a college-wide practice.

Target: Schedule and conduct registration for summer 2019 at the

Reporting Period: 2018 - 2019

Target Met: 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,

Improvement: 1. Expand the "bringing the registrations to high schools" as a college-wide practice.

2. Schedule special registrations

<i>Administrative Unit Outcomes</i>	<i>Assessment Strategies</i>	<i>Results</i>	<i>Improvements</i>
	<p>high schools.</p> <p>Descriptive Statistics - In collaboration with the college's Department for Instructional Affairs, the State Department of Education, and K12 schools, design, develop, and implement a college-readiness program.</p> <p>Target: A college-readiness program piloted or implemented in at least one K12 school.</p>	<p>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)</p> <p>Improvement Plan: See Column "Improvement"</p> <p>Reporting Period: 2018 - 2019</p> <p>Target Met: Yes</p> <p>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)</p> <p>Improvement Plan: See Column "Improvement"</p>	<p>for incoming first-time-in-college students, including continuing, returning, and transfer students, (07/26/2019)</p> <p>Improvement: 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 dual enrollment programs.</p> <p>2. Expand the college's early and dual enrollment programs to other private and/or public K12 schools in the FSM. (07/29/2019)</p>
	<p>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.</p> <p>Target: Automate pre-admission to admission process using the SIS, and online payment of admission and registration fees.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Target Met: No</p> <p>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)</p> <p>Improvement Plan: See Column "Improvement"</p>	<p>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)</p>