Administrative Unit Program Review

AU Full Official Name	**Office of Admissions, Records and Retention**		
Campus	National	AU Review Submission Date	April 28, 2014
Completed by	Joey Oducado Acting VP for Student Services	AU Review Cycle	2010-2014
Supervisor	Joey Oducado Acting VP for Student Services	Date submitted to Supervisor	April 28, 2014

Mission and Goals

The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these

Institutional Mission	How the unit support the college's mission:
The College of Micronesia-FSM is a continuously improving best practices learner-centered institution of higher education committed to the success of the Federated States of Micronesia by providing academic, career, and technical educational opportunities (Approved by the COM-FSM Board of Regents, May 7, 2013).	AU[1] serves as an educational portal for qualified[2] students for academic and career pursuits consistent with the college's mission, vision, and strategic directions. The services provided by the AU helps fulfill the college's mission through the following: (a) providing a "patron-friendly" (or "client-centered") office environment that is oriented to assisting the college community and the general public; (b) providing students, faculty, staff and administrators with clear and accurate information about admissions, registration, graduation, and student records; (c) embracing new technologies to ensure student ease of system navigation as well as enhance service processes. _____ [1]AU or Administrative Unit. In this report, it refers to the Office of Admission, Records and Retention (OARR). [2]Admission to the College of Micronesia-FSM is based primarily upon evidence of the student's ability to profit from the educational programs of the college (Board Policy No. 4100).
Institutional Vision College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of diverse Micronesian communities we serve (Approved by the COM-FSM Board of Regents, May 7, 2013).	How the unit support the college's vision AU supports the college's vision by providing quality "patron-friendly" (or "client- centered") services that are designed and delivered to complement the fulfillment of curricular goals and objectives that primarily focus on promoting student access and success. In collaboration with all student services programs as well as instructional and administrative services, AU provides comprehensive and seamless referrals and services for students and for planning.
Institutional Core Values 1. Learner-centeredness 2. Professional behavior 3. Innovation 4. Honesty and ethical behavior 5. Commitment to hard work 6. Team work 7. Accountability	How the unit support this The AU is committed to promoting academic success and student development by serving the college community and executing its assigned tasks in a manner that is efficient, professional, and ethical. Specifically, it supports the college's core values through its daily operations as an entrance and exit vehicle for each student by ensuring optimal and accessible "patron-friendly" (or client-centered) services, and preserving the institutional integrity of academic records and processes for all students through honest and ethical practices.

Institutional Strategic Goals	How the unit support this
1. Focus on student success. The College of Micronesia-FSM will pursue excellence in student success and will develop a balance between *"access and success"* with appropriate career pathways for learners.	The 2010-2011 and 2011-2012 assessments under this program review report the AU's performance in terms of *how well* it supports the college's strategic goals on providing "institutional support to foster student success and satisfactions," and "continuous improvement of programs, services and college environment."
2. Emphasize academic offerings in service to national needs. The College of Micronesia-FSM will increase the number of four-year program opportunities while also strengthening the career and technical educational opportunities for non-college-bound students.	The 2012-2013 and 2013–2014 assessments under this program review report the AU's performance in terms of *how well* it supports the college's 2013-2017 strategic directions. Specifically, the goals and objectives (or outcomes) of the AU primarily focus on areas where it can best support the college's mission, vision and strategic directions while maintaining the highest possible level of flexibility and creativity in accomplishing its goals and objectives, and agile enough to adapt to the changing needs of the college community.
3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs. The College of Micronesia-FSM will generate diversified revenue sources, create an allied foundation, and accumulate reserves and endowment assets.	As a central service unit for the college, the AU plays an crucial role in providing broad-based services to assist student pathway from initial enrollment to graduation.
4. Invest in and build a strong capacity in human capital. The College of Micronesia-FSM will support and strengthen faculty, staff, and administrators through establishment of aspirational goals for credentialing and funding professional development and building upon organizational and leadership capacity.	
5. Become a learning organization through development of a learning culture guided by learning leaders. The College of Micronesia-FSM will operate under the assumptions that learning is a skill and is worthy of investment and mastery, and that the communication of information and participatory governance are pivotal to organizational success. There will be support of the time, energy, and resources necessary to foster critical reflection and experimentation towards institutional improvement through double-loop learning and systematic thinking.	
6. Evoke an image of quality. The College of Micronesia-FSM will be viewed as a model institution for best practices exhibited through quality, excellence, and integrity of both employees and graduates. The college will maintain regional accreditation without sanction for the maximum six-year cycle allowed by the Accrediting Commission for Community and Junior Colleges: Western Association of Schools and Colleges.	

AU Mission, Goals, and Objectives)

Mission Statement	Goals	Objectives
It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.	To increase student's satisfaction, access, and success.	**2010-2012 Assessment Cycle** 1. To satisfy the needs of diverse constituents by delivering comprehensive services and providing appropriate and timely responses to requests for information and services. 2. To process applications and recommend decisions on applications in a timely manner. 3. To increase retention by 5% through developing retention strategies that will assist all students. **2012-2013 Assessment Cycle** 1. Students will demonstrate above to excellent knowledge base of OARR's policies and procedures, and the ability to successfully navigate admissions and registration processes. 2. Institute a structure crucial to verifying the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their particular programs in the light of the college's prescribed requirements. **2013-2014 Assessment Cycle** 1. Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to relevant academic dates. 2. OARR shall maintain a high level of patron satisfaction by providing timely and accurate services for students, faculty, staff and the community in the following areas: (a) registration, (b) access to grades, (c) academic records maintenance and transcript production, (d) enrollment and degree verification, (e) degree audit including degree processing, (f) data requests, and (g) others.

AU Description, Data and Trends Analysis

Describe the purpose, components, and staffing of the AU	The AU aims to render a qualitative management and quantitative output. Its goal is to draw a clear line of systematic functions giving emphasis to matters concerning enrollment registration, processing and issuances of academic records, verification, archiving and other related functions that are of relevance. It mainly focuses in providing meaningful and accurate information when and where it is needed and must necessarily ensure the integrity of curricular records. Core functions of the AU are: (a) to maintain the official course inventory; (b) to register students for classes; (c) to insure the accuracy and privacy of institutional and student academic records; (d) to collect grades and determine the scholastic status of students; (e) to produce and issue official transcripts, diplomas, and certifications of enrollment status; (f) to determine and certify academic progress of students; (g) to interpret and enforce academic policies; and (h) to identify, adopt, develop, and deploy technological services related to core functions of the office, the student service needs of the college. AU provides services during regular office hours 8:00 AM to 5:00 PM.

Current Staffing. *Complete the table below*

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Director of OARR and Registrar	100%	12	Annual Budget	1
Student Services Specialist I	100%	12	Annual Budget	1
Data Processing Assistant	100%	12	Annual Budget	2
Secretary	100%	12	Annual Budget	1

Other Resources. *Complete the table below*

List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
None	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU

General ratio: Full-Time Equivalent (FTE) Students to FTE Staff Ratio

The AU also extends or delivers its programs and services to students at the college's state campuses especially those that could not be wholly (or completely) provided to students by the AU's satellite offices at the state campuses, e.g., processing and issuance of academic transcripts, degrees and certificates, admission (or readmission) recommendations and decisions, course substitutions, and others. The ratios as described below were based on 100% of the Fall semester FTE enrollment of the National Campus plus 30% of the Fall semester FTE enrollment at the four state campuses from 2012 to 2014.

Table 1.0. AU's FTE staff to FTE student ratio based on 2012-2014 Fall FTE enrollment

Fall Semester	FTE Staff	National Campus (100% of FTE[1])	CTEC-Pohnpei (30% of FTE[1])	Chuck Campus (30% of FTE[1])	Kosrae Campus (30% of FTE[1])	Yap Campus (30% of FTE[1])	Total FTE Students	Ratio FTE staff to FTE student
2012	5	1,098	206	126	64	60	1,553	1:311
2013	5	1,059	177	95	59	53	1,443	1:289
2014	5	1,008	187	80	57	52	1,384	1:277

The figures in the foregoing table were based on Fall Semester Full-time Equivalent (FTE) students enrollment considering that the term has the highest enrollment during an academic year.

The AU has five full-time equivalent (FTE) staffs: (a) the director of admissions, records and retention whose functions also include that of a college registrar; (b) a student services specialist in-charge of academic transcripts, applications for admissions, readmissions, and others; (c) a staff in-charge of paper-documents and archival records; and (d) two data processing assistants whose functions include posting of student records into the COM-FSM Student Information System (SIS), degree audit, and other related tasks.

College's 2006 Enrollment Management/Campus Key Indicators
The college's enrollment management/campus key indicators as adopted in February 14, 2006, provided a ratio of 250 students to one FTE admission counselor. There has been no clear and definite guideline in terms of "what qualifies as an admission counselor." AACRAO job postings for admission counselor generally show the minimum requirement: "Bachelor's degree; minimum one year of experience in students services at the college/university level; three years of experience directly related to student services."

Currently, the AU has five FTE staffs: one is a director-level position, one is in a professional-level position (student services specialist), and three staffs are classified. One of the five staff (the director who also assumes the functions of the college's registrar) holds as graduate degree in postsecondary educational leadership, and another staff (student services specialist), a baccalaureate degree in industrial arts and computer science. Additionally, the two data processing assistants holds an associate degree, and the staff in-charge of the AU's paper-documents and archival records, a certificate of achievements. Nevertheless, all of the staff have accumulated years of experience in students services particularly in the areas of admissions, registrations, and student records.

If an admission counselor requires one who either possesses at least an undergraduate degree; thence, the AU had an FTE admission counselor to FTE students ratio that is significantly high if referenced to the college's 2006 enrollment management/campus standards key indicators of 1:250.

The AU's current staffing level is inappropriate (or inadequate).

How does this AU serve the population of the College?

The AU provides the following programs and services to its patrons:
1. Admission, registration and matriculation
2. Student Information System (SIS)
3. Academic transcripts
4. Record and report academic standing
5. Enrollment and program completion verification
6. US veterans educational benefits
7. Degree audit and graduation checks
8. Transfer credit evaluation and equivalency
9. Grade change, name change, change of major (or IDP), others
10. Issuance of degrees and certificates, transfer credentials
11. Evaluation, consolidation, systematization, maintenance, and preservation of student academic records
12. Reports to other departments and divisions, such as but by any means not limited to, enrollment lists, mid-term deficiency reports, academic standing, program completion reports, persistence and attrition reports, and others.

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?

This is the first program review conducted about the AU. Prior to 2013, the Office evaluates quality of programs and/or services through annual assessments.

What methods are used to evaluate AU's effectiveness to the population that interacts with it?	What do the results of the above methods of evaluation indicate about the effectiveness of the AU?	How have the results of this analysis been used to make improvements to services provided by the AU?
Annual outcome assessments using surveys, frequency counts, and others	Appendix A, 2010-2012 OARR Annual Assessment Report Appendix B, 2012-2013 OARR Annual Assessment Report Appendix C, 2012-2013 OARR Annual Assessment Report	Appendix A, 2010-2012 OARR Annual Assessment Report Appendix B, 2012-2013 OARR Annual Assessment Report Appendix C, 2012-2013 OARR Annual Assessment Report

Provide any other relevant data that are relevant to this AU program review

Annual assessments, quarterly performance reports, enrollment data, and other reports.

| **Strengths, Weaknesses, Opportunities, Challenges (SWOC)**	
Based on analysis in the preceding sections, what are the AU's strengths?	1. AU continues to embrace new technologies consequently job functions become less clerical in nature. In collaboration with the college's Division of Information Technology, access to the Student Information System (SIS) was extended in 2010 to (a) faculty academic advisors (myShark Faculty Portal) as a tool essential for effective and data-informed academic advising; and (b) students (myShark Student Portal) allowing them online access to academic information, e.g., grades, transcripts, available courses, degree completion, and others. In 2013, online registration was implemented resulting in significant changes in the registration processes and functionality. 2. Well-defined entrance standards, admission requirements and procedure that provide pathways for admission into the programs. 3. AU has a webpage, http://www.comfsm.fm/?q=admissions, that provides the necessary information for prospective applicants. 4. Strong, respectful leadership, excellent staff longevity, high degree of functional and supportive teamwork environment. 5. Staff with customer service skills. AU received 87.83% positive rating (or 2.83% above the established success criterion) in the 2013 satisfaction survey administered to a non-randomly selected sample of students, faculty, staff and other patrons. 6. AU extends sufficient and convenient hours of operation allowing nine-hour services, Monday through Friday.
Based on analysis in the preceding sections, what are the AU's weaknesses?	1. AU's staffing level is inadequate (see preceding section on appropriateness of staffing level). AU has an FTE staff to FTE student ratio, and an FTE admission counselor to FTE student ratio significantly higher than what had been established as the college's enrollment management/campus key indicators as adopted in February 14, 2006. Beginning 2010, the oversight of the COM-FSM entrance test had been delegated to the AU further expanding its functional responsibilities. Then this function was assigned to a test and assessment coordinator under the department of instructional affairs. 2. Budget cutbacks. For fiscal years 2012-2013 and 2013-2014, AU's budget appropriations for line items, such as supplies, printing, and graduation costs represented 20%-30% less if compared to the prior fiscal years. No funds appropriated to support staff travel allowing participation to regional conferences hosted by professional organizations for which the AU maintains membership, e.g., American Association of College Registrars and Admission Officers (AACRAO), Pacific Association of College Registrars and Admission Officers (PACRAO), and Western Association of Veterans Education Specialist (WAVE). Inadequate resources for recruitment, retention, and marketing – all the things needed to recruit and retain students. 3. More internal and external communication, e.g., intra- and inter-departmental, with students, and external stakeholders. Need formal and ongoing training, frequently occurring training and re-training for current staff, to increase consistency with all processes including adeptness of the Student Information System (SIS), the FERPA, and others. Too much information to know and too many various processes and procedures to remember. 4. Student Information System (SIS) is designed to handle student records under the semester system. About 10% to 15% of student records under the quarter systems and pre-1994 period are yet to be included in the posted in the student database.

Based on analysis in the preceding sections, what opportunities existing for the AU?	1. More and better organized information on the AU's webpage to provide clear and comprehensive information to students. 2. Cross-training of staff between AU's staff and other student services units to increase understanding and reduce boundaries between areas. Process reviews to find efficiencies, streamline operations and increase understanding. 3. Document track, i.e., a system allowing AU and clients to track documents by type, location, person, name or category and record each time they move. 4. More and enforced deadlines to have students prepared earlier and be more successful. 5. Better and more use of web-based communication tools for procedures and changes. Establish AU communication and information sessions for new and continuing students. 6. Access to myShark by alumni and former students. Upgrade the current Student Information System (SIS) allowing transactions such as ordering academic transcripts, degrees and duplicate degrees to include online payments. 7. A web-based services allowing online applications for admission and readmission including online payments of fees. 8. Online submission of grades by instructors.
Based on analysis in the preceding sections, what challenges exist for the AU?	1. Declining enrollment leading to reduced appropriations, possibly leading to reduction of staff. 2. Staff and faculty across the college often have challenges in understanding AU's basic operations, resulting in inaccurate information being given to students and unnecessarily time-wasting "run-arounds" that students go through. 3. Student records under the quarter system including some pre-1994 (pre-database) and the COM-system records are yet to be included into the current Student Information System (SIS). Currently, effort to digitize these quarter-system records are in progress. 4. While an initiative to update the system to ensure data completeness and accuracy via contracting a full-time data processing staff in 2009, the work had to be temporarily stopped due to inadequate funds and other resources. 5. Absence of a system or process that will enable track transfer. 6. Budget cutbacks. See section on AU's weaknesses. 7. Capacity building which is extremely crucial for AU staff to perform functions more effectively, efficiently and sustainably. Consistent of the college's institutional mission, vision, and institutional directions, AU's vision is the development of a fully professional staff, one that is highly educated and motivated to serve its student clientele. 8. The college's current organization structure. AU's staff at the state campuses reports directly to their campus deans, and deans to the Vice President for Instructional Affairs.

Evaluation of Processes used by AU

Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.

The college has set a direction that requires it to continuously improve programs and services. As such, the AU conducts annual assessment of its programs and services. In a longer term, it is required to conduct a more comprehensive review every two year of its programs and services (biennial program review).

AU uses the results of its annual assessments for yearly budget allocation and reallocation. While this is the first program review conducted about the AU's programs and services, the results will be used as critical points for the college's non-academic program prioritization that will inform the development of a five-year strategic plan.
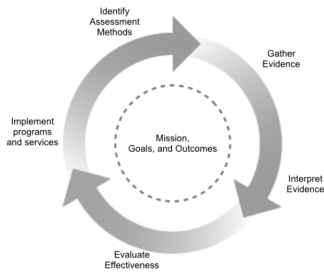
Through this program review, the office is able to identify strengths and areas for improvement; what and how it can contribute to student learning, growth and development; and inform program enhancement and improvement.

These all are crucial to informing enhancement of programs and services ensuring the quality and that support services especially in terms of: (a) improving delivery of programs and services to effectively and efficiently meet student needs; (b) supporting student learning through ensuring a supportive learning environment; and (c) advancing the accomplishment of its institutional mission

Figure above is a schematic that illustrates the systematic process used by the AU in the assessment of its programs and services. Adopted from the student affairs assessment model of the University of Oregon, the process allows the AU to answer the question: "Are we accomplishing what we have set out to do?" Specifically, the model involves the following cyclical stages:

1. Articulate mission, goal, and outcomes. What do we intend to do?
2. Implement methods to deliver outcomes. How do we intend to do it?
3. Identify methods to gather evidence. How will we measure process and learning outcomes?
4. Interpret evidence. What do the results mean?
5. Use evidence to evaluate effectiveness. How can we use the information to improve what we do?
6. Repeat. The process naturally begins again. AU's programs and services are tweaked, and re-implemented. New programs and services are researched, designed, and initiated for the first time. And again, the question is posed, "Are we accomplishing what we have set out to do?"

Reference: http://sa-assessment.uoregon.edu/Home/AboutStudentAffairsAssessment.aspx

Schematic diagram below The schematics illustrate the concept and process of using evaluation questions in the development of assessment plans and reports. Program assessment is an annual process while program review is done every two years (COM-FSM Program Assessment and Program Review Procedures Manual, 2013, p. 12).
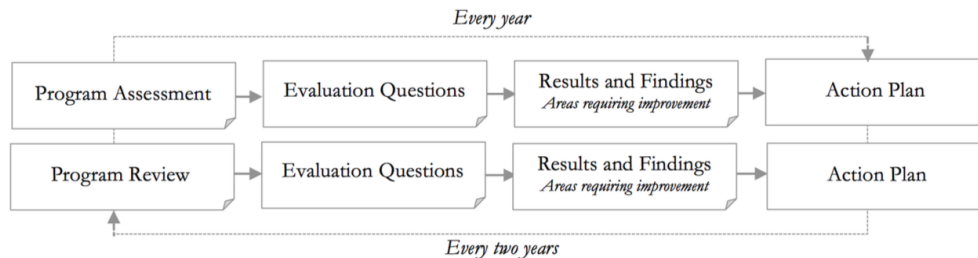
Provide example (s) of how this AU program review has led to continuous quality improvement

1. Embracing new technologies consequently job functions become less clerical in nature.
2. Streamlining of the registration processes from seven steps to now only five steps.
3. Streamlining routine processes resulting to shortened turn-around time, e.g., transcripts production, processing to issuance of degrees, readmissions, etc.
4. Providing students access to their education records through their MyShark portals.
5. In support of effective and efficient academic advising, providing academic advisors access to education records of their advisees through their faculty MyShark portals.
6. Implementing the early registration.
7. In addition to face-to-face assisted registration, offering the online and mix online and face-to-face registration option to students and academic advisors.
8. Digitization of archives (paper-documents)

Service Area Outcomes Assessment				
List AU's Service Area Outcomes by completing the expandable table below				
Service Area Outcomes	**Date Assessment Completed**	**Date(s) Data Analyzed**	**Date(s) Data Used for Improvement**	**Number of Cycle Completed**

2010-2012 Assessment Cycle 1. To satisfy the needs of diverse constituents by delivering comprehensive services and providing appropriate and timely responses to requests for information and services. 2. To process applications and recommend decisions on applications in a timely manner. 3. To increase retention by 5% through developing retention strategies that will assist all students.	September 21, 2012	September 21, 2012	May to August 2013	1
2012-2013 Assessment Cycle 1. Students will demonstrate above to excellent knowledge base of OARR's policies and procedures, and the ability to successfully navigate admissions and registration processes. 2. Institute a structure crucial to verifying the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their particular programs in the light of the college's prescribed requirements.	August 9, 2013	August 9, 2013	September 3, 2013	1
2013-2014 Assessment Cycle 1. Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to relevant academic dates. 2. OARR shall maintain a high level of patron satisfaction by providing timely and accurate services for students, faculty, staff and the community in the following areas: (a) registration, (b) access to grades, (c) academic records maintenance and transcript production, (d) enrollment and degree verification, (e) degree audit including degree processing, (f) data requests, and (g) others.	June to July 2014	June to July 2014	July 8-30, 2014	1

AU Assessment. Complete the expandable table below					
Outcome Numbers	**Intended Outcomes**	**Means of Assessment**	**Criteria for Success**	**Summary of Data Collected**	**Use of Results**
2010-2012 OARR Outcome 1	To satisfy the needs of diverse constituents by delivering comprehensive services and providing appropriate and timely responses to requests for information and services.	Appendix A, 2010-2012 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/1572/=FY2010_12_SSOARR_WS123.pdf			
2010-2012 OARR Outcome 2	To process applications and recommend decisions on applications in a timely manner.	Appendix A, 2010-2012 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/1572/=FY2010_12_SSOARR_WS123.pdf			
2010-2012 OARR Outcome 3	To increase retention by 5% through developing retention strategies that will assist all students.	Appendix A, 2010-2012 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/1572/=FY2010_12_SSOARR_WS123.pdf			

2012-2013 OARR Outcome 1	Students will demonstrate above to excellent knowledge base of OARR's policies and procedures, and the ability to successfully navigate admissions and registration processes.	Appendix B, 2012-2013 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4107/=2012-2013_OARR_Annual_Assessment_Report-TracDat.pdf
2012-2013 OARR Outcome 2	Institute a structure crucial to verifying the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their particular programs in the light of the college's prescribed requirements.	Appendix B, 2012-2013 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4107/=2012-2013_OARR_Annual_Assessment_Report-TracDat.pdf
2013-2014 OARR Outcome 1	Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to relevant academic dates.	Appendix C, 2012-2013 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4108/=2013-2014_OARR_Annual_Assessment_Report-TracDat.pdf
2013-2014 OARR Outcome 2	OARR shall maintain a high level of patron satisfaction by providing timely and accurate services for students, faculty, staff and the community in the following areas: (a) registration, (b) access to grades, (c) academic records maintenance and transcript production, (d) enrollment and degree verification, (e) degree audit including degree processing, (f) data requests, and (g) others.	Appendix C, 2012-2013 OARR Annual Assessment Report, or http://wiki.comfsm.fm/@api/deki/files/4108/=2013-2014_OARR_Annual_Assessment_Report-TracDat.pdf

How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons

1. **Streamlining the registration progress.** Result of the survey administered to a non-probability sample of students during spring 2011 semester showed an overall positive rating of 85.55% with only 6.30% and 9.62% signified dissatisfaction and neutrality, respective. The established criterion for success was 80.00%. However, the AU received a 76.28% positive rating (<80.00%) in terms of time involved in completing the registration process. As such, the AU identified and implemented some actionable improvement plans in its 2010-2012 assessment to address this identified needs or areas for improvement. See AU's 2010-2012 assessment, http://wiki.comfsm.fm/@api/deki/files/4107/=2012-2013_OARR_Annual_Assessment_Report-TracDat.pdf   for further details. Additionally, in December 2013, the AU working collaboratively with the college's IT pilot implementing the online registration only at Pohnpei and National campuses, and fully implementing it during the regular registration for Spring 2013 semester.
2. **Streamlining of the registration process** from seven steps to now only five steps, and the implementations of the early registration and the online registration were all informed by the AU's assessment.
3. Effective customer or patron services. Result of the OARR annual satisfaction survey administered to a non-probability sample of students last March 2012 showed a 64.29% positive rating (<80.00% by 8.75%). As such, the AU identified and implemented some actionable improvement plans in its 2010-2012 assessment to address the identified needs. See AU's 2010-2012 assessment, http://wiki.comfsm.fm/@api/deki/files/4107/=2012-2013_OARR_Annual_Assessment_Report-TracDat.pdf for further details.
4. In the ensuing 2012-2013 assessment, the AU received 87.83% positive rating (2.83% > than the established 85.00% criterion for success) in the OARR annual satisfaction survey administered to a non-randomly selected sample of 115 students during spring and summer 2013.
5. **Security and confidentiality of all student files.** To improve the security and confidentiality of student academic records, and in compliance with WASC/ACCJC Standard IIB.3f and ACCJC visiting team's recommendation 14, the AU acquired 14 file cabinets with external locking mechanism in the amount of $27,070,00.00. All student records are shelved in these locking file cabinets in an office section accessible and restricted only to the Director of the AU and the assigned staff member. Additionally, window access has now a roll down, locking metal enclosure, and the outer door has two separate locks to guarantee utmost security and safeguard from possible physical breach.
6. **Staff effectiveness and efficiency.** Trainings on COM-FSM Student Information System and the FERPA were facilitated by the AU's director to staff at the state campuses last September 4-22, 2012. The training included level II session on the COM-FSM SIS, basics of the FERPA, such as education records, college officials and legitimate educational interest, elements of consent, directory information, and others. Subsequent trainings were also routine scheduled as follow-up designed to upgrade staff skills and adeptness.
7. **Technology**. The AU continues to embrace new technologies consequently job functions become less clerical in nature. The implementation of the online registration resulted in significant changes in the registration processes and functionality. The AU is currently making preparation to implementing the online submission of grades by instructors.

What challenges remain to make the AU more effective?

See preceding section on "weaknesses and challenges."

Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals		
Institutional Strategic Goals	**AU Service Area Outcomes**	**Linkages**
2008-2012 Strategic Goals 2. Provide institutional support to foster student success and satisfaction. 9. Provide for continuous improvement of programs, services and college environment.	**2010-2012 Assessment Cycle** 1. To satisfy the needs of diverse constituents by delivering comprehensive services and providing appropriate and timely responses to requests for information and services. 2. To process applications and recommend decisions on applications in a timely manner. 3. To increase retention by 5% through developing retention strategies that will assist all students.	ACCJC IIC, applicable objectives in the IEMP

2013-2017 Strategic Directions	2013-2014 Outcomes	ACCJC IIC, applicable objectives in the IEMP
1. Focus on student success. 2. Emphasize academic offerings in service to national needs. 3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs. 4. Invest in and build a strong capacity in human capital. 5. Become a learning organization through development of a learning culture guided by learning leaders. 6. Evoke an image of quality.	1. AUs under the department of student services will exhibit commitment and active engagement to fostering the culture of continuous improvement. 2. Students will engage in active learning and use time management to balance academic work with extra-curricular activities.	
	2013-2014 Assessment Cycle 1. Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to relevant academic dates. 2. OARR shall maintain a high level of patron satisfaction by providing timely and accurate services for students, faculty, staff and the community in the following areas: (a) registration, (b) access to grades, (c) academic records maintenance and transcript production, (d) enrollment and degree verification, (e) degree audit including degree processing, (f) data requests, and (g) others.	ACCJC IIC, applicable objectives in the IEMP

Evaluation of Progress toward previous Goals

List the goals from AU's previous program review

Not applicable. This is the first finished program review. The college was only able to articulate specific standards and guidelines for conducting program review in June 2013. However, in compliance with the college's policy on continuous improvement and in support of the college's institutional goal on providing continuous improvement of programs and services, AU regularly conducts annual *assessment* of its programs and services.

Describe the level of success achieved in goals listed above

Goals from previous AU Program Review	Level of Success Achieved
Not applicable	Not applicable

In cases where resources were allocated toward goals, evaluate the efficacy of that spending

Goals from previous AU Program Review	Resources Allocated	Efficacy of Spending
Not applicable	Not applicable	Not applicable

Short-Term and Long-Term Goals

Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal

Short-Term Goals 1 (Two-Year Cycle)

Identify Goal	**Focus on student success**

Describe the plan to achieve the goal (i.e., action plan)	1. Support institutional efforts in ensuring time to graduation. This will involve (a) developing and supporting advising tools, progress-toward-degree methodology, and tools to assess and respond to early warning in collaboration with instructional affairs and other administrative units that aid students' progression to degree attainment. 2. Design, develop, and schedule training for students and academic advisors in accessing and using the MyShark Portals. The training shall provide detailed overview on how to navigate the student and faculty portal. 3. Provide training to students on the available methods of the registration process, e.g., online registration including adding and dropping courses online, assisted registration (face-to-face and mix online and face-to-face). 4. Improve communication between the AU and the academic advisors regarding pre- and co-requisites, registration deadlines, course sequencing, and others. 5. Deliver extended orientation for new and returning students. This shall also involve developing, designing and implementing the use of training syllabi to ensure consistency in delivery, content, and assessment of orientation programs. 6. Provide the timeliest possible information to students and academic advisors about transfer credit evaluations and other academic progress matters.
What measurable outcome is anticipated for this goal?	Consistent of the Min-Work Plan developed by the college's high performance team as submitted to the American Association of Community Colleges (AACC) last February 2014, and approved by the college's Board of Regents, March 2014, AU will set three measures of success anticipated of this goal, i.e., focus on student success: 1. Course completion 2. DegreeAudit 3. Retention
What specific aspects of this goal can be accomplished without additional financial resources?	All
Short-Term Goals 2 (Two-Year Cycle)	
Identify Goal	Improve the effectiveness and efficiency of services and operations
Describe the plan to achieve the goal (i.e., action plan)	1. Hire a registrar. Currently, the registrar's functions are assigned to the Director of the AU. The AU's multi-facted functions absolutely requires the hiring of as registrar to oversee areas of student database systems, registration and matriculations, student records and file management, and others in such that the Director of the AU shall focus on strategic planning and implementations of recruitment, marketing and enrollment initiatives, entrance test, and establishing partnership with external stakeholders, e.g., the K12 system, etc. 2. Standardize the content and presentation of information in all AU publications, e.g., OARR Student Guide, brochures, and web-based information (http://www.comfsm.fm/?q=admissions). Enhance the AU's webpage allowing e-submission of queries, follow-up, feedbacks, and requests directly sent to a designated AU staff. 3. Improve college community understanding of and compliance with the Family Educational Rights and Privacy Act (FERPA), Title IX, and other federally-mandated regulations. This involves making information about the FERPA and other federal regulations part of the extended orientation for all students. 4. Develop and implement a mechanism that will ensure "just-in-time" communication of academic and related policies to students, faculty, staff and other stakeholders, and provide accurate and consistent interpretation of these policies. 5. Provide appropriate professional development opportunities for the AU staff so that they can perform functions more effectively, efficiently and sustainably. Continue to maintain exceptional quality and confidentiality of records. 6. Streamline routine processes to reduce turn-around time.

What measurable outcome is anticipated for this goal?	Increased effectiveness and efficiency in terms of AU's delivery of its services, e.g., meet (or exceed) customer satisfaction, streamlined routine processes resulting to shortened turn-around time, readability and usability of paper- and web-based information, forms, and others.
What specific aspects of this goal can be accomplished without additional financial resources?	All except for the hiring of an additional AU staff, i.e., the registrar, costs associated with providing appropriate professional development opportunities for AU staff, and carrying out components in a proactive and aggressive recruitment, marketing and enrollment strategic plan.

Long-Term Goals 1 (Five-Year Cycle)	
Identify Goal	Ensure the accuracy and efficiency of services and processes, and maintain exceptional quality and confidentiality of records.
Describe the plan to achieve the goal (i.e., action plan)	1. Complete the scanning of pre-database student paper records, and transfer them to appropriate permanent medium. 2. In collaboration with the college's information technology division, upgrade the current student database system allowing the insert of student records during the quarter systems. Additionally, secure fiscal support to defray costs associated to updating the current database of missing student bio-information and others ensuring accuracy and completeness of records. 3. Convert paper forms to an electronic format. 4. Cross train staff members to create redundancies in responsibilities. 5. Additionally, improve personal and professional interpersonal skills of staff through professional development.
What measurable outcome is anticipated for this goal?	Increase effectiveness and efficiency in terms of AU's delivery of its services, e.g., meet (or exceed) customer satisfaction, streamlined routine processes resulting to shortened turn-around time, and others.
What specific aspects of this goal can be accomplished without additional financial resources?	None. All require some additional level of funding to include acquisition of additional hardware and application software needed for the digitization of the AU's archives (paper-documents), training of staff, and hiring of a staff for retro-data entry of student records in the database system.

Requests for Resources

Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review.

o Short-Term Goal o Long-Term Goal	
Goal Number and Goal Description	**Short-Term Goal 2.** Improve the effectiveness and efficiency of services and operations

Type of Resources	Requested Dollar Amount	Potential Funding Source
Personnel-Registrar	$14,731.00 PA, or higher, plus benefits. Figure was based on the initial placement for a student services specialist III position in 2001.	Annual Budget, insert FY 2017
Staff development	$15,000.00 for on-site travel to satellite offices at the state campuses, and associated costs for AU staff training. Budget cut-down removed funds allocated for site visit.	Annual Budget, insert FY 2017

Recruitment and Marketing	$20,000.00 for travel to other FSM states and other associated costs for recruitment, marketing, and the administration of the entrance test, printing of quality marketing materials, brochures, to defray costs of communications and mails for prospective students and other external stakeholders, etc.	Annual Budget, insert FY 2017

o Short-Term Goal o Long-Term Goal	
Goal Number and Goal Description	**Long-Term Goal 1.** Ensure the accuracy and efficiency of services and processes, and maintain exceptional quality and confidentiality of records.

Type of Resources	Requested Dollar Amount	Potential Funding Source
Personnel-Electronic Data Processing Assistant	$6,762.00 PA plus benefits.	Annual Budget, insert FY 2017
Computer Hardware and application	$3,500.00 one-time cost only	Annual Budget, insert FY 2017

AU Program Review Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document.

Response Page

AU Vice President or appropriate immediate Management Supervisor

☐ I concur with the findings contained in this AU program review.

☐ I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):

☐ I do not concur with the findings contained in this AU program review (include a narrative exception):

2010-2012 *Assessment and Evaluation Report*

Office of Admissions, Records and Retention
Department of Student Services

COLLEGE OF MICRONESIA-FSM
P.O. Box 159, Kolonia, Pohnpei
Federated States of Micronesia 96941

September 21, 2012

Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Institutional Strategic Goal Supported

Strategic Goal 2

Provide institutional support to foster student success and satisfaction
1. Promote strategic enrollment management for the College
2. Become more student-centered in the development of specific college system policies and procedures
3. Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value
4. Develop a student-friendly campus environment that encourages and enables students to be health conscious

Strategic goal 9

1. Provide for continuous improvement of programs, service and college environment
2. Improve institutional assessment and evaluation
3. Integrate planning, evaluation and resource allocation for continuous improvement
4. Increase research and data driven decision making
5. Develop an integrated data system

Department's Mission Statement

The Department of Student Services promotes student success and supports student learning with an increased sense of value and importance it holds for the enhancement of all aspects of student life and learning at the College of Micronesia-FSM.

Unit or Program's Mission Statement

It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.

Unit's Services

Currently, the OARR provides programs and services to its patrons, as follows:
1. Academic transcripts
2. Admission, registration and matriculation
3. Record and report academic standing (e.g., academic honors, probation, and suspension)
4. Enrollment and program completion verification
5. U.S. Veteran Affairs e-certification
6. Degree audit, and graduation check
7. Grade change, name change, change of major and individual degree plan (IDP), and others
8. Transfer credit evaluation and equivalencies
9. Issuance of degrees and certificates, duplicate degrees or certificates, transfer credentials, and others

10. Evaluation, consolidation, systematization, maintenance, and preservation of student academic records
11. Reports to other divisions, such as, but by any means not limited to, enrollment lists, mid-term deficiency reports, academic standing, program completion reports, persistence and attrition reports, and others

Unit Goal

To increase student's satisfaction, access and success.

Unit Outcomes or Objectives

Outcome 1

To satisfy (or exceed) the needs of diverse constituents by delivering comprehensive services and providing appropriate and timely responses to requests for information and services; as such, 80% positive ratings on satisfaction surveys reaching constituents.

Action Steps or Strategies
1. Address 90% of over-the-counter and phone requests for information and services within 24 working hours; address 90% of requests for information and services via e-mails within 48 working hours of receipt.
2. All enrollment verification will be completed within one day of receipt; while all US veterans' certifications processed in five working days after the last day to add and drop courses.
3. 90% of transcript requests processed on average of three working days of receipt.
4. All requests for addition or deletion of courses including withdrawals and cancellation of registrations are completed immediately upon receipt.
5. All grades are posted to transcript within one day of receipt; graduation checks and degree audits processed at an average of one working day of receipt.
6. All degrees and certificates are posted to transcript within one week of graduation; while all degrees and certificates are available for disbursements at an average of two weeks from graduation.
7. Maintain and update complete and accurate permanent records of all students, and at the same time, guarantee the security and confidentiality of all student's education records; organize paper-based records for easy and systematic retrievals as well as efficient tracking of documents.
8. Promote staff training in customer services, stress and time management and wellness including staff enrollment to continuing education and participation in trainings and workshops, such as but by any means not limited to, techno-literacy training, files and records management, assessment and evaluation, and others.

Outcome 2

To process applications and recommend admission decisions on applications in a timely manner; as such, 90% positive ratings on annual satisfaction survey reaching different constituents.

Action Steps or Strategies
1. Notification of admission decisions (new and transfer) will be made within 10 working days of receipt of approved COM-FSM entrance test (COMET) results.
2. A letter stating missing items will be sent within seven working days of receipt of application for new and transfer admission.
3. A recommendation on admission decisions (second degree or third year certificate programs, and readmission) will be made and communicated to the Committee on Recruitment, Admissions and Retention (RAR) within 10 working days of receipt.

4. Notification of admission decisions will be made within five working days of receipt of approval from the Office of the President through the RAR Committee.
5. Develop marketing and communication plan for potential students.
6. Admission packages for all students invited for admission will be available for disbursement within 10 working days of receipt of approved COMET results and recommendations.

Outcome 3

To increase retention by 5% in Fall 2011 through developing specific retention strategies that will assist all students.

Action Steps or Strategies
1. Provide leadership, while working collaboratively with all constituents, in developing and eventually offering an intensive college success course for new students which will provide them familiarization of the college's culture and assist them in setting their educational and career goals as well as in developing their study skills.
2. Collaborate with other departments and divisions to establish and institutionalize a **Center for Student Access and Success.**
3. Promote early registration in direct coordination and collaboration with the faculty and other constituencies to encourage continuing students to use their priority registration appointments.
4. In close collaboration with the academic advisors, the division of counseling services, Financial Aid Office, and other offices, develop and expand an intervention program for students on academic probation or at-risk students.
5. Improve early alert system and tracking of student's progress by working collaboratively with faculty members to encourage them to contact students who have either poor attendance or poor performance in class.
6. Encourage stronger relationships between the divisions of Instructional Affairs's department, the counseling services, and other divisions or units in the Student Services as well as Administrative Services departments.
7. All students on probation (at-risks) at the end of the semester will receive probation notifications with flyers promoting the **Center for Access and Success.**
8. Expand the orientation program to provide monthly orientation for all students during the designated free or open time.
9. Develop marketing and communication plans for students after matriculation; develop consistent relationship with students from admission to matriculation to graduation.

Methodology

The assessment employed descriptive methodology. Descriptive method is defined by Best (1963) in the following ways: (*a*) *it describes and interprets what is; and (b) it is concerned with conditions and relationships that exist, practices that prevail, belief and processes that are going on, effects that are being felt, or trends that are developing.* However, descriptive method goes beyond mere gathering and tabulation of data -- it also involves an element of interpretation of the meaning or significance of what is described. As such, it is often combined with comparison and contrast involving measurements, classifications, interpretation, and evaluation.

Evaluation Questions	Data Sources	Sampling	Analysis
Q1. What is the patron's level of satisfaction of OARR's delivered services in meeting their needs? **Criterion for success:** *80% positive ratings on the annual satisfaction survey and other administered surveys*	Spring 2011 registration survey, satisfaction survey, office logs	Non-probability sample	Descriptive statistics
Q2. What is OARR's level of effectiveness in terms of providing support to increasing student's retention rate? **Criterion for success:** *5% increase in the student's retention rate, i.e., Fall 2010 versus Fall 2011.*	Fall 2010 versus Fall 2011 retention rates, i.e., Institutional and by campus, enrollment list reports, and office logs	Not applicable	Descriptive statistics
Q3. What is the student's level of adeptness to OARR admission and registration policies and processes, and proficiency in successfully navigating through registration processes? **Criterion for success:** *Statistically significant (positive) difference between the scores in the pre- and post tests administered to a non-probability sample of new and transfer students during Spring 2011 semester.*	Pre-and post tests, and Registration activity log,	Non-probability sample	Descriptive statistics

Assessment Results and Findings

Evaluation Question (Q1)

What is the patron's level of satisfaction about the efficiency and effectiveness of OARR's delivered services in meeting their needs?

First Means of Assessment for Q1

To gather the data (*the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs*) regarding the current conditions, a normative survey was conducted to a non-probability sample of students. Normative surveys are frequently made to ascertain the normal and typical condition or practice. According to C. Sanchez (2001), *"Normative survey is an investigation designed and conducted to ascertain the facts concerning the present status of an institution or situation"* (p. 253).

As such, the Spring 2011 Registration Survey was administered to a non-randomly selected sample (*n*) of 156 students during the two-day regular registration for Spring 2011 semester held last January 4-5, 2011. The non-probability sample (*n*) of 156 subjects consisted of 74 (or 46.79%) female and 80 (or 51.28%) male students who registered for Spring 2011 semester classes at the National Campus last January 4-5, 2011. The size of the non-probability sample (*n*=156) represent 16% of the population (N).

The instrument, *Spring 2011 Registration Survey,* consisted of several sections: (a) demographics that included *gender, campus, classification, registration status, and major or program of study*; and (b) 14 questions that employed five-point Likert Scale (*very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied*). However, only six of these 14 questions were directly related to OARR and the services it facilitates or provides (*see* Table 2.0). Table below shows the distributions of the sample (*n*=156) by classification and registration status:

Table 1.0
Distributions by classification and registration status
n=156

Classification[1]	Count	Count% of *n*	Registration Status	Count	Count% of *n*
Freshmen	36	23.08%	New	6	3.85%
Sophomores	73	46.79%	Continuing	123	78.85%
3rd Year Students	24	15.38%	Transfer	6	3.85%
4th Year Students	9	5.77%	Returning	16	10.26%
No answer	14	8.97%	No answer	5	3.21%
Total *n*	156	100.00%	Total *n*	156	100.00%

[1]**Classification**: F*reshmen are students who have earned less than 30 credits while sophomores, 30-70 credits. 3rd year students are those who are matriculated into the college's 3rd year certificate of achievement programs. 4th year students are those who are under the University of Guam (UOG) and the college;s baccalaureate partnership program in Elementary Education.*

Means of Unit Assessment and Criteria for Success (Q1)

Criterion for Success is 80% positive rating in the *registration survey*. Criterion for success had been met. Overall, a vast majority (81.41% or 127) of the 156 subjects expressed **satisfaction**, while only 8.98% (or 14) signified **dissatisfaction**, and 9.62% (or 15) conveyed **neutrality** about how the registration process (Spring 2011 semester).

However, in combining the responses to the six questions in the **Spring 2011 Registration Survey** that specifically relate to OARR, the Office received an overall *positive rating* of 85.55% as against 6.30%

negative rating with 9.62% of the 156 subjects signifying *neutrality*. For more details, please refer to **Table 2.0** under the **Summary of Assessment Data** section of this report.

Summary of Assessment Data (Q1)

As stated in the previous section of this assessment report, the **Spring 2011 Registration Survey** was administered to a non-randomly selected sample (*n*) of 156 subjects. The registration survey was conducted to determine the effectiveness of the registration process, *in general,* and the efficiency of the units or offices that facilitate the registration, *in particular,* from the *perception of the students.* Specifically, six of the 14 questions in the survey were directly related to OARR's *level of effectiveness and efficiency* in terms of delivering the registration from the perception of the subjects (*n*=156).

Table 2.0
Distribution of the responses to questions (six of 14 questions) that were directly related to OARR
n=156

Questions	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		No Answer		Total
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count % of *n*	Count	Count% of *n*	Count	Count% of *n*	
Hours set for registration	66	42.31%	68	43.59%	12	7.69%	2	1.28%	8	5.13%	0	0.00%	156
Forms used for registration	68	43.59%	67	42.95%	12	7.69%	1	0.64%	7	4.49%	1	0.64%	156
Location used for registration	84	53.85%	52	33.33%	10	6.41%	5	3.21%	5	3.21%	0	0.00%	156
Lay-out used for registration	61	39.10%	65	41.67%	19	12.18%	5	3.21%	5	3.21%	1	0.64%	156
Helpfulness of OARR Staff	81	51.92%	51	32.69%	14	8.97%	3	1.92%	5	3.21%	2	1.28%	156
Time involved in completing the registration process	59	37.82%	60	38.46%	23	14.74%	6	3.85%	7	4.49%	1	0.64%	156

Location and lay-out used for the registration

The results of the **Spring 2011 Registration Survey** showed that OARR received the ***highest positive rating*** with 87.18% (or 136) of the 156 subjects surveyed expressing satisfactions in terms of the *location used for the registration.* The Spring 2011 regular registration was held in the Practice Gym of the FSM-China Friendship Sports Center. The gym is fitted with air conditioning units, carpeted floor, and other facilities suitable to an arena registration.

80.77% (or 126) signified *satisfaction* with *the lay-out used for the registration* with only 6.41% (or 10) conveying their *dissatisfaction*, and 12.18% (or 19), *neutrality.*

Forms used for registration

The 156 subjects surveyed were also asked about the *forms* used for registration. 86.54% (or 135) expressed *satisfaction*, while 5.13% and 7.69% indicated *dissatisfaction* and n*eutrality*, respectively. OARR received 78.41% positive rating in this category in the 2009 registration survey. The **increase** (8.13%) may be attributed to several elements: (a) OARR redesigned its paper registration form specifically using NCR papers, (b) the change in the registration process where course selection became a

part of the registration procedure, and (c) students were no longer required to secure signatures and approval of instructors to sign up or register for courses.

Hours set for registration and helpfulness of OARR staff

85.90% (or 134) of the subjects expressed *satisfaction* with the *hours set for registration* while only 6.41% (or 10) signified *dissatisfaction*, and 7.69%, n*eutrality*. Spring 2011 semester regular registration was open to all students beginning 9:00 AM to 4:00 PM.

On the other hand, a majority of the subjects (84.62% or 132) gave OARR *positive rating* in terms of *the helpfulness of the staff* as against 5.13% (or 8) and 8.97% (or 14) who expressed *dissatisfaction* and *neutrality*, respectively.

Time involved in completing registration process

Finally, the Spring 2011 registration survey results showed that OARR received the **lowest positive rating** (76.28%) in terms of the *time involved in completing the registration process*. Although only 8.33% expressed *dissatisfaction* and 14.74%, *neutrality*, this definitely **an area where OARR needs to coordinate and collaborate with the other divisions and offices directly involved in facilitating the registration in order to address several observed factors that may have caused the significant lag or holdup in the registration**.

Specifically, the lags were observed to be significant in **Steps One** (*issuance of clearances by Business Office*) and **Two (***creation of identity and term record* activation*)* of the registration. In 2010, OARR streamlined the registration process by reducing the number of steps or phases from seven to only five (*see* **Figure 1.0** below). This may have contributed to the 17.43% increase in the *positive rating* in this area (*time involved in completing registration*) as compared to the 2009 registration survey results.
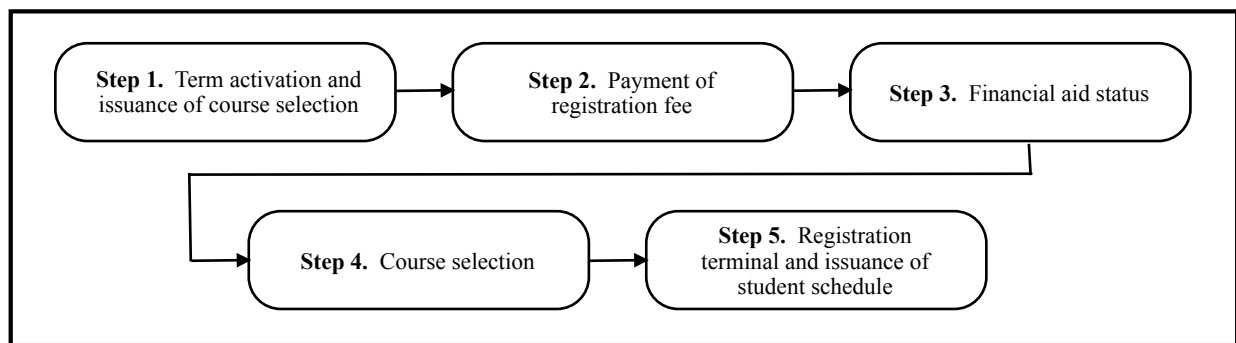

Figure 1.0. The *five-step* registration process

While the college offers the preference to students to *early register*, this is an option extended only to *continuing students*. Additionally, regular registration was shortened from three days to two days beginning 2010.

Others

As mentioned in the *prior section* of this assessment report, the 2011 **Spring 2011 Registration Survey** instrument had 14 questions; however, only six questions were directly related to OARR. The other questions were directed to assessing the level of efficiency and effectiveness of the other offices directly involved in facilitating the registration -- and that is, *from the perceptions of the subjects*.

The 156 subjects were asked to respond to question 7 (*Helpfulness of the Business Office staff*) and question 8 (*Bill paying process*). These two questions were directed to Business Office. 81.41% of the respondents gave Business Office *positive ratings* in terms of question 7 as compared to 7.69% who expressed *dissatisfaction*. However, Business Office received 76.41% p*ositive rating* and 5.13% *negative rating* in question 8 with 18.59% of the respondents indicating *neutrality* to question 7. **This is an area**

where OARR will have to work in close collaboration with Business Office to further improve services in this phase of the registration process.

Additionally, the respondents gave 65.38% *positive rating* in terms of their *perceptions about the helpfulness of the peer guides* -- this was area with the **lowest positive rating** in the Spring 2011 registration survey. 14.10% of the respondents expressed their *dissatisfaction*, while 17.31%, *neutrality*. **This is area where OARR needs to coordinate with the Student Services' division of Student Life especially to identify *strategies* and other suitable approaches to improve the services extended by our *peer guides* especially to incoming new freshman students.**

Finally, two questions (10 and 11) in the survey were directed to *Instructional Affairs*. 79.49% of the respondents expressed *satisfaction* with the *academic advising at the registration site* (question 10) as against 5.77% who signified *dissatisfaction* (14.10, *neutrality*). However, the respondents gave 68.59% positive rating in terms of the *availability of courses for program* (question 11) with 12.82% negative rating and 27.95 expressing *neutrality*. **This is another area warranting OARR to work in close collaboration with the Department of Instructional Affairs to further improve services in the area of *on-site academic advising* and *availability of courses for programs*.**

Second Means of Assessment for Q1

The **College of Micronesia-FSM Student Satisfaction Survey 2011 (**s*ee* http://www.comfsm.fm/irpo/files/surveys/student-Survey-Summary-11032011.pdf) was administered to a non-randomly selected sample of 1,004 students by the Institutional Research and Planning Office (IRPO).

The non-probability sample (*n*) of 1,004 subjects consisted of 431 (or 42.93%) male and 566 (or 56.37%) female; however, 7 (or 0.69%) of subjects opted to signify classification by gender. Table below shows the distribution of these 1,004 samples (*n*) by campus.

Table 3.0
COM-FSM Student Satisfaction Survey 2011
Subjects in headcount and % of n=1,004 distributed by Campus

National		Pohnpei		Chuuk		Yap		Kosrae		Undeclared[1]	
Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*
360	35.86%	402	40.04%	62	6.18%	106	10.56%	60	5.98%	14	1.39%

[1]*Skipped question*
Note: The FSM Fisheries and Maritime Institute (FSM FMI) was not included in this survey attributing to its fairly or somewhat different structure and services as compared to the other five campuses of the College.

The subjects were also asked *how often they have used the service areas*. Specific to OARR, 16.1% (or 157) of the subjects indicated *daily* while 34.3% (or 334) and 23.0% (or 224) signified *weekly* and *monthly*, respectively. 19.0% (or 185) reported *semester* and 7.7% (or 75), *not applicable*.

Means of Unit Assessment and Criteria for Success (Q1)

Criterion for Success is 80% positive rating in the *satisfaction survey.*   **Criterion for success had been met.** OARR received 85.1% positive rating in the **COM-FSM Student Satisfaction Survey 2011** as against 3.4% negative rating (*see* Table 4.0).

Table 4.0
COM-FSM Student Satisfaction Survey 2011
Part D: Please indicate your level of satisfaction for the Service Areas

Service Areas	Very Satisfied		Satisfied		Somewhat Satisfied		Neutral		Somewhat Unsatisfied		Unsatisfied		Very Unsatisfied	
	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*	Count	Count % of *n*
Admissions Office	286	29.3%	418	42.9%	126	12.9%	95	9.7%	14	1.4%	11	1.1%	9	0.9%

Table below shows the levels of satisfaction of the 1,004 subjects surveyed about OARR: *particularly* (a) the registration process, and (b) how the office responds to the student's unique needs and requests.

Table 5.0
COM-FSM Student Satisfaction Survey 2011
Part B: Satisfaction of the program or services provide by the College

Questions	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*
I was satisfied with the registration process	292	29.6%	412	41.8%	171	17.3%	60	6.1%	43	4.4%	43	0.8%
OARR responds to student's unique needs and requests	235	24.1%	418	42.8%	229	23.4%	56	5.7%	20	2.0%	19	1.9%

While OARR received overall *positive rating* of 85.1% in the **COM-FSM Student Satisfaction Survey 2011** (*see* Table 4.0), tabulated responses to two questions under Part B of the survey applicable or specific of OARR show that:

(a) 71.4% of the subjects expressed *satisfaction* about the registration process as compared to only 10.5% who signified *dissatisfaction*, and
(b) 66.9% of the subjects indicated *satisfaction* in terms of how the office responds to their unique needs and requests as compared to only 7.7% who reported *dissatisfaction.*

Also a disparity in the results of the **Spring 2011 Registration Survey** and the **COM-FSM Student Satisfaction Survey 2011** was noted. In the **Spring 2011 Registration Survey**, OARR received an overall 85.55% *positive rating* as compared to 71.4% in the **COM-FSM Student Satisfaction Survey 2011**. This may be attributed to the following considerations: (a) the Spring 2011 Registration Survey was administered to a non-randomly selected sample of students at the National Campus only while the COM-FSM Student Satisfaction Survey, a non-probability sample of the college-wide student population; and (b) the *somewhat variations* in the setting or venue used for the registration including *available of physical facilities*.

At the National Campus, the practice gym of the FSM-China Friendship Sports Center has been *primarily* used as venue for the registrations. The practice gym has en-suite amenities and features ideally-suitable and perfectly essential for an *arena type registration.* **Nevertheless, this is an area requiring utmost consideration specifically for OARR to work collaboratively and in close-coordination with all divisions and offices directly involved in facilitating the registration to ensure** *equity and consistency* **in the delivery of the registration process and ensuing services, college-wide.**

Third Means of Assessment for Q1

To gather the data (the perceptions of the patrons about the efficiency and effectiveness of OARR's delivered services in meeting their needs), a non-randomly selected sample of 70 students were submitted to the **OARR Annual Satisfaction Survey** last March 2012. Using a five-point Likert Scale, the survey was aimed to determine the subjects' perceptions about the effectiveness and efficiency of OARR's delivered services in meeting their needs.

The non-probability sample (*n*) of 70 subjects consisted of 58 (or 82.86%) *students,* 8 (or 11.43%) *faculty and staff members including* administrators*,* and 4 (or 5.71%) *outside* stakeholders*.*

Means of Unit Assessment and Criteria for Success (Q1)

Criterion for Success is 80% positive rating in the *annual satisfaction survey.* **Criterion for success was not met**. Overall, OARR received only 64.29% positive ratings (-8.75% below the established 80.00% criterion for success), 15.71% negative rating, and 20.00%, neutrality. The table below shows the distribution of combined responses in terms of *positive and negative ratings, and neutrality* to Q3-Q14 of the survey.

Table 6.0
Responses to Q3-Q14 of the 2011 OARR Annual Satisfaction Survey
as distributed in terms of positive, and negative ratings, neutrality

Questions	Positive Rating		Negative Rating		Neutral		Positive Rating %Diff to 80% criterion for success
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	
Q3. When I contacted OARR, I was served in a reasonable period of time	35	50.00%	7	10.00%	28	40.00%	-30.00%
Q4. OARR staff greeted me respectfully	22	31.43%	4	5.71%	44	62.86%	-48.57%
Q5. OARR staff seemed willing to go " the extra mile" to help	31	44.29%	5	7.14%	34	48.57%	-35.71%
Q6. OARR staff was polite	48	68.57%	6	8.57%	16	22.86%	-11.43%
Q7. OARR Staff appeared concerned about my problem or issue	39	55.71%	5	7.14%	26	37.14%	-24.29%
Q8. OARR staff listened attentively to my question and then asked appropriate questions to better understand my concerns	32	45.71%	4	5.71%	34	48.57%	-34.29%
Q9. OARR staff answered my questions in easy to understand way	29	41.43%	3	4.29%	38	54.29%	-38.57%
Q10. OARR staff displayed professionalism during my interaction with him or her	49	70.00%	1	1.43%	20	28.57%	-10.00%
Q11. OARR staff was patient and calm	31	44.29%	2	2.86%	37	52.86%	-35.71%
Q12. OARR staff displayed excellent knowledge of the office	50	71.43%	2	2.86%	18	25.71%	-8.57%

Q13. If my request could not be immediately satisfied, OARR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	39	55.71%	3	4.29%	28	40.00%	-24.29%
Q14. Over all, how satisfied are you with the service provided by OARR	45	64.29%	11	15.71%	14	20.00%	-15.71%

Although OARR received significantly higher *positive ratings* in all categories of the administered satisfaction survey (Q3 to Q14) as compared to *negative ratings*, the foregoing table shows notable percentage of the 70 subjects surveyed signifying *neutrality to Q3 to Q14* about how they perceived the effectiveness and efficiency of OARR's delivered services in meeting their needs.

Summary of Assessment Data (Q1)

As stated in the previous section of this report, a satisfaction survey was administered to a non-randomly selected sample (*n*) of 70 subjects. Specifically, the survey was conducted to determine OARR's *level of effectiveness and efficiency* in terms of its delivered services from the perception of the subjects (*n*=70). Table below shows the distribution of responses to Questions 3 to 14 of the survey.

Table 7.0
Distributions of responses to Q3-Q14 of the 2011 OARR Annual Satisfaction Survey

Questions	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied	
	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*	Count	Count% of *n*
Q3. When I contacted OARR, I was served in a reasonable period of time	5	7.14%	2	2.86%	28	40.00%	22	31.43%	13	18.57%
Q4. OARR staff greeted me respectfully	2	2.86%	2	2.86%	44	62.86%	13	18.57%	9	12.86%
Q5. OARR staff seemed willing to go *"the extra mile"* to help	2	2.86%	3	4.29%	34	48.57%	28	40.00%	3	4.29%
Q6. OARR stay was polite	1	1.43%	5	7.14%	16	22.86%	21	30.00%	27	38.57%
Q7. OARR Staff appeared concerned about my problem or issue	4	5.71%	1	1.43%	26	37.14%	30	42.86%	9	12.86%
Q8. OARR staff listened attentively to my question and then asked appropriate questions to better understand my concerns,	2	2.86%	2	2.86%	34	48.57%	21	30.00%	11	15.71%
Q9. OARR staff answered my questions in easy to understand way	1	1.43%	2	2.86%	38	54.29%	13	18.57%	16	22.86%
Q10. OARR staff displayed professionalism during my interaction with him or her	1	1.43%		0.00%	20	28.57%	40	57.14%	9	12.86%
Q11. OARR staff was patient and calm	1	1.43%	1	1.43%	37	52.86%	26	37.14%	5	7.14%

Q12. OARR staff displayed excellent knowledge of the office	1	1.43%	1	1.43%	18	25.71%	35	50.00%	15	21.43%
Q13. If my request could not be immediately satisfied, OARR staff gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	1	1.43%	2	2.86%	28	40.00%	23	32.86%	16	22.86%
Q14. Over all, how satisfied are you with the service provided by the OARR	8	11.43%	3	4.29%	14	20.00%	33	47.14%	12	17.14%

OARR received the highest positive rating (70.00%) in question 10, i.e., *OARR staff displayed professionalism during my interaction with him or her*, and the lowest positive rating (31.43%) in question 4, i.e., *OARR staff greeted me respectfully.* Although OARR received significantly higher *positive ratings* in all categories of the administered satisfaction survey (Q3 to Q14) as compared to *negative ratings*, the foregoing table shows notable percentage of the 70 subjects surveyed signifying *neutrality to Q3 to Q14* about how they perceived the effectiveness and efficiency of OARR's delivered services in meeting their needs.

Nonetheless, while OARR received significantly higher 64.29% positive rating in the Annual Satisfaction Survey administered to a non-probability sample of 70 subjects as compared to only 15.71% negative rating, 20.00% of the subjects expressed *neutrality* or *inconclusiveness* about their perceived satisfaction of OARR. **This is absolutely an area requiring a greater level of attention by OARR especially attributing to its *commitment to serve its patrons in a professional, courteous, and timely manner, which will enable them to meet their goals while upholding college policies* as straightforwardly articulated in its mission statement.**

Evaluation Question (Q2)

What is OARR's level of effectiveness in terms of providing support to increasing student's retention rate?

First Means of Assessment for Q2

Numeric data as reported in the **COM-FSM Fall 2011 Data Summary Report** of the Institutional Research and Planning Office (IRPO) were primarily used in this *assessment report*. Specifically, several variables were examined, such as Fall to Fall retention rates of *first time in college students* during Fall 2010 and Fall 2011 semesters, academic standing, and course completion rates.

Means of Unit Assessment and Criteria for Success (Q2)

Criterion for Success is 5% increase in the student's retention rate, i.e., Fall 2010 to Fall 2011 semesters. Numeric data on institutional retention rates were 58.8% and 65.0 for Fall 2010 and Fall 2011 semesters, respectively, as reported by the Institutional Research and Planning Office (IRPO), an noted increase of 6.2%. **The criterion for success has been met.**

However, OARR acknowledged the *need to* further progress exclusive of this area perhaps by employing a more methodical and systematic approach that will enable it to correlate (a) its programs, services and routine activities either *directly or indirectly* related to student retention; and (b) *increased retention* of students. **This is absolutely an area requiring particular focus by OARR particularly working in collaboration and close-coordination with other units, offices and divisions tasked to provide**

support services critical to increasing student's retention and success. In particular, OARR needs to work closely with the following:

1. The Counseling Services and the instructors especially in terms of support services, such as providing *referrals* to its tutoring programs *at-risk* students, i.e., on academic probation as pre- and post mid-term including end-of-academic term, for appropriate support and intervention.

2. The Institutional Research and Planning Office (IRPO) and the division of Information and Communication Technology (ICT) to design, develop, and implement an automated *early alert system* or the equivalent. This will enable systematically track *at-risk and academically underperforming students*, and provide timely *referrals* to the appropriate offices or units for support and intervention. Concurrently, the COM-FSM Student Information Systems (SIS) maintained by OARR has components or modules that allow the generating *mid-term deficiency reports*.

   OARR recognizes the limitations of this current *alert-system* especially in terms of timely and just-in-time referrals of at-risk students for support and intervention. More so, while OARR routinely receives from instructors *early deficiency warning* basically prior to mid-term, these data or information are not posted into the SIS and information are not provided to or referred to either academic advisors or counselors.

   Additionally, if determined to be reasonable and practically feasible, perhaps upgrading the current COM-FSM Student Information System (SIS) allowing the integration of a component, i.e., instructor's grade book.

3. The Instructional Affairs especially on (a) *registrations* of students to courses absolutely based referenced to their *recommended placements* and eligibilities *to register courses* referenced to fulfilling required pre- and co-requisites, and (b) developing strategic scheduling of courses informed by *students' needs*.

4. The Committee on Recruitment, Admissions and Retention especially to revisit the Retention Plan under the the College's **Strategic Enrollment Management Plan** as developed and adopted sometimes in 2009 by amending and modifying the plan for currency and applicability, and articulate *action steps* or *strategies* to efficiently and effectively implement the various components of the plan.

Summary of Assessment Data (Q2)

Numeric data as reported in the **COM-FSM Fall 2011 Data Summary Report** of the Institutional Research and Planning Office (IRPO) were primarily used in this *assessment report*. Specifically, several variables were examined, such as Fall to Fall retention rates of *first time in college students* during Fall 2010 semester, academic standing, and course completion rates. The following relevant findings were indicated in the **COM-FSM Fall 2011 Data Summary Report** (*available from* http://www.comfsm.fm/ irpo/files/Fall-2011-BOR-Data-Report.pdf):

The following relevant findings were indicated in the **COM-FSM Fall 2011 Data Summary Report** (*available from* http://www.comfsm.fm/irpo/files/Fall-2011-BOR-Data-Report.pdf):

1. Overall Fall 2010 retention rates were 58.8% for all students. Student retention rates represent the percent of *new students* in Fall 2010 semester who returned to school in Fall 2011 semester. Numeric data on retention rates (*available from h*ttp://www.comfsm.fm/national/administration/ VPA/researchdocs/Retention%20rate%20trend-F%2703,F%2704,F%2705&F%27062.pdf) in the past Fall 2003 to Fall 2006 semesters per campus were reported at 46% (Fall 2003), 51% (Fall 2004), 53% (Fall 2005), and 46% (Fall 2006).

2. However, overall Fall 2011 retention rates were 65.0% for all students. Specifically distributed by campus: National (71.8%), Pohnpei (64.7%), Chuuk (64.8%), Kosrae (64.7%), and Yap (64.8%).

3. Comparative figures for **good academic standing by campus** in Fall 2010 semester were: National (83.2%), Pohnpei (71.7%), Chuuk (82.5%), Kosrae (72.0%), and Yap (83.2%). **Good academic standing** is based on students having a grade point average (GPA) of ≥ 2.0.

4. Overall Fall 2011 percent of students with **good academic standing** was 77.2%, and specifically distributed by campus: National (82.3%), Pohnpei (69.8%), Chuuk (80.5%), Kosrae (73.2%), and Yap (77.4%). Additionally, numeric data on **good academic standing** *by student type* showed that 83.8% of continuing students in **good academic standing** as compared to 61.3% for new students.

5. Overall Fall 2011 course complete rates were 77.0% for all campuses based on A, B, C, D, and P as *success grades*. Specifically distributed by campus: National (78.3%), Pohnpei (74.8%), Chuuk (81.0%), Kosrae (79.4%), and Yap (78.3%). However, 68.0% overall Fall 2011 course completion rate if based on A, B, C, and P as success grades, i.e., fairly lower course completion rate by 9%.

Evaluation Question (Q3)

What is the student's level of adeptness to OARR admission and registration policies and processes, and proficiency in successfully navigating through registration processes?

First Means of Assessment for Q3

A sample of 132 non-randomly selected subjects from a cohort of first-time in college freshman students including transfer students during **Spring 2011 Orientation** were submitted to an OARR-developed and designed pre-test prior to orientation, and thence, a post-test. Specifically, the pre-and post tests were administered to measure knowledge gained from participating in the OARR orientation (*on the registration processes and procedures*) for incoming new and transfer students.

Means of Unit Assessment and Criteria for Success (Q3)

Criterion for Success is a significant (positive) difference between the scores in the pre- and post tests administered to a non-probability sample of new and transfer students during Spring 2011 semester. This criterion for success has been met, i.e., a Chi-square (*pre-and post tests*) value of 11.894 with one degree of freedom. This is higher than the critical value of chi-square at the 0.05 level (3.841). By conventional criteria, **this is considered to be very statistically significant.**

Expressed in percent distribution, the tabulated scores of the 132 subjects in the pre- and post tests show that (a) 37.88% scored $\geq$ the median and 62.12%, < the median before participating in the orientation; (b) 67.42% scored $\geq$ the median and 32.58% < the median after participating in the orientation; and (c) a difference of 29.55% between the percent of students who scored $\geq$ the median in the pre-and post tests.

Summary of Assessment Data (Q3)

A pre-test was designed and developed by OARR determine the knowledge of the non-probability sample of 132 new and transfer students about OARR registration processes and procedures. Employing the **a one-variable chi-square** (goodness of fit), table below show the results of the pre-test.:

Table 8.0
Pre-Test Scores of the 132 Non-Randomly Selected Sample (*n*)
Using One-Variable Chi-Square (*Goodness of Fit*)

	O	E	O-E	(O-E)^2	((O-E)^2)/E
Failed	82	66	16	256	3.878787879
Passed	50	66	-16	256	3.878787879

Where O represents *observed number* of the 132 subjects who scored above the median score while E, *expected number*; O-E refers to the *difference* between the *observed* and the *expected numbers*, and (O-E)^2, the square of the differences. Finally, ((O-E)^2)/E is the chi-square statistic, as such a chi-square value of 7.758 with 1 degree of freedom.

There were two categories (*Failed* and *Passed*); as such, *df*=1. Consulting the **Chi-Square Distribution Table** (*available from* http://sites.stat.psu.edu/~mga/401/tables/Chi-square-table.pdf), the critical value of chi-square at the 0.05 level is 3.841. Inasmuch as the calculated chi-square (*see* **Table 8.0**) of 7.758 is larger than the critical value, 3.841, by conventional criteria, **this is considered to be very statistically significant.**

After the **orientation,** the non-randomly selected sample of 132 subjects were submitted to a post-test consisting of exactly the same sequentially structured set of 15 questions alike the pre-test. Table below shows the results of the pos tests specifically using the one-variable chi-square (goodness of fit) test:

Table 9.0
Pre-Test Scores of the 132 Non-Randomly Selected Sample (*n*)
Using One-Variable Chi-Square (*Goodness of Fit*)

	O	E	O-E	(O-E)^2	((O-E)^2)/E
Failed	43	66	-23	529	8.01515152
Passed	89	66	23	529	8.01515152

Where O represents *observed number* of the 132 subjects who scored above the median score while E, *expected number*; O-E refers to the *difference* between the *observed* and the *expected numbers*, and (O-E)^2, the square of the differences. Finally, ((O-E)^2)/E is the chi-square statistic, as such a chi-square value of 16.030 with 1 degree of freedom.

The above table below shows the results particularly using the one-variable chi-square (goodness of fit) test. The results show chi-square of 16.030 which is higher than the critical value of 3.841 at the 0.05 level. Thus, by conventional criteria, **this is considered to be very statistically significant.**

Table 10 .0
Pre-Test and Post-Test Scores of the 132 Non-Randomly Selected Sample (*n*)
Using One-Variable Chi-Square (*Goodness of Fit*)

	O	E	O-E	(O-E)^2	((O-E)^2)/E
Pre-Test	50	66	-16	256	3.878787879
Post-Test	89	66	23	529	8.015151515

Where O represents *observed number* of the 132 subjects who scored above the median score while E, *expected number*; O-E refers to the *difference* between the *observed* and the *expected numbers*, and (O-E)^2, the square of the differences. Finally, ((O-E)^2)/E is the chi-square statistic, as such a chi-square value of 11.894 with 1 degree of freedom.

The results show chi-square value of 11.894 which is higher than the critical value of 3.841 at the 0.05 level. Thus, by conventional criteria, **this is considered to be very statistically significant. As such, there is a significant (positive) difference between the scores of the 132 non-randomly selected subjects in the pre- and post tests.**

Based on the foregoing results and findings of the assessment, the Office of Admissions, Records and Retention (OARR) identified some needs and areas requiring improvements including the actions (strategies) needed, the personnel responsible to carry out these actions and the preferred timeline, as follows:

[Needs or Areas Requiring Improvement] Streamline registration process. Concurrently, the registration process involves five steps as shown in Figure 1.0 in the prior section of this assessment report. However, results of the survey showed only 76.28% positive rating in terms of *time involved in completing registration process*. which is below the 80% positive rating established as *criterion* for success.

Action Steps or Strategies	Responsible	Timeline
1. A meeting with concerned offices directly involved in facilitating the registration shall be made to revisit the *five-step registration process*. Student representatives shall also be invited to this meeting to solicit their views, feedbacks, and comments. 2. Increase the number of staff in-charge of *step one* of the registration process. Coordinate with Business Office on possibly increasing the number of staff charged to handle *step two* of the registration to reduce at a manageable level the long queue of students awaiting the processing of their registration papers. 3. Automate the issuance of the *course selection*. Coordinate with ICT division in terms of additional hardware, if needed, e.g., heavy-duty dot-matrix printers, etc. 4. Expand the *early registration* to accommodate *returning students*.	Director of OARR and all staff	Planning and development phase, Summer 2012, Phase I, Spring 2013, and Phase II (*full-implementation*), Fall 2013.

[Needs or Areas Requiring Improvement] Further improve the services provided by *peer guides* by closely collaborating with the division of Student Life to provide orientation and training as well as other support for *peer guides*. Survey results showed that 65.38% of the respondents expressed *satisfaction* in this area of the registration process.

Action Steps or Strategies	Responsible	Timeline
1. Closely collaborate with the division of Student Life especially in terms of providing *peer guides* with orientation and training on the various processes of the registration, snap shots of the college's academic programs and policies so they will be able to respond to queries and others, financial aid, etc. 2. Coordinate with the Office of the VP for Student Services and the division of Counseling Services especially with the recommendation to include *peer guide* representative in the *planning* of the orientation and registration processes.	Director of OARR and all staff	By Spring 2013.

[Needs or Areas Requiring Improvement] Collaborate and coordinate with offices, units, and divisions especially on student retention to revisit the existing retention plan (*see* COM-FSM Strategic Enrollment Management Plan), and develop as well as implement action steps or strategies to advance student's persistence and retention.

Action Steps or Strategies	Responsible	Timeline
1. The Counseling Services and the instructors especially providing support services in the form of, but by any means not limited to, *referrals* of academically underperforming and *at-risk students* for appropriate support and applicable interventions. 2. The IRPO and ICT to design, develop, and implement an *automated early alert system* or its equivalent critical to enabling systematic tracking of *at-risk* students for timely referrals to appropriate programs and services, and *just-in-time* support and intervention. 3. The Instructional Affairs especially on (a) registrations of students to courses based to their recommended placements, and eligibilities referenced to fulfillment of pre-and co-required courses, and (b) developing strategic scheduling of courses informed by student's needs. 4. Committee on Recruitment, Admissions and Retention to revisit the retention plan under the College's Strategic Enrollment Management Plan by amending or modifying the plan for currency and applicability, and articulating strategies and action steps to efficiently and implement components of the revised plan.	Director of OARR and all staff	By Spring 2013.

[Needs or Areas Requiring Improvement] Effective customer or patron services.   Overall, OARR received only 64.29% positive ratings (-8.75% below the established 80.00% criterion for success).

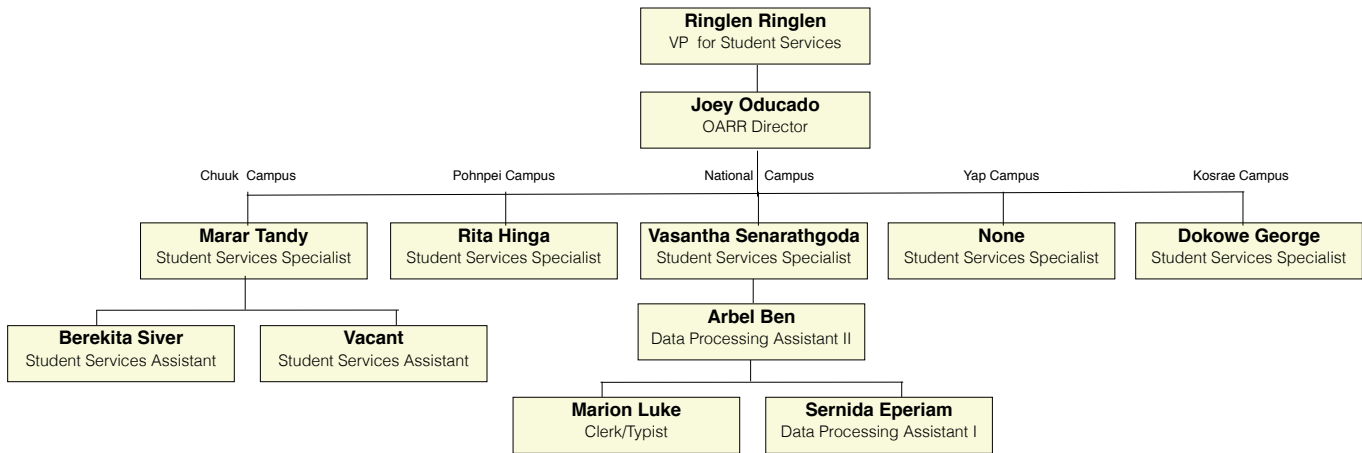| Action Steps or Strategies	Responsible	Timeline
1. A training on effective customer-service for OARR staff at all campuses. 2. Collaboratively articulate an inter-OARR communication path and transmittal of documents, reporting procedure, and work plan for all staff to include schedule of works, benchmarks for work efficiency, and others. 3. Provide training to staff on techno-literacy and/or to upgrade proficiency in the use of technology especially the SIS, communication and reports, OARR routine protocols and standard operating procedures, the FERPA, file and record managements, and others to encourage adeptness to perform multi-tasks in lieu of considerably specialized tasks. 4. Work with the Office of the VP for Student Services, and perhaps the ICT Committee as well the the ICT Director to securing assistance to upgrade computers (hardware and software) consigned to staff especially at the State Campuses. 5. Work with the WebMaster on the webpage for OARR allowing e-service to patrons particularly the capability to provide just-in-time e-responses to queries and requests. Staff training on this area should also be conducted.	Director of OARR and key OARR staff at the state campuses	By Spring 2013.

[Needs or Areas Requiring Improvement] Further on effective customer service, just-in-time and efficient delivery of quality support services to all patrons.

Action Steps or Strategies	Responsible	Timeline
1. Maintain reasonable FTE to OARR staff ratio at all campuses to ensure effective and efficient delivery of services to all patrons. 2. Request from the Human Resources Office (HRO) through the Office of the VP for Student Services re-assignment of one *full-time staff* at OARR Chuuk Campus currently vacant to OARR Pohnpei Campus. Concurrently, Pohnpei Campus has only one full-time staff in-charged of OARR, and in the context of Fall 2012, a ratio of 1:672 FTE students. OARR Chuuk has 1:212 FTE students. 3. Request the Office of the VP for Student Services to intercede in securing the *reconsideration* to hire one *full-time* OARR staff for Yap Campus. While approved under the College's restructured organization and included in the initial budget request for FY 2013, the position was eventually not included in the approved FY 2013 budget due to *financial cuts* attributing to several constraints.	Director of OARR	By Spring 2013.

[Needs or Areas Requiring Improvement] On providing programs geared at fostering student learning, and assessing these programs in terms of their effectiveness in achieving articulated process and learning outcomes, including assessment and evaluation of these programs and services.

Action Steps or Strategies	Responsible	Timeline
1. OARR to continue providing extended orientation to students across all sites to include other areas not exclusive only of admission to registration to matriculation processes, procedures and policies, such as academic and graduation requirements, transfers, and others. 2. OARR to design, develop, and introduce modules for these extended orientations including guides, and assessment types. 3. Collaboratively articulate outcomes specific to student learnings in addition to process outcomes. 4. Extend training to all staff on program or service assessment, selection of assessment methodologies, designing and introducing assessment instruments, data gathering, and basic statistics.	OARR Director and key OARR staff at the state campuses	Beginning Fall 2012.

Office of Admissions, Records and Retention
Organizational Structure

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                    │  VP for Student Services │
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                    │      Joey Oducado        │
                    │      OARR Director        │
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Chuuk Campus	Pohnpei Campus	National Campus	Yap Campus	Kosrae Campus
Marar Tandy Student Services Specialist	**Rita Hinga** Student Services Specialist	**Vasantha Senarathgoda** Student Services Specialist	**None** Student Services Specialist	**Dokowe George** Student Services Specialist

Arbel Ben
Data Processing Assistant II

Berekita Siver Student Services Assistant	**Vacant** Student Services Assistant

Marion Luke Clerk/Typist	**Sernida Eperiam** Data Processing Assistant I

Explanatory Remarks

1. The current vacant position for a Student Services Assistant at OARR Chuuk to that one then occupied by Betty Park. The position is budgeted under the approved FY 2013 budget. It is proposed that this position be re-assigned to Pohnpei Campus to maintain reasonable equity in OARR staff to FTE student ratio.

2. There is no personnel or staff at Yap Campus specifically assigned to OARR. The campus' Student support and services staff have been practicing multi-tasking roles that may have been efficient and effective within par. However, attributing to OARR's specific roles especially attributing to education record keeping, handling and maintenance, it is recommended that a full-time OARR staff should be assigned for Yap Campus. Under the approved re-structured organization, and full-time OARR staff for Yap Campus had been recommended. This recommended position was included in the FY 2013 budget request;. Unfortunately, the position was shelved and funds requested to defray salaries and benefits were not included in now approved FY 2013 budget due to some *financial cuts*.

College of Micronesia - FSM

C - studentServices - Admissions, Records and Retention

Mission Statement: It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely-manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.

Currently, OARR provides the following services to its patrons:

1. Academic transcripts
2. Admission, registration, and matriculation
3. Record and report academic standing
4. Enrollment and program completion verification
5. Degree audit and graduation check
6. Grade change, name change, change of major/IDP, and others
7. Transfer credit evaluation and equivalency
8. Issuance of degrees, certificates, duplicate degrees and certificates, transfer credentials, and others
9. US Veteran Affairs enrollment verification

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Admissions, Records and Retention - 2012-2013 OARR Outcome 2 - Institute a structure crucial to verifying the completeness and accuracy of academic records and documents relative to the qualification of students in the completion of their particular programs in the light of the college's prescribed requirements. **AUO Assessment Cycle:** 2012 - 2013 **AUO Status:** Inactive	**Assessment Strategy:** Guarantee the security and confidentiality of all student files in compliance with the appropriate State, National and Federal regulations. **Assessment Type:** Descriptive Statistics **Target:** 100% meeting WASC Standard II.B.3f, more specifically, ACJCC recommendation 14, on improving confidentiality and security of student records. **Related Documents:** OARR new file cabinets	09/04/2013 - Improved Security and Confidentiality of Student Academic Records To improve the security and confidentiality of student academic records, and in compliance with WASC Standard II.B.3f and ACJCC recommendation 14, OARR had acquired 14 file Stack N Lock cabinets with external locking mechanisms in the amount of $27,070.00. All student records are shelved in these locking file cabinets that are now located in an office section accessible and restricted only to the Director of OARR, and the assigned staff member (Clerk II). Additionally, window access has a roll down, locking metal enclosure, and the outer door has two separate locks to guarantee utmost security and safeguard from possible physical breach. **Target Met:** Yes	09/04/2013 - Based on the results of the assessment and the accomplished works to date with reference to addressing outcome two of this assessment cycle, OARR shall undertake the following action steps: (1) Develop a written manual on pertinent policies and procedures as well as guidelines especially those geared to ensuring confidentiality and security of student academic records. This will also include a process for handling retaining and discarding files. (2) Continue to facilitate in-house training session on the Family Educational Rights and Privacy Act

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Reporting Period: 2012 - 2013	(FERPA) to all staff including other related state and federal regulations.

Financial Aid Office (FAO) recently donated to OARR a Fujitsu ScanSnap IX500 scanner. Additionall, OARR also acquired a portable computer (HP Elitebook 8570p) -- all of these are in conjunction with the office's plan for the digitization of its archived paper-files, and most significantly, to address WASC Standard IIBf planning agenda 1. Thus, OARR will take the following additional action steps:

(1) Coordinate with the Information Technology division on the use of these newly-acquired office tools and their applications to provide training to the Office's Clerk II and in-charge of all archived paper-files and documents.

(2) Collaborate with the College's Learning Resources Center/MITC to provide technical assistance through training especially on (a) digitizing materials, and (b) cataloguing of digitized materials. |
| | **Assessment Strategy:**
(1) Continuously extended technical support and assistance to staff crucial to providing "just-in-time" resolutions of issues, concerns, and needs especially those related to the office's operations including the COM-FSM Student Information System | 09/04/2013 - Training on COM-FSM Student Information System and the FERPA
During the site visits to the State Campuses last September 4-22, 2012, the Director of OARR facilitated training sessions on the COM-FSM SIS and the basics of the Family Educational Rights and Privacy Act (FERPA) to the Student Services | 09/04/2013 - From the results of the assessment and inventory of the initiatives made and geared to addressing outcome two, OARR shall take the following action steps: |

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	(SIS). (2) Coordinate and cross train staff to guarantee efficient and effective delivery of services to students, faculty and staff, and other patrons. (3) Continue to maintain and update complete and accurate permanent records for all students. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the OARR satisfaction survey **Related Documents:** 2013 OARR Annual Satisfaction Survey	staff at the State Campuses. The session on the basics of the FERPA included several subject areas, such as education records, college official and legitimate educational interests, elements of consents, directory information, and others. OARR Satisfaction Survey Additionally, to determine the perceived level of satisfaction of the students about the various services offered by OARR, a satisfaction survey was administered to a nonprobability sample of 115 students who attended the National Campus during 2013 Spring semester and Summer session. Overall, the results of the survey are as shown: (A) 87.83% of the respondents expressed satisfaction about the services provided by OARR with only 2.61% expressing some level of dissatisfaction. (B) 2.61% of the respondents expressed neutrality. The criterion for success is 85% positive rating in the OARR Satisfaction Survey. OARR received a 87.83% positive rating in the survey which is 2.83% above the established target. Therefore, criterion for success was successfully met. **Target Met:** Yes **Reporting Period:** 2012 - 2013 **Related Documents:** OARR Satisfaction Survey	(1) Continue to coordinate and cross train staff geared to providing them adeptness of the various guidelines, policies and procedures as well as operations of the office; as such, staff proficiency may not be specific and exclusive only of their primary functions and roles. (2) Facilitate in-house trainings geared to building an efficient capacity resource for the Office. Trainings include techno-literacy, effective communication, and others. (3) Design, develop and implement assessment approach to better measuring and determining staff proficiency and adeptness of pertinent guidelines, policies, and procedures as well as identifying areas that may require further improvements. Additional, develop and implement work plans specific to staff with established benchmarks to determining efficiency and profeciency of works rendered especially with direct references to expected outputs. (4) Develop a written manual for all guidelines, processes and procedures that may serve as valuable references for the office staff and crucial to the consistent and efficient delivery of all services and operations.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Admissions, Records and Retention - 2012-2013 OARR Outcome 1 - Students will demonstrate above to excellent knowledge base of OARR's policies and procedures, and ability to successfully navigate admissions and registration processes. **AUO Assessment Cycle:** 2012 - 2013 **AUO Status:** Inactive	**Assessment Strategy:** Develop, design, and provide workshop modules fundamental to facilitating regular and extended orientation sessions that provide new and returning students with information about OARR's policies and procedures, registration and matriculation processes, student's rights and responsibilities, the use of the myShark portal, and others. **Assessment Type:** Exam/Quiz - Pre-Post **Target:** A significantly (positive) difference between the scores in the administered pre- and posttests.	08/09/2013 - A nonprobability sample of 121 students from a cohort of first-time in college freshman students including transfer students during the Fall 2013 Orientation (OARR-Module) was submitted to an OARR developed and designed pretest prior to the session, and then, a post test immediately after the session. The pre- and posttests were administered to measure the knowledge gained about OARR standards, policies and procedures from participating in the session facilitated. Specifically, expressed in percent distribution, the tabulated scores of the 121 students in the pre- and posttests show that: (A). 38.02% scored >= the median and 61.98% < the median before participating in the OARR facilitated orientation session. (B) 69.42% >= the median and 13.22% < the median after participating in the OARR facilitated orientation session. (C) A percent difference of 58.4512% between the percent of students who scored >= the median in the pre- and posttests. The percent difference is statistically significant at 95% level of confidence. The criterion for success is "a significant (positive) difference between the scores in the administered pre- and post tests." Therefore, this criterion for success was successfully met. **Target Met:** Yes **Reporting Period:** 2012 - 2013	09/03/2013 - From the results of the assessment, the Office shall take the following action steps: (1) Facilitate extended orientations for all students (new, continuing and returning) as follow-up to the regular orientations basically scheduled on during beginning of the Fall semester and are geared to only incoming new freshman and transfer students. These extended orientations will cover other subject areas not presented during regular orientations. (2) To ensure consistency in the content of and the delivery of the regular and extended OARR orientations, the Office shall design, develop, and implement orientation modules with articulated outcomes or objectives, and provisions on manner of assessing whether or not these outcomes or objectives are achieved. (3) Continue to publish the OARR Student Guide, and perhaps increasing the frequency for its publication from every Fall semester only to possibly every regular semester. (4) Coordinate and cross train office staff geared to providing them adeptness of the various office operations and not specific and exclusive only of their primary

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			functions and roles.
	Assessment Strategy: Streamline steps to admission and registration; and improve data verification. **Assessment Type:** Survey **Target:** 85% positive ratings in the (a) OARR satisfaction survey, (b) registration survey, and (c) orientation survey for incoming freshman and transfer students **Related Documents:** Spring 2013 Registration Survey Fall 2012 Orientation Survey 2013 OARR Annual Satisfaction Survey	09/04/2013 - OARR Annual Satisfaction Survey To determine the perceived level of satisfaction of the patrons about the various services offered by OARR, a satisfaction survey was administered to a non-probability sample of 115 students who attended the National Campus during 2013 spring semester and summer session. Results of the survey also show: (A) OARR received the highest positive rating (88.70%) in terms of "displayed professionalism in interacting with patrons." In similar survey administered in 2012 (prior assessment cycle), the office received a positive rating of only 70.00%. A positive increase of 18.70%. (B) OARR had received 85.22% positive ratings in terms of (a) punctual and just in time services, (b) clear and easy to understand instructions provided to patrons, and (c) responses and updates provided on or before the promised date. A remarkable increase in the perceived satisfaction level in these two categories as compared to the ratings received in a similar survey administered during the 2010-2012 assessment cycle, i.e., 50.00%, 41.43%, and 55.71% category A, B and C, respectively. (C) OARR received 82.61% positive ratings in terms of "displayed patience and professionalism" in dealing with patrons. Again, a remarkable increase in the perceived satisfaction level in this category as compared to the prior cycle, i.e., only 44.29% positive rating. (D) OARR received 80.87% positive ratings in terms of (a) listening attentively to the patron's question, and asking appropriate questions to	09/04/2013 - On Location used and Layout for the registration In the past, regular registrations are held in the Practice Gym of the FSM -China Friendship Sports Center. The gym has a space that can accommodate more or less 500 individuals, and it is fitted with air conditioning units, fully carpeted floor, and other facilities suitable for an arena-type registration. In the Spring 2011 registration survey administered to a nonprobability sample of 156 students, OARR received the highest positive rating (87.18%) in terms of the "location used for the registration". However, in the Spring 2013 registration survey administered to 530 non-randomly selected students, OARR received a 78% positive rating which is 9% lower than its rating in the 2011 survey. In two academic terms past, MITC served as site for National Campus' regular registrations – i.e., Viewing Rooms 1 and 2 with combined seating capacity of more or less 80 students. As such, MITC may not be appropriate and fitting a venue for the three-day regular registration. The Office also received 75% positive rating in terms of the "lay-out used for the registration" which is 5% lower than the rating it

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		better understand the concern or need; (b) exhibited knowledge of the office's policies and procedures; (c) timeliness in providing responses or updates. These ratings are extraordinarily higher if compared to the perceived satisfaction level for these categories in the prior assessment cycle, i.e., 45.71%, 71.43%, and 55.71% in category A, B, and C, respectively. Although OARR received positive ratings in all categories of the 2013 OARR Annual Satisfaction Survey significantly higher than the level of dissatisfaction and neutrality combined, the unit reasonably consider a greater attention to the following areas especially attributing to its commitment to serving patrons in a professional, courteous, and timely manner which will enable them to meet their goals while upholding college policies as straightforwardly articulated in its mission statement: (a) staff to be easily accessible by phone, e-mail or in person; and (b) staff willingness to go "the extra mile" in order to help meet needs. The established criterion for success is 85% positive rating in the OARR Satisfaction Survey. Overall, OARR received a 87.83% positive rating (2.83% above the established target), 2.61% negative rating, and 9.57% neutrality. Therefore, the criterion for success was successfully met. Registration Satisfaction Survey To determine the perceived level of satisfaction of the patrons about the registration process, the Institutional Research and Planning Office (IRPO) administered a survey to nonprobability samples of 530 students during Spring 2013. Specifically, the results of the survey that directly pertain to OARR and the registration are as follows: (A) In terms of "helpfulness of admissions and	received in the 2011 survey. This perceived level of satisfaction is almost certainly ascribed to the location designated for the National Campus' regular registration offering significantly limited physical area. While securing a fitting physical location providing more space to (a) accommodate students and staff/faculty and (b) allow suitable set-up crucial to the efficient process flow of the registration, is fundamental to effectively deliver an arena-type registration -- this need can also be well addressed by taking the following approaches: (1) Collaborate with the other departments, divisions and administrative units involved in facilitating registration especially to articulate guidelines, process and procedure that relate to the online registration. (2) Collaborate with the College's Information Technology Division to implement the online registration. Ideally, to pilot its implementation to a cohort of academic advisors and students during the early registration for Spring 2014. (3) In collaboration with the Information Technology Division, facilitate trainings on the SIS production database and the myShark to staff and academic advisors primarily focusing on the new added-features of the database

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		records staff," 84% positive rating, which is similar to the positive rating, received in the Spring 2011 registration surveys. Among the comments and feedbacks expressed by students include "everybody's helpful," "keep up the good work," "the registration process is very good and the staff worked very well," "motivated staff," and others. (B) In terms of "forms used for registration," 86% positive rating, which is similar to the positive rating, received in the Spring 2011 registration survey. (C) In terms of "hours set for registration," 84% positive rating. This rating is lower by 1%, more or less, if compared to the 2011 registration survey. (D) In terms of "location used for registration," 78% positive rating. This rating is lower by 9%, more or less, if compared to the 2011 registration survey. Among the negative feedbacks received were: "space is limited," "I really don't like this area because if there's lot of students, we can't fit through the door," "it's really small and crowded," and "negative side: the space is too small." (E) Additionally, the office received a rating of 75% in terms of the "lay-out used for the registration" which is 5%, more or less; lower than the rating received in the prior survey. (F) In terms of "time involved in completing the registration process," 72% positive rating. The rating is lower by 4%, more or less, if compared to the 2011 registration survey. Fall 2012 Orientation Survey To determine the perceived level of satisfaction of the incoming new freshman and transfer students about the registration orientation, the Institutional Research and Planning Office (IRPO)	and the online registration process and procedure. (4) Facilitate training to students on the myShark and the online registration process and other related procedure. On Orientation OARR-specific results of the Fall 2012 Orientation conducted by the Institutional Research and Planning Office (IRPO) to a nonprobability sample of 222 students showed that (a) 88% of the student indicated that they understood and are aware of the academic policies presented, and (b) 82% expressed that they understood and are aware of all procedures from registration through graduation requirements. While the ratings are definitely evident of the effectiveness of the OARR's facilitated orientations, the units shall: (1) Facilitate extended orientations to students as follow-up to the regular orientations geared to incoming new freshman students, transfer and returning students during Fall semesters. These regular orientations are slated at 30-minute sessions; as such, they basically cover pre- to post-registration procedures, and academic dates. Extended orientations shall cover other subject areas not presented during these regular registrations.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		administered a survey to nonprobability samples of 222 students during the Fall 2012 semester. The following are the results of the survey specific to OARR:	(2) Design and develop OARR orientation modules to ensure consistent delivery of the OARR-facilitated regular and extended orientations. These modules shall also include how the articulated objectives in OARR-facilitated orientation as to be assessed.
		(A) In terms of "I understood and am aware of the academic policies that were presented," 88% of the samples expressed positive rating while 3% and 9% indicated disagreement and neutrality, respectively.	(3) Collaborate with other divisions and administrative units especially in facilitating sessions to academic advisors and administrative staff on guidelines, policies and procedures that relate to admissions, registration and matriculation, record keeping, and graduation.
		(B) 82% (or 182 students) gave OARR a positive rating in terms of "I understood and now aware of all procedures from registration through graduation requirements, and all other procedures that were presented." Only 6% and 12% expressed disagreement and neutrality, respectively.	On Efficient and effective delivery of services to patrons To further improve the staff's efficiency and effectiveness in the delivery of services to all patrons, the unit shall:
		Specific to OARR, results of the Fall 2012 orientation survey show an overall 85% positive rating. Therefore, this criterion for success was successfully met.	(1) Coordinate with the Instructional Affairs and other administrative units (financial aid, business office, and others) to facilitate trainings for staff on guidelines, processes and procedures specific to these offices.
		On the other hand, SIS registration activity log for Fall 2013 college-wide registration showed that:	(2) Provide training on effective customer services for staff.
		(A) Of the 2,446 headcount students who registered for Fall 2013 semester, college-wide, only one headcount did not successfully complete the five-step registration procedure; as such, data retro option was used to post the registration of this student into the database system.	(3) Collaborate with the Information Technology division to facilitating training to staff on techno-literacy to increase their technological adeptness.
		(B) Several records on addition and deletion of courses were not inserted into the COM-FSM; nevertheless, these are attributed to staff oversight especially ensuring that approved requests for addition and deletion of courses are posted into the database immediately upon receipt of the approved requests.	

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Target Met: Yes **Reporting Period:** 2012 - 2013	(4) Collaborate with all OARR units, college-wide, to develop and implement inter-OARR communication protocols and system especially geared to fostering purposeful dialogue, and consistent with the College's communication policy.
	Assessment Strategy: Review and update web and print instruction regularly; revise, update, and circulate all OARR forms in variety of formats. **Assessment Type:** Descriptive Statistics **Target:** 100% completion of the following target products and/or tasks: (a) updated OARR webpage's information; (b) 2012 and 2013 issues of the OARR Student Guide available to students; and (c) all OARR forms web-accessible in downloadable portable document format (pdf).	09/04/2013 - OARR Web Info and Forms The Office has worked with the College's Webmaster especially in revising information published in the OARR's webpage to ensure currency and completeness. Although there are still some areas of this task where works are still in progress, generally the information now available and published in the OARR webpage are updated. The URL for the OARR's webpage, http://www.comfsm.fm/?q=admissions. All OARR forms are now available in portable document formats accessible as downloadable files through a link in the OARR's webpage, http://www.comfsm.fm/oar/forms.html. OARR Student Guide The Office continues to publish and release issues of the every Fall semester the OARR Student Guides. This newsletter provides brief and easy-guide to as well as quick references on processes and procedures including forms used on registration, adding and dropping courses, withdrawing from courses, grade change, course substitution, and change of major. Also included are the academic regulations, FERPA, credit load, transfer credits, and important academic dates. **Target Met:** Yes	09/04/2013 - On Web Information and Forms OARR Web Info and Forms From the results of the assessment and inventory of the availabilities and statuses of the target products and/or tasks, OARR shall take the following action steps: (1) Continue to collaborate with the College's Information Technology division, specifically the Webmaster to further improve and upgrade the OARR's webpage – not only limited guaranteeing the currency and completeness of published information but also to ensuring reader's friendliness, such as ease in navigating through the links (or subpages) of the webpage, and others. (2) Conduct routine assessments to (a) determine the level of reader's friendliness of the webpage as well as the currency and completeness of published information; (b) identify perceived needs of the readers; and (c) solicit feedbacks, comments, and

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Reporting Period: 2012 - 2013 **Related Documents:** OARR Webpage 2011-2012 OARR Student Guide 2012-2013 OARR Student Guide	recommendations – all crucial to informing action steps geared to further improving the effectiveness of the unit's webpage. (3) Secure applicable application software to redesigning all OARR forms into fillable portable document formats. On OARR Student Guide (1) Expand the subject areas published in the current OARR Student Guide to include a quick guide to using the myShark, additional details about student rights especially with reference to the FERPA and the Clery Act, program and graduation requirements, and others. (2) Increase the publication frequency of the OARR Student Guide from every Fall semester to every semester.

Unit Assessment Report - Four Column

College of Micronesia - FSM

C - studentServices - Admissions, Records and Retention

Mission Statement: It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely-manner, which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.

Currently, OARR provides the following services to its patrons:

1. Academic transcripts
2. Admission, registration, and matriculation
3. Record and report academic standing
4. Enrollment and program completion verification
5. Degree audit and graduation check
6. Grade change, name change, change of major/IDP, and others
7. Transfer credit evaluation and equivalency
8. Issuance of degrees, certificates, duplicate degrees and certificates, transfer credentials, and others
9. US Veteran Affairs enrollment verification

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
C - studentServices - Admissions, Records and Retention - 2013-2014 OARR Outcome 1 - Students will demonstrate understanding and exhibit working knowledge of the academic and registration policies and procedures, and successfully adhere to relevant academic dates. **AUO Assessment Cycle:** 2013 - 2014 **AUO Status:** Inactive	**Assessment Strategy:** Continue to deliver the new student orientation (OARR module), and facilitate extended orientations for all students (new, continuing, and returning) as follow-ups to the regular orientation primarily geared to incoming new and transfer students during Fall semester. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey	06/07/2014 - Fall 2013 Semester Orientation To measure the percieved level of satisfaction of students about the OARR-facilitated orientation, a survey was administered to a nonprobability sample of 226 students during Fall 2013 semester new student orientation at the National, Pohnpei, and Chuuk campuses. Results of the survey specific to OARR are summarized as follows: 1. The nonprobability sample (n) of 226 students consisted of: 220 (or 97.35% of n) new students, 2 (or 0.88% of n) transfer students, and 3 (or 1.33% of n) returning students. 1 (or 0.44% on n) skipped the question. 2. The nonprobability sample (n) of 226 students consisted of: 124 (or 54.87%) male, and (b) 102 (or 45.13%) female students. 3. The size (n=225) of the nonprobability same represented 11.27% of the student population	07/08/2014 - The AU achieved its target of 85% positive ratings in the surveys, i.e., 90.60% and 86.31% positive ratings in the Fall 2013 Orientation and 2014 OARR Satisfaction surveys, respectively. The results of the surveys inform the AU's actionable improvement plan especially geared at further improving operational effectiveness and efficiency and supporting student learning, as follows: 1. AU shall continue to deliver the new student orientation, and facilitate extended orientations for all students. 2. AU shall design and develop syllabi for all its orientation modules including appropriate instruments

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

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		OARR Satisfaction Survey To assess the perceptions of the patrons about the services provided them by the AU, a survey was administered to a non-randomly selected sample of 95 students, faculty and staff and other patrons last March 3 to May 16, 2014. The nonprobability sample (n=95) consisted of: 88 (or 92.63%) students, 3 (or 3.16%) faculty and staff, 3 (or 3.16%) alumni and former students, and 1 (or 1.05%a) others. Additionally, 34.74% of the sample indicated at least four visits to the AU during the past academic year; 30.53% and 15.79% between 5-9 and 10-19 visits, respectively. 18.95% reported 20 or more visits to the AU during the past academic year. The purposes of the visits involved: (a) registration, add and drop; (b) enrollment verification; (c) schedule of classes; (d) diplomas; (e) student data needs; (f) policy questions; (g) withdrawals; (h) degree verifications; (i) veteran affairs; (j) class rosters, grading, and grade change; (k) general student records; (l) transcripts and grades; and (m) others. A section of the survey consisted of seven questions geared at measuring the levels of understanding about academic and registration policies and procedures as perceived by the respondents, as follows: 1. 86.32% of the sample either strongly agreed or agreed that they understand the steps and documents required for college admission; while 13.68% signified neutrality, and 0.00%, disagreement. 2. 92.63% of the sample signified agreement that they understand the steps to register; while 5.26% and 2.10% expressed neutrality and disagreement, respectively.	into the feasibility of having the frequency of publication issue be availabe from annually to either every semester, session or quarter. The AU acknolwedges the need to further advance its assessment activities. This include but by any means not limited to applying a more methodical approach, such as using randomly-selected stratified sample in lieu of nonprobability sample to ensure representativeness and to increased validity of surveys; the use of focus groups; improved assessment instruments or tools; and others.

Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		3. 84.21% of the sample expressed either strong agreement or agreement that they understand the information provided in COM-FSM brochured and the catalog; while 14.74% and 1.05% signified neutrality and disagreement, respectively.	
		4. 89.47% of the sample strongly agreed and agreed that they understand that there is a student handbook that contains policies and procedures for all students attending COM-FSM; while 8.42% signified neutrality, and 2.10, disagreement.	
		5. 81.05% of the sample expressed agreement that they understand the consequences for dropping a course or withdrawing from COM-FSM; while 16.84% and 2,10% signified neutrality and disagreement, respectively.	
		6. 85.26% of the sample strongly agreed and agreed that they understand the steps required to request or receive an official copy of their transcripts; while 11.58% expressed neutrality, and 3.16%, disagreement.	
		7. 85.26% of the sample signified agreement that they understand that they will not be considered officially enrolled in a class until payment has been made; while 12.63% and 2.10% expressed neutrality and disagreement, respectively. Taking the average of the responses in the above seven categories of the OARR satisfaction survey administered to a non-randomly selected sample of 95 students, faculty and staff, alumni and former students, and others, the office received 86.31% positive rating. **Target Met:** Yes **Reporting Period:**	

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

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Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	from the AU's webpage in portable document format (pdf).	**Related Documents:** OARR Student Guide, Fall 2013 Issue OARR Student Guide 2014	graduation, persistence and retention, student success stories, and announcements. Additionally, AU shall look into the feasibility of having the frequency of publication issue be made available from annually to either every semester and session or quarterly.
	Assessment Strategy: Coordinate and cross-train office staff geared to providing them adeptness of various office routine operations and not specific and exclusive only of their primary functions and roles. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey administered to cross-trained AU staff	05/07/2014 - The AU coordinated the initial implementation of cross-training for its staff at the National and Pohnpei campuses during the period beginning October 21, 2013, and ending, November 15, 2013. The cross-training is geared at addressing the college's 2013-2017 strategic direction on investing in and building a strong capacity in human capital which is indispensable to promoting student success. The need for a comprehensive cross-training of student services staff has been identified as one of the areas of focus by Dr. Barbara Fienman in her review, analysis, and recommendations about the college's department of student services. The three participants were surveyed to measure their perceptions about the AU's cross-training for staff. Responses are summarized as follows: 1. 100% of the participants strongly agreed and agreed that they find it easy to apply in their works the skills and knowledge that they have acquired from the cross training. 2. 100% of the participants strongly agreed and agreed that the cross-training offered them opportunities to develop and acquire new skills essential to advancing their work effectiveness and efficiency especially in providing quality services to the students and other patrons.	07/30/2014 - AU to continue extending cross-training of its staff or personnel expanded to include training across other units, e.g., financial aid, residence halls and student life, sports and recreation, health services, guidance and counseling. Additionally, AU to support professional development of its staff employees especially geared at credentialing non-credentialed employees, advancement of certifications and credentials, and other training to enhance their job proficiency and skills.

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

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Administrative Unit Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Staff Recommendation Section of Dr. B. Fienman's report Survey Instrument-Cross Training for OARR Staff	
	Assessment Strategy: Improve the effectiveness and efficiency of the registration services by collaborating with other departments, divisions, and other administrative units involved in facilitating registration. **Assessment Type:** Descriptive Statistics **Target:** 85% positive rating in the survey	02/18/2014 - Spring 2014 Semester Registration To assess the percieved level of satisfaction about the registration services, a survey was administered to a non-randomly selected sample of 279 students during the January 7-9, 2014, Spring 2014 semester registration. Nonprobability sampling was employed as it is deemed ideal a method for quick surveys, and due to the difficulty in getting access to the whole population. Results of the survey specific to OARR are summarized as follows: 1. The nonprobability sample (n) of 279 students consisted of: 149 (or 53.41% of n) male, and 125 (or 44.80%% of n) female students. five (or 1.79%) of the sample skipped the question. 2. The survey was administered college-wide. As such, of the non-randomly selected sample (n) of 279 students: 88 (31.54%) were from the National Campus; 2 (or 0.72%) and 24 (or 8.60%) were from Chuuk and Kosrae campuses, respectively; 154 (or 55.20%) from Pohnpei Campus, and 5 (or 1.79%) from Yap Campus. Six (or 2.15%) of the sample skipped the question. 3. The sample (n=279) consisted of: 99 (or 35.48%) freshman, 143 (or 51.25%) sophomore, 26 (or 9.32%) junior, and eight (or 2.87%) senior students. Three (or 1.08%) of the sample skipped the question. 4. The sample (n=279) consisted of: 47 (or 16.85%) new, 215 (or 77.06%) continuing, seven (or 2.51%) transfer, and five (or 1.79%) senior students. Five (or 1.79%) of the sample skipped	07/30/2014 - AU to collaborate with other administrative offices or units directly involved in facilitating registration so to address the identified areas that require further improvement thereby ensuring the service effectiveness and efficiency. Collaboration with these units should results to articulating a practical actionable improvement plan to address the identified areas of improvement.

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

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

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

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

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

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

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