

**Appendix D. Administrative Unit Program Review<sup>1</sup>**

AU <sup>2</sup> Full Official Name	<b>Office of Admissions, Records and Retention (OARR)</b>		
Campus	<b>College-Wide</b>	AU Review Submission Date	<b>May 24, 2021</b>
Completed by	<b>Doman Daoas</b> Registrar	AU Review Cycle	2016-2020 <sup>3</sup> (2016-2017, 2017-2018, 2018-2019, & 2019-2020)
Supervisor	<b>Joey A. Oducado</b> VP for EMSS <sup>4</sup>	Date Submitted to Supervisor	<b>May 24, 2021</b>
<b>A. Mission and Goals</b>			
The institutional mission, vision, core values, and goals drive all college's activities. Describe how your unit supports each of these.			
<b>Institutional Mission</b> The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices. <sup>5</sup>		<b>How the unit supports this</b> Under the VP for Enrollment Management & Student Services (VPEMSS), AU <sup>6</sup> supports that college's mission by providing: 1. A high level of patron satisfaction on the services it provides, which include: (a) admission and registration; (b) academic records; (c) transcript production; (d) enrollment and degree verifications; (e) degree audit or graduation check; (f) transfer credits and equivalency; (g) US VA enrollment certification; (h) data requests; (i) orientation sessions; and (j) others. 2. Timely, precise guidance and support to students as they work toward degree or program completion, as well as faculty and other support services staff involved in academic advising. 3. Embracing new technologies to ensure student ease of system navigation as well as enhance service processes.	
<b>Institutional Vision</b> We provide quality education today for a successful tomorrow. <sup>7</sup>		<b>How the unit supports this</b> AU supports the college's vision by providing administrative and student support services that are critical to the vitality of the academic and technical education programs of the college, and student success.  AU enforces and implements academic policies and procedures, and ensures integrity on the college's educational records while performing in an outstanding manner and adapting to continually changing educational environment and technologies, as well as increasing service satisfaction	
<b>Institutional Core Values<sup>8</sup></b> 1. Commitment		<b>How the unit supports this</b>	

<sup>1</sup>Oducado, J., Simion, K., & Harriss, F. (2017, December 31). *COM-FSM: Program assessment and program review manual*. College of Micronesia-FSM, Kolonia, Pohnpei, FM.

<sup>2</sup>Administrative Unit. A non-academic department or unit, which has a mission and operational plan that supports the goals, objectives, and mission of the college.

<sup>3</sup>This covers four cycles: 2016-2017, 2017-2018, 2018-2019, and 2019-2020. Under the college's December 31, 2017, *Program Assessment & Program Review Manual*, Administrative Unit Program Review (AUPR) is completed every four years. This is the second AUPR completed for OARR, with first AUPR completed on [April 28, 2014](#), which covered two cycles: 2012-2014, referenced to the *2013 COM-FSM Program Assessment and Program Review Procedures Manual*.

<sup>4</sup>Enrollment Management & Student Services (EMSS).

<sup>5</sup>Approved by the college's Board of Regents, March 8, 2017, or see <http://www.comfsm.fm/bor/notebook/03-17/10.b1Mission%20Statement.pdf>.

<sup>6</sup>For brevity, the acronym AU in this AUPR has been used to refer to the Office of Admissions, Records and Retention (OARR).

<sup>7</sup>Approved by the college's Board of Regents, May 3, 2017, or see <http://www.comfsm.fm/?q=agenda-05-2017>.

<sup>8</sup>Approved by the college's Board of Regents, May 3, 2016, and revised on March 8, 2017.

<ol style="list-style-type: none"> <li>2. Excellence</li> <li>3. Learner-Centeredness</li> <li>4. Professionalism</li> <li>5. Teamwork</li> </ol>	<p>AU 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.</p> <p>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 “<i>patron-friendly</i>” (or client-centered) services, and preserving the institutional integrity of academic records and processes for all students through honest and ethical practices.</p>
<p><b>Strategic Directions<sup>9</sup></b> 2013-2017</p> <ol style="list-style-type: none"> <li>1. Focus on student success</li> <li>2. Emphasize academic offerings in service to national needs</li> <li>3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs.</li> <li>4. Invest in and build a strong capacity in human capital.</li> <li>5. Become a learning organization through development of a learning culture guided by learning leaders.</li> <li>6. Evoke an image of quality.</li> </ol> <p>2018-2023</p> <ol style="list-style-type: none"> <li>1. Innovate academic quality to ensure student success.</li> <li>2. Strengthen resources to meet current and future needs.</li> </ol>	<p><b>How the unit supports this</b></p> <p>AU supports the college’s strategic directions and their corresponding measures of success by efficiently and effectively providing satisfactory operational support services to students, faculty, staff and the community.</p> <p>AU continues to collaborate and coordinate with academic and administrative units to improve student awareness of available student support services, existing processes and procedures, and other information that support student success.</p>

**B. AU’s Mission, Goals, and Objectives**

<p><b>Mission Statement</b></p> <p>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.</p>	<p><b>Goals</b></p> <p>Promote student success by providing programs and services that support the delivery of quality academics in a mission-driven, learner-centered environment.</p>	<p><b>Objectives<sup>10</sup></b> <b>2016-2017 &amp; 2017-2018 Cycles</b></p> <ol style="list-style-type: none"> <li>1. Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.</li> <li>2. Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees; (g) data requests; and (h) other core functions.</li> </ol>
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<sup>9</sup>This AUPR covers a four-year cycle: 2015-2019, and takes reference to the two Strategic Plans of the college. The college had six strategic directions under its 2013-2017 Strategic Plan, approved by the Board of Regents on May 6-7, 2013. On September 14, 2017, Board of Regents approved the college’s 2018-2023 Strategic Plan which has two directions.

<sup>10</sup>Source from the TracDat, or see AU’s 2016-2020 Annual Assessment Report (Four Cycles) this link [http://wiki.comfsm.fm/@api/deki/files/5845/=OARR\\_Annual\\_Assessment-2016-2020\\_\(Four\\_Cycles\).pdf](http://wiki.comfsm.fm/@api/deki/files/5845/=OARR_Annual_Assessment-2016-2020_(Four_Cycles).pdf)

		<p>3. Students will demonstrate understanding of academic and matriculation policies and procedures, and cognizance of academic deadlines as published in the schedule, academic calendars, and other documents.</p> <p><b>2018-2019 &amp; 2019-2020 Cycles</b></p> <p>1. Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.</p> <p>2. Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees; (g) data requests; and (h) other core functions.</p> <p>3. Improved coordinated marketing, recruitment and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing and returning students. Increased visibility, awareness, and knowledge about the college, and opportunities available to students. Improved execution of multi-modal enrollment, marketing, and communication services to increase touch point with students. Alternative scheduling to improve student success and persistence is developed and implemented.</p>
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**C. AU's Description, Data and Trend Analysis**

<p>Describe the purpose, components, and staffing of the AU</p>	<p>Under the VP for Enrollment Management &amp; Student Services (VPEMSS), AU aims to render a qualitative management and quantitative output.</p> <p>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 ensure the integrity of curricular records.</p> <p>AU's core functions include, but by no means limited to : (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</p>
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	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.			
<b>Current Staffing, Complete the table below</b>				
AU's annual budget has allocation for only five full-time staff, as follows:				
List each position by classification	Percent of employment	Months per year of employment	Sources of funding	FTE <sup>11</sup>
Director of Admissions, Records & Retention/Registrar	100%	12 months	Annual Budget	1
Student Services Specialist I	100%	12 months	Annual Budget	1
Data Processing Assistant I	100%	12 months	Annual Budget	2
Clerk Typist III (in-charge of archives & permanent records)	100%	12 months	Annual Budget	1
While the <i>three</i> FTE staff listed below are not included the AU's annual budget <sup>12</sup> , they have either <i>direct report</i> to the VP EMSS, <i>direct report</i> to the VP EMSS through their immediate supervisors, e.g., Executive Director, Directors, Student Services Coordinators through the VPIA and Campus Deans.				
List each position by classification	Percent of employment	Months per year of employment	Sources of funding	FTE <sup>13</sup>
Student Services Specialist I-CTEC	100%	12 months	Annual Budget	1
Student Services Specialist II-Chuuk Campus	100%	12 months	Annual Budget	1
Student Services Specialist I-Kosrae Campus	100%	12 months	Annual Budget	1
<b>Other Resources, Complete the table below</b>				
List each position by classification	Service period	Number of hours	Overall costs	Sources of funding
<b>Utilize the data provided in the above table in a discussion of the appropriateness of the AU's staffing level</b>				
The AU at National Campus 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 2015 to 2019.				

<sup>11</sup>Full-Time Equivalent (FTE). An employee's scheduled hours divided by the employer's hours for a full-time bi-workweek, e.g., an employer has an 80-hour bi-workweek, employees who are scheduled to work 80 hours per bi-week are 1.0 FTEs.

<sup>12</sup>Included in annual budgets of the state campuses deans.

<sup>13</sup>Full-Time Equivalent (FTE). An employee's scheduled hours divided by the employer's hours for a full-time bi-workweek, e.g., an employer has an 80-hour bi-workweek, employees who are scheduled to work 80 hours per bi-week are 1.0 FTEs.

Table 1.0. AU's FTE staff to FTE student ratio based on 2015-2019 Fall FTE enrollment

Fall Semester	Campus	FTE Staff	National Campus	CTEC-Pohnpei	Chuuk Campus	Kosrae Campus	Yap Campus	Total FTE Students	Ratio
		National	(100% of FTE)	(30% of FTE)	(30% of FTE)	(30% of FTE)	(30% of FTE)		FTE Staff to FTE student
		State Campus	(0% of FTE)	(70% of FTE)	(70% of FTE)	(70% of FTE)	(70% of FTE)		
2015	National	5	995	162	68	50	48	1328	1: 266
	State Campus	4	0	379	159	117	112	771	1: 193
	Total	9	995	541	227	167	161	2099	
2016	National	5	988	161	72	41	42	1310	1: 262
	State Campus	4	0	377	168	97	99	744	1: 186
	Total	9	988	538	240	138	141	2054	
2017	National	5	986	151	73	40	48	1303	1: 261
	State Campus	4	0	351	171	94	113	733	1: 183
	Total	9	986	502	244	134	161	2036	
2018	National	5	982	131	78	36	41	1272	1: 254
	State Campus	4	0	306	181	84	95	671	1: 168
	Total	9	982	437	259	121	136	1943	
2019	National	5	1016	110	79	35	42	1287	1: 257
	State Campus	4	0	257	185	82	98	626	1: 157
	Total	9	1016	367	264	117	140	1913	

Note: The college has 5 campuses and unique compared to other community colleges with one campus.

The figures in the forgoing 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 National Campus has five full-time (FTE) staffs: (a) director of admissions, records and retention and registrar; (b) a student services specialist in-charge of academic transcripts, applications for admissions, readmissions, and others; (c) a clerk III who is 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." American Association of Collegiate Registrars and Admissions Officers (AACRAO) job postings for admission counselor generally show the minimum requirement: "Bachelor's degree; minimum one year of experience in student services at the college/university level; three years of experience directed related student services."

Currently, the AU at the National Campus 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 assumes the functions of the college's registrar) holds a graduate degree in business administration, and another staff (student services specialist), a baccalaureate degree in industrial arts and computer science. Additionally, one of the two data processing assistants holds a third year certificate of achievement in Teacher Preparation-Elementary and currently in progress to finish her bachelor's degree. The other data processing assistant holds an associate degree. The clerk III who in charge of the AU's paper-documents and archival records, has a certificate of achievement. The records staff was vacated in September 29, 2020, but a special contract was immediately hired to work on some of the duties for the position. *A regular record manager staff to be hired with a bachelor's degree would be needed to maintain quality of the AU operations particularly on records management.*

The AU at the National campus current staffing level is inadequate as the current staff to FTE student is high compared to the college's 2006 enrollment management/campus standards key indicators of 1:250. The AU does not only cater services to the current number of students but also assists with potential students, former students, high school students and others. The AU's manpower tends to be inadequate also during activities like graduation, COMET, orientation, college fair, registration and others that operations on transcript processing, degree verifications, enrollment certifications, students' assistance sometimes gets affected with a little delay and staff get prone to exhaustion. A student services assistant position may be needed to address the gap. *Re-open the position for an FTE staff that was transferred to CTEC from Chuuk Campus, and assign this staff to AU at the National Campus.*

There has been no FTE staff assigned to carry-out AU's functions at Yap Campus, unlike in the other state campuses. These functions are shared and carried out by all EMSS staff at the campus. Therefore, *an FTE staff should be hired to handle AU's functions and services at Yap Campus.*

**How does this AU serve the population of the college?**

The AU serves as the main office with sub-offices located at all the state campuses. The AU provides the following programs and services all campus-wide 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 veteran 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 impacted the services of the AU?**

The first program review for the AU was conducted on AY 2016 covering review cycle 2010-2014.

1. The online submission of grades was identified on the previous program review as an opportunity and was functional in the current program review cycle.
2. Support to academic advisors to be effective and efficient in academic advising continue to be provided and improved through the myShark portal where academic advisor can access the education records of their advisees, see their advisee contact information and others.
3. Better and more use of web-based communications tools for procedures and changes was identified in the previous program review. This gave way for tutorial videos and more tutorial slides being uploaded on the college website.

This is the AU's second program review which covers review cycle 2015-2020 (or four cycles). The most significant change that occurred that impact the services of the AU is covid-19 global pandemic and the shift in the delivery of most classes from in-person to online beginning summer 2020.

Scheduled activities and units' operations/functions were affected and could not be performed normally but with creative ways the AU has learned to adopt with the new environment and still operate to do its responsibilities. Services were made on appointment basis or scheduled basis to comply with health safety protocols that the college adopted and eventually services were also moving to remote or online operation. The college, students, staff, tools, equipment and technology were not particularly ready when the shift began but eventually offices started to catch-up and operate on new procedures.

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 the analysis been used to make improvements to the services provided by the AU?
Annual assessments	See AU's 2016-2020 Annual Assessment Report <sup>14</sup>	See AU's 2015-2019 Annual Assessment Report <sup>15</sup>

<sup>14</sup>See AU's 2016-2020 Annual Assessment Report, [http://wiki.comfsm.fm/@api/deki/files/5845/=OARR\\_Annual\\_Assessment-2016-2020\\_\(Four\\_Cycles\).pdf](http://wiki.comfsm.fm/@api/deki/files/5845/=OARR_Annual_Assessment-2016-2020_(Four_Cycles).pdf)

<sup>15</sup>Ibid.

Internal Surveys	See college survey data reports. <sup>16</sup>	See college survey data reports <sup>17</sup> .
<b>Provide any other data that are relevant to this AU's program review</b>		
Enrollment data reports, AU's section in the EMSS report to the Board of Regents, and others.		
<b>D. Strength, Weaknesses, Opportunities, and Challenges (SWOC)</b>		
Based on the analysis in the preceding sections, what are the AU's strengths?	<ol style="list-style-type: none"> <li>1. AU continues to adopt to new technology and upgrades to the Student Information Systems (SIS) and myShark online portal.</li> <li>2. AU continues to collaborate with the college's Information Technology Office (ITO) in working enhancements to the SIS, the AU web page and posting or publishing manuals, tutorials and announcements.</li> <li>3. AU has the ability to be flexible on operation particularly on registration and entrance test assistance. Registration periods have been extended consistently every semester, from the end of early registration, AU still assisted students who wanted to register before the regular registration schedule. The online registration is open from early registration up to the regular registration schedule. The COMET<sup>18</sup> now is also administered or scheduled for walk-in students aside from the regular scheduled tests.</li> <li>4. AU has a webpage<sup>19</sup> where manuals, forms, student guides and tutorials are posted and updated every year.</li> <li>5. AU has strong, respectful leadership, excellent staff longevity, high degree of functional and supportive teamwork environment. Team work and collaboration with other EMSS units continue to be a strength with the leadership of the VPEMSS activities continue to be planned, organized and operated successfully.</li> </ol>	
Based on the analysis in the preceding sections, what are the AU's weaknesses?	<ol style="list-style-type: none"> <li>1. AU's staffing level at the National Campus 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 ration higher than what had been established as the college's enrollment management/campus key indicators as adopted in February 14, 2006.</li> <li>2. 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 is yet to be included in the data posted in the student database. Transcript requests by students that have attended the quarter system time have to be manually prepared.</li> <li>3. Too much information to know and too many various processes and procedures to remember.</li> <li>4. Budget limitations. The AU's budget continues to be at the same level every year while supplies cost for operations increase or inflate every year. The AU understands that the budget level limitations are the same with other units and are institutional so it has been creative to still be effective in operations. With AU's</li> </ol>	

<sup>16</sup><http://www.comfsm.fm/?q=irpo-survey-reports>

<sup>17</sup>Ibid.

<sup>18</sup>COM-FSM Entrance Test (COMET), see <http://www.comfsm.fm/?q=comet>.

<sup>19</sup>Link to AU's webpage on the college's website <http://www.comfsm.fm/?q=admissions>

	<p>creative work of printing programs in house, staffs do graduation decorations with students help, seek other departments to share with costs of banners, orientation supplies, recruitment supplies and others, the budget was still not enough to cover graduation costs where the AU also sends supplies to the state campuses.</p> <p>5. AU's state campuses equipment needs to be upgraded particularly computers and printers. The computers currently used are old and slow which an upgrade may help speed up services done using the equipment.</p>
Based on the analysis in the preceding sections, what are the existing opportunities for the AU?	<ol style="list-style-type: none"> <li>1. AU SIS and myShark upgrades to further improve information dissemination and office operations. Online requests for withdrawal by students, academic advisor and instructor.</li> <li>2. 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.</li> <li>3. A web-based services allowing online applications for admission and readmission including online payments of fees.</li> <li>4. An online orientation which could be easily accessed by students anytime and regardless of location.</li> <li>5. Online assistance to students thru a virtual office.</li> </ol>
Based on the analysis in the preceding sections, what challenges exist for the AU?	<ol style="list-style-type: none"> <li>1. Declining enrollment leading to reduced budget appropriations, possibly leading to reduction of staff.</li> <li>2. 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.</li> <li>3. Absence of a system or process that will enable track transfer.</li> <li>4. Budget limitations or cutbacks.</li> <li>5. 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.</li> </ol>

**E. Evaluation of Process used by the AU**

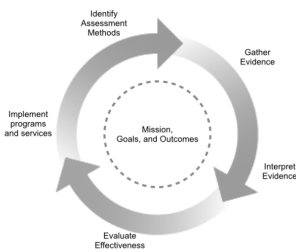
Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU

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 (quadrennial 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

The figure 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>

**Provide examples of how this AUPR has led to continuous quality improvement**

1. Through equipment upgrades and new technologies, AU continues to be effective and efficient. Turn-around time of processing of documents were significantly reduced (e.g., transcripts can be processed and released from then five working days upon receipt by AU of the request to now only one to three working days), and are at an acceptable amount of time.
2. Support for academic advising is improved. Academic advisors can immediately view the list of their advisees that are on midterm deficiency once midterm grades are posted. This would allow enough time for them to contact their advisee before the last day to withdraw with “W” or if they need to be recommended for tutorial services and others. Contact information of advisee can now be seen by academic advisors on myShark.
3. Information is accessible by students no matter which campus or status they have. Forms, tutorials, student guide, student handbook and others continue to be updated and uploaded in the college website to be accessible by students. Student orientation are provided at all campus.
4. Students access to registration continue to be flexible with special registrations being scheduled for new students and transfer students. Online registration for continuing students is open from early registration date up to the end of the semester.
5. Records continue to be complete, with grades being submitted on time or during due date.

**F. 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 cycles completed
<b>2016-2017 &amp; 2017-2018 Cycles</b> 1. Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process. 2. Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b)				See 2016-2020 OARR Annual Assessment Report <sup>20</sup>

<sup>20</sup>Source from the TracDat, or see AU’s 2016-2020 Annual Assessment Report (Four Cycles) this link [http://wiki.comfsm.fm/@api/deki/files/5845/=OARR\\_Annual\\_Assessment-2016-2020\\_\(Four\\_Cycles\).pdf](http://wiki.comfsm.fm/@api/deki/files/5845/=OARR_Annual_Assessment-2016-2020_(Four_Cycles).pdf)

<p>academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees; (g) data requests; and (h) other core functions.</p> <p>3. Students will demonstrate understanding of academic and matriculation policies and procedures, and cognizance of academic deadlines as published in the schedule, academic calendars, and other documents.</p>				
<p><b>2018-2019 &amp; 2019-2020 Cycles</b></p> <ol style="list-style-type: none"> <li>1. Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.</li> <li>2. Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees; (g) data requests; and (h) other core functions.</li> <li>3. Improved coordinated marketing, recruitment and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing and returning students. Increased visibility, awareness, and knowledge about the college, and opportunities available to students. Improved execution of multi-modal enrollment, marketing, and communication services to increase touch point with students. Alternative scheduling to improve student success and persistence is developed and implemented.</li> </ol>	<p>See 2015 to 2019 VPEMSS Annual Assessment Report<sup>21</sup></p>			
<b>AU's Assessment. Complete the expandable table below</b>				
Service Area Outcomes	Means of assessment	Criteria for success	Summary of data collected	Use of results
See 2016-2020 Annual Assessment Report <sup>22</sup>				
<b>How has AU's assessment of service area outcomes led to improvements in services provided to patrons?</b>				
See 2016-2020 OARR Annual Assessment Report <sup>23</sup>				
<b>What challenges remain to make AU more effective?</b>				
See preceding section on SWOC: "weaknesses and challenges."				
<b>Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Directions</b>				
Institutional Strategic Directions	AU Service Area Outcomes		Linkages	
<p><b>2013-2017 Strategic Directions</b></p> <ol style="list-style-type: none"> <li>1. Focus on student success</li> <li>2. Emphasize academic offerings in service to national needs</li> <li>3. Be financially sound, fiscally responsible, and build resources in anticipation of future needs.</li> <li>4. Invest in and build a strong capacity in human capital.</li> </ol>	<p><b>2016-2017 &amp; 2017-2018 Cycles</b></p> <ol style="list-style-type: none"> <li>1. Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.</li> <li>2. Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty,</li> </ol>		<p>ACCJC II.C., ACCJC ER 15, applicable objectives in the IEMP.</p>	

<sup>21</sup>Ibid.

<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<p>5. Become a learning organization through development of a learning culture guided by learning leaders.</p> <p>6. Evoke an image of quality.</p>	<p>other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees; (g) data requests; and (h) other core functions.</p> <p>3. Student will demonstrate understanding of academic and matriculation policies and procedures, and cognizance of academic deadlines as published in the schedule, academic calendars, and other documents.</p>	
<p><b>2018-2023 Strategic Directions</b></p> <ol style="list-style-type: none"> <li>Innovate academic quality to ensure student success.</li> <li>Strengthen resources to meet current and future needs.</li> </ol>	<p><b>2018-2019 &amp; 2019-2020 Cycles</b></p> <ol style="list-style-type: none"> <li>Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.</li> <li>Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees; (g) data requests; and (h) other core functions.</li> <li>Improved coordinated marketing, recruitment and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing and returning students. Increased visibility, awareness, and knowledge about the college, and opportunities available to students. Improved execution of multi-modal enrollment, marketing, and communication services to increase touch point with students. Alternative scheduling to improve student success and persistence is developed and implemented.</li> </ol>	<p>ACCJC II.C., ACCJC ER 15, applicable objectives in the IEMP.</p>

**G. Evaluation of Progress toward previous goals**

List the goals of AU's previous program review and describe the level of success

Goals from previous AU's program review <sup>24</sup>	Level of success achieved
<p><b>Focus on student success</b></p> <ol style="list-style-type: none"> <li>Support institutional efforts in ensuring time to graduation. This will involve (a)</li> </ol>	<p>To support institutional efforts in ensuring time to graduation, the myshark degree completion are kept up to date from changes to degree course requirements and credits. Students and academic advisors can view the degree completion to check progress toward</p>

<sup>24</sup>OARR 2010-2014 Program Review, [http://wiki.comfsm.fm/@api/deki/files/4109/=FY2010\\_14\\_SSNCOARR\\_PR.pdf](http://wiki.comfsm.fm/@api/deki/files/4109/=FY2010_14_SSNCOARR_PR.pdf).

<p>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.</p> <ol style="list-style-type: none"> <li>Design, develop, and schedule training for students and academic advisor's in accessing and using the MyShark Portals. The training shall provide detailed overview on how to navigate the student and faculty portal.</li> <li>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).</li> <li>Improve communication between the AU and the academic advisors regarding pre- and co-requisites, registration deadlines, course sequencing, and others.</li> <li>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.</li> <li>Provide the timeliest possible information to students and academic advisors about transfer credit evaluations and other academic progress matters.</li> </ol>	<p>degree completion. Academic advisors and counselors are timely provided with the midterm deficiency listing for action or use to advise the students. The midterm deficiency reports eventually was incorporated in the myShark for academic advisors' view as soon as the midterm grades have been posted.</p> <p>During student orientations, the myShark portal overview are presented to students and an online myShark<sup>25</sup> overview video was also created and found on the college website to be accessible at all campus.</p> <p>The registration process and steps were also provided to students during student orientations.</p> <p>Video tutorials or slides were created and available at the college website for students use. Example is the online registration found on this link <a href="https://www.youtube.com/watch?v=CgSpadnQbpQ">https://www.youtube.com/watch?v=CgSpadnQbpQ</a></p>
<p><b>Improve the effectiveness and efficiency of services and operations</b></p> <ol style="list-style-type: none"> <li>Hire a registrar. Currently, the registrar's functions are assigned to the Director of the AU. The AU's multi-faceted 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.</li> <li>Standardize the content and presentation of information in all AU publications, e.g., OARR Student Guide, brochures, and web-based information</li> </ol>	<p>On September 2016, a registrar was hired. The position was combined as the director of the AU. At times a challenge still exists on the Focus on strategic planning and implementations of recruitment, marketing and enrollment initiatives, entrance test, and establishing partnerships with external stakeholders.</p> <p>Annually, the AU updates the OARR Student Guide and consistently uploads it on the college website. <a href="http://www.comfsm.fm/?q=manual-and-handbook">http://www.comfsm.fm/?q=manual-and-handbook</a></p> <p>FERPA has been one of the topics presented to students during student orientations</p> <p>The transcript processing time has been part of the AU's goals where in it would take 2-3 days to release.</p>

<sup>25</sup><https://www.youtube.com/watch?v=WbYrdFRzZ50>

<p>(<a href="http://www.comfsm.fm/?q=admissions">http://www.comfsm.fm/?q=admissions</a>). Enhance the AU's webpage allowing e-submission of queries, follow-up, feedbacks, and requests directly sent to a designated AU staff.</p> <p>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.</p> <p>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.</p> <p>5. Streamline routine processes to reduce turn-around time.</p>	
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<p><b>Ensure the accuracy and efficiency of services and processes, and maintain exceptional quality and confidentiality of records.</b></p> <p>1. Complete the scanning of pre-database student paper records, and transfer them to appropriate permanent medium.</p> <p>2. In collaboration with the college's information technology division, upgrade the current 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.</p> <p>3. Convert paper forms to an electronic format.</p> <p>4. Cross train staff members to create redundancies in responsibilities.</p> <p>5. Additionally, improve personal and professional interpersonal skills of staff through professional development.</p>	<p>Digitization of pre-database student paper records has continued but still a work in progress. A scanner/printer was procured to be used for the continuation of the task. A special contract or an office assistant may be needed to speed up the completion of the goal.</p> <p>The upgrade of the current database system to allow insert of students records during the quarter system is a work in progress. More urgent upgrades that arise came first. The goal will be forwarded to the next cycle's goals.</p>
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In cases where resources were allocated toward goals, evaluate the efficacy of the spendings		
Goals from previous AUPR	Resources allocated	Efficacy of spending
Personnel-Registrar	\$14,731.00 PA, plus benefits. Figure was based on the initial placement for a student services specialist III position in 2001	Funds were used to defray salaries and benefits of the registrar hired on September 2016.
Staff Development	\$15,000.00	This never materialized. AU did not received allocation for

		staff development under its approved FY 2017 budget and on.
Recruitment and Marketing	\$20,000.00 per annum	Funds used to defray costs associated to site visits: COMET and recruitment.

### H. 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 AUPR. Use a separate table for each additional goal.

#### Short-Term Goal 1 (Two-Year Cycle)

Identify Goal	Provide support on timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> <li>1. Support the role of the academic advisors by providing degree completion audits, and effective tracking of students' progress toward graduation, including timely processing other student or faculty driven requests as needed.</li> <li>2. Provide training to students on the different process and procedures of the AU through student orientations and developing tutorial slides and videos to be uploaded on the college website.</li> <li>3. Ensure midterm grades and final grades are submitted and posted so that the degree completion on myShark is up to date for academic advising or for students to plan accurately their next step toward graduation.</li> <li>4. Develop a virtual orientation accessible on the college website.</li> </ol>
What measurable outcome is anticipated for this goal?	<ol style="list-style-type: none"> <li>1. Students are able to complete from their program.</li> <li>2. Student orientations are provided.</li> <li>3. Grades are completed.</li> <li>4. A virtual orientation page is created.</li> </ol>
What specific aspects of this goal can be accomplished without additional resources?	All

#### Short-Term Goal 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)	<ol style="list-style-type: none"> <li>1. Continue Fill up the vacated records section staff. The records staff has been vacated in September 2019. The position has a very essential role in the operation of the AU which ensures compliance to student record and file management policies and procedures.</li> <li>2. Upgrade the computer and printer of the office which would help in the improving timeliness of services.</li> <li>3. Hire a special contract or regular student services assistant to have adequate office personnel. This could take away the other assigned work load to other staff so they could focus on their duties.</li> </ol>
What measurable outcome is anticipated for this goal?	Increased student satisfaction
What specific aspects of this goal can be accomplished without additional resources?	

#### Long-Term Goal 1 (Five-Year Cycle)

Identify Goal	Ensure the accuracy and efficiency of services and processes, and maintain exceptional quality and confidentiality of records.
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Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> <li>1. Continue the digitization of pre-database student paper records, and transfer them to appropriate permanent medium.</li> <li>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 other ensuring accuracy and completeness of records.</li> <li>3. In collaboration with the college's information technology division, upgrade the current student database to allow online application of admission.</li> <li>4. Convert units' application forms to editable electronic format or to forms fillable and submitted online.</li> </ol>
What measurable outcome is anticipated for this goal?	Increase effectiveness and efficiency of AU's services. Student or patron satisfaction.
What specific aspects of this goal can be accomplished without additional resources?	All goals require additional level of funding.

### I. Requests of 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 AUPR.

Goal number and description	<b>Short-Term Goal 2.</b> improve the effectiveness and efficiency of services and operations	
Type of resources	Request dollar amount	Potential funding source
Personnel-Student Services Specialist I	\$14,000.00 per annum, plus benefits	Annual budget
Personnel-Student Services Assistant	\$6,000.00 to \$8,000.00 per annum plus benefits	Annual budget
Computer hardware and other peripherals	\$12,000.00 for the National Campus, and \$12,000.00 for the state campuses	Other budgets
Goal number and description	<b>Long-Term Goal 1.</b> Ensure the accuracy and efficiency of services and processes, and maintain exceptional quality and confidentiality of records.	
Type of resources	Request dollar amount	Potential funding source
SIS Upgrades	\$50,000.00	Technology Fund
Computer software	\$2,000, one time cost	Annual budget
Goal number and description	<b>Short-Term Goal 2.</b> Provide all students equitable access to appropriate, comprehensive, and reliable student support programs and services.	
Type of resources	Request dollar amount	Potential funding source
Staff development for capacity building of staff in the student support programs and services	\$20,000.00	Annual Budget

### J. AU Program Review Summary

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

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### K. Response Page

AU appropriate immediate Management Supervisor

I concur with the findings contained in this AUPR.

I concur with the findings contained in this AUPR with the following exceptions (include a narrative explaining the basis for the exception):

I do not concur with the findings contained in this AUPR (include a narrative):



May 26, 2021

**Joey Odacado**  
VP for Enrollment Management & Student Services