

Appendix D. Administrative Unit Program Review¹

AU ² Full Official Name	Office of the Vice President for Enrollment Management & Student Services (VPEMSS)		
Campus	College-Wide	AU Review Submission Date	May 12, 2021
Completed by	Joey A. Oducado VPEMSS	AU Review Cycle	2015-2019 ³ (2015-2016, 2016-2017, 2017-2018, & 2018-2019)
Supervisor	Karen Simion Interim President	Date Submitted to Supervisor	May 12, 2021

A. Mission and Goals

The institutional mission, vision, core values, and goals drive all college's activities. Describe how your unit supports each of these.

<p>Institutional Mission 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.⁴</p>	<p>How the unit supports this Under the VP for Enrollment Management & Student Services (VPEMSS), AU⁵ provides leadership for and oversight of the operations of the following offices and/or student support services functions and programs:</p> <ol style="list-style-type: none"> 1. Admissions, records and matriculations 2. Federal financial student assistance, SEG & SEG work-study programs, and scholarships 3. Counseling and tutoring services 4. Student life (student leadership and development, student activities, health services, Residence Halls, and sports and recreational activities); 5. Campus security and safety;⁶ 6. Center for Entrepreneurship;⁷ and 7. Student services functions of all campuses through the Vice President of Instructional Affairs, Campus Deans, and Student Services Coordinators. <p>The AU continues to ensure quality⁸ and effectiveness⁹ of its student support programs and services in complementing to quality learning experience and academic success of students, and ultimately, contributing to the achievement of the college's mission and goals. The AU regularly evaluates its student support programs and services using a variety of means or measures, such as assessments and reviews, internal and external surveys, and uses results to guide and inform continuous quality improvements.</p>
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¹Oducado, J., Simion, K., & Harriss, F. (2017, December 31). *COM-FSM: Program assessment and program review manual*. College of Micronesia-FSM, Kolonia, Pohnpei, FM.

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

³This covers four cycles: 2015-2016, 2016-2017, 2017-2018, and 2017-2019. Under the college's December 31, 2017, *Program Assessment & Program Review Manual*, Administrative Unit Program Review (AUPR) is completed every four years. This the second AUPR completed for VPEMSS, 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*.

⁴Approved by the college's Board of Regents, March 8, 2017, or see <http://www.comfsm.fm/bor/notebook/03-17/10.b1Mission%20Statement.pdf>.

⁵For brevity, the acronym AU in this AUPR has been used to refer to the Office of the Vice President for Enrollment Management & Student Services.

⁶On November 2016, oversight of Campus Security and Safety was transferred from the Office of Facilities and Maintenance, Department of Administrative Services, to the Office of the VP for Enrollment Management and Student Services (EMSS).

⁷Oversight of the Center for Entrepreneurship (CFEC) was transferred to the Office of the VP for Enrollment Management and Student Services (EMSS) in 2016.

⁸In this AUPR, the term *Quality* includes the following interdependent functions: (1) cognitive: supporting and developing learning; (2) affective: providing an environment which supports students, creates commitment, and enhances self-esteem; and (3) systematic: establishing administrative processes and information management systems which are effective, transparent, and overall student-friendly.

⁹In this AUPR the term *Effectiveness* includes the following five dimensions: tangibles, reliability, responsiveness, and assurance.

<p>Institutional Vision We provide quality education today for a successful tomorrow.¹⁰</p>	<p>How the unit supports this The AU continues to guarantee that all students have equitable access to quality and effective student support programs and services, which are crucial to supporting quality of their learning experience and academic success. Correspondingly, the AU ensures that all students are informed of available student support programs and services, and continues to guide them on how to access them.</p> <p>The AU provides student support programs and services that are characterized by four service quality dimensions: tangibles, reliability, responsiveness, and assurance.</p>
<p>Institutional Core Values¹¹</p> <ol style="list-style-type: none"> 1. Commitment 2. Excellence 3. Learner-Centeredness 4. Professionalism 5. Teamwork 	<p>How the unit supports this</p> <p><i>Commitment</i> – The AU takes the leadership in ensuring the quality and effectiveness of student support programs and services at the college in supporting student learning and enhancing the achievement of the college’s mission, vision, core values and goals. AU’s department mission statement¹² reflects this core value.</p> <p><i>Excellence</i> – The AU continues to strive for excellence by ensuring the quality and effectiveness of student support programs and services at the college. The AU also takes leadership in fostering a culture of continuous learning, flexibility and change, evidence-based practices, and quality improvement within the practices.</p> <p><i>Learner-Centeredness</i> – The learner (or the student) is the core of all goals and priorities of the AU, as explicitly embodied in its mission statement: “... providing learner-centered programs and services that fulfill the diverse educational, recreational, social, and cultural needs of student population and the college’s community.” On the other hand, and also discussed in the immediately preceding section, the AU continues to foster or promote with its department, a culture of continuous learning, flexibility and change, evidence-based practices, and quality improvement within the practices.</p> <p><i>Professionalism</i> – The AU takes leadership in fostering the following tenets: <i>that every employee and/or unit</i> is accountable; must strive for excellence (or exceed expectations); must abide by the college’s code of ethics¹³; and must practice clear communication. These all are particularly monitored, observed, and examined through routine employee performance evaluations and progress reports, and unit assessment and review, including other feedback mechanisms, e.g., internal and external surveys, etc.</p> <p><i>Teamwork</i> – The AU takes leadership in promoting organizational synergy among units under the purview of its department¹⁴, and advancing pooled, sequential and reciprocal interdependence among units within its department with other units from the other departments at the college.</p>
<p>Strategic Directions¹⁵ 2013-2017</p>	<p>How the unit supports this</p>

¹⁰Approved by the college’s Board of Regents, May 3, 2017, or see <http://www.comfsm.fm/?q=agenda-05-2017>.

¹¹Approved by the college’s Board of Regents, May 3, 2016, and revised on March 8, 2017.

¹²The mission of the AU’s department is “to support student development by providing learner-centered programs and services that fulfill the diverse educational, recreational, social, and cultural needs of student population and the college’s community.”

¹³BP No. 6029, Code of Ethics, <http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/BP-6029-Code-of-Ethics.pdf>.

¹⁴Department for Enrollment Management and Student Services (or EMSS).

¹⁵This 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.

<ol style="list-style-type: none"> 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. <p>2018-2023</p> <ol style="list-style-type: none"> 1. Innovate academic quality to ensure student success. 2. Strengthen resources to meet current and future needs. 	<p>See preceding discussions on <i>how does the AU support the college's mission, vision, and core values</i>, and the discussions in the ensuing sections B & C</p>
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B. AU's Mission, Goals, and Objectives

<p>Mission Statement¹⁶ To support student development by providing learner-centered programs and services that fulfill the diverse educational, recreational, social, and cultural needs of student population and the college's community.</p>	<p>Goals Promote student success by providing programs and services that support the delivery of quality academics in a mission-driven, learner-centered environment.</p>	<p>Objectives¹⁷ 2015-2016 Cycle</p> <ol style="list-style-type: none"> 1. Student support services including recognized student clubs will demonstrate commitment and active engagement to fostering the culture of quality and continuous improvement. 2. Increase student course completion and retention by instituting an early response system for at-risk students, and strengthening academic advising for all students especially in assisting them in a pathway to graduation. 3. Stabilize (or exceed) enrollment projections in head counts, registered credits, and full-time equivalent students. 4. Increase student support services efficiency by improving, streamlining, and institutionalizing processes and services; increasing efficiency through cross-training, and utilizing available technology making routine processes less clerical and for disseminating information to students. <p>2016-2017 Cycle</p> <ol style="list-style-type: none"> 1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent including average credit load. 2. Formalize a career counselling and job placement program. 3. Develop and implement an effective and sustainable college-wide strategy for identifying
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¹⁶Adopted during the department's Summer Summit 2014 on July 24-25, 2014.

¹⁷Source from the TracDat, or see AU's 2015-2019 Annual Assessment Report from this link [http://wiki.comfsm.fm/@api/deki/files/5811/=2015-2019_VPEMSS_Annual_Assessment_\(Four_Cycles\).pdf](http://wiki.comfsm.fm/@api/deki/files/5811/=2015-2019_VPEMSS_Annual_Assessment_(Four_Cycles).pdf)

		<p>and supporting students who are considered to be at-risk of academic failure or attrition.</p> <p>2017-2018 Cycle</p> <ol style="list-style-type: none"> 1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load. 2. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach. 3. Formalize a career counseling and job placement program. <p>2018-2019 Cycle</p> <ol style="list-style-type: none"> 1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit loads. 2. Continue to improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.
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C. AU's Description, Data and Trend Analysis

Describe the purpose, components, and staffing of the AU	<p>Under the VP for Enrollment Management & Student Services (VPEMSS), AU provides leadership for and oversight of the operations of the following offices and/or student support services functions and programs:</p> <ol style="list-style-type: none"> 1. Admissions, records and matriculations 2. Federal financial student assistance, SEG & SEG work-study programs, and scholarships 3. Counseling and tutoring services 4. Student life (student leadership and development, student activities, health services, Residence Halls, and sports and recreational activities) 5. Campus security and safety; 6. Center for Entrepreneurship; and 7. Student services functions of all campuses through the Vice President of Instructional Affairs, Campus Deans, and Student Services Coordinators.
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Current Staffing, Complete the table below

AU's annual budget has allocation for only two full-time personnel: Vice President for Enrollment Management & Student Services, and Secretary IV.

List each position by classification	Percent of employment	Months per year of employment	Sources of funding	FTE ¹⁸
Vice President for Enrollment Management & Student Services	100%	12 months	Annual Budget	1
Secretary IV ¹⁹	100%	12 months	Annual Budget	1

¹⁸Full-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.

¹⁹Secretary to the Vice President for Enrollment Management & Student Services

While the 107 FTE staff listed below are not included the AU's annual budget ²⁰ , 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 ²¹
Executive Director ²²	100%	12 months	Annual Budget ²³	1
Directors ²⁴	100%	12 months	Annual Budget	4
Coordinators ²⁵	100%	12 months	Annual Budget	8
Counselors ²⁶	100%	12 months	Annual Budget	7
College Nurse ²⁷	100%	12 months	Annual Budget	6
Administrative Specialist ²⁸	100%	12 months	Annual Budget	1
Student Services Specialists ²⁹	100%	12 months	Annual Budget	14
Student Services Assistants ³⁰	100%	12 months	Annual Budget	17
Security Officers ³¹	100%	12 months	Annual Budget	46
Utility Works ³²	100%	12 months	Annual Budget	3
Other Resources, Complete the table below				
List each position by classification	Service period	Number of hours	Overall costs	Sources of funding
Tutors ³³	Assist students by providing supplemental instruction and tutoring services.	Per contact hour	\$60,000.00	Annual Budget
Utilize the data provided in the above table in a discussion of the appropriateness of the AU's staffing level				
Referenced to the college's Enrollment Management/Campus Standards Key Indicators of February 2014, which provides the recommended FTE to student ratio:				
Counseling & Tutoring Services				
Recommended FTE counselor to student ratio: 1:250. The same ratio is also recommended by the National Association for College Admission Counseling (NACAC) and the American School Counselor Association (ASCA).				
1. From AY 2015-2016 to 2019-2020, National Campus has the highest unduplicated headcount of 1,160 students during AY 2019-2020 (summer 2019, spring 2019, & fall 2020). The campus has three FTE counselors. As such, an FTE counselor to student ratio of 1:387. If referenced to the fall 2019 and fall 2020 campus enrollment of 959 and 751 headcounts, respectively: a ratio of 1:320 in fall 2019 (pre-pandemic), and 1:250 in fall 2020 (pandemic).				
Counseling & Tutoring Services reported adequate staffing level in its 2015-2018 Program Review. AU's review of the unit's staffing level based on data and relevant references, showed the <i>contrary</i> : There has been an				

²⁰Included in annual budgets of units under the AU's direct purview, state campuses budgets, costs shared by VPIA and VP EMSS or external funds through grants.

²¹Full-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.

²²Executive Director, Center for Entrepreneurship (CFE)

²³Shared by the offices of the VPIA and VP EMSS.

²⁴Director of Financial Aid Office (FAO), the college's Registrar, Director of Student Life, and the Lead Counselor

²⁵Coordinator of Student Life, Student Services Coordinator for each of the campuses -- Chuuk, Yap and Kosrae Campuses, Coordinator of the Residence Halls, Coordinator of Sports & Recreation, Supervisor of Campus Security & Safety, and Student Services/Instructional Coordinator for FSM-FMI.

²⁶Two counselors at the National Campus, two counselors at CTEC, a counselor for each of the campuses: Yap, Chuuk, and FSM-FMI.

²⁷One college Nurse for each of the five campuses, including FSM-FMI.

²⁸Assistant to the Executive Director for CFE.

²⁹Four student services specialists for OARR (college-wide), eight for FAO (college-wide), one student services specialist for FSM-FMI, and a student services specialist for National Campus-Sports & Recreation.

³⁰Ten student services assistants assigned to the Residence Halls at the National Campus, three to OARR-National Campus, one each to CTEC-Sports & Recreation, and National Campus-Sports & Recreation, and one student services assistant at the National Campus-FAO.

³¹13 security officers at the National Campus, nine security officers each campus (CTEC & Chuuk Campus), and five security officers each campus (Kosrae, Yap, and FSM-FMI).

³²Three utility workers assigned to National Campus-Sports & Recreation.

³³22 tutors with an annual allocation of \$60,000.00 included in the AU's annual budgets, 2015-2018 Counseling & Tutoring Services Program Review, <https://www.dropbox.com/s/j8xmzdgu0ibne6m/II.C.12.%202015-2018%20Program%20Review-Counseling%20and%20Tutoring%20Services.pdf?dl=0>.

inadequate staffing level for the Counseling & Tutoring Services at the National Campus. It is therefore recommended that hires one additional FTE counselor.

2. CTEC has an unduplicated headcount enrollment of 685 students during AY 2018-2019 (summer 2018, spring 2018, & fall 2019), and only 489 during AY 2019-2020 (a 27% decrease vis-à-vis prior AY). The campus has a staffing allocation of two FTE counselors. As such, CTEC has a ratio of 1:342 and 1:246 based on its AY 2018-2019 and AY 2019-2020 unduplicated student enrollments, respectively. If referenced to its fall 2019 (pre-pandemic) and fall 2020 (pandemic) enrollments, a ratio of 1:192 and 1:188, respectively. **Therefore, CTEC has adequate staffing level for its counseling and tutoring services during the cycles covered by this AUPR.**
3. Chuuk has only one FTE counselor. The campus has an enrollment of 275 and 311 students during fall 2019 and fall 2020, respectively. The campus has an unduplicated headcount enrollment of 396 students during AY 2018-2019, and in AY 2019-2020, 388. As such, the campus has an FTE counselor to student ratio of 1:275-300 plus students. **Therefore, the campus has an inadequate staffing level for counseling and tutoring services during the cycles covered by this AUPR. It is recommended that the campus hires one additional FTE counselor, whose functions may be expanded to include oversight of student leadership and development and coordination of co- and extra-curricular, sports and other recreational activities.**
4. Kosrae Campus has no FTE counselor. Counseling and tutoring services are embedded in the functional responsibilities of the Student Services Coordinator (SSC) at the campus. The campus has an unduplicated headcount of more or less 200 to 260 students during AY 2016 to 2020, and an enrollment of 135 and 195 students in fall 2019 and fall 2020, respectively. While this approach seemed practical and reasonable given the student enrollment of the campus, this may serve as source of potential *conflict of interest* as the SSC carries out his other functions. A counselor is considered a *confidential resource* under Title IX of the Education Amendments of 1972 and other related federal regulations. **Therefore, there is the need to hire one FTE counselor to take charge of the counseling and tutoring services at the campus.**
5. Yap Campus has an allocation of one FTE counselor in-charge of its counseling and tutoring services. The campus has an unduplicated headcount enrollment of 179 to 200 plus students during AY 2015 to 2020, and an enrollment of 156 and 228 students during fall 2019 and fall 2020, respectively. **Therefore, the campus has adequate staffing level for its counseling and tutoring services during the cycles covered by this AUPR.**

Health Services

Recommended FTE nurse to student ratio: 1:1,400. Not really certain of the source or basis used to inform this recommended ratio. However, the National Association of School Nurses (NASN) and US Department of Health and Human Services recommend a ratio of 1:750, which has been used as reference for the assessment of the adequacy of the staff level for the department's health services.

1. 2015-2017 Student Life's Program Review³⁴ reported an **inadequate staffing level** for health services at the National Campus and referenced to the recommendation of NASN and US Department of Health Services, with a ratio of 1:918 FTE students and 1:929 FTE students in fall 2016 and fall 2017, respectively. National Campus has an enrollment of 959 in fall 2019 and 751 students in fall 2020 – and again, an unduplicated AY headcount enrollment of more than 1,000 students from AY 2015 to 2020. **Therefore, this AUPR affirms the finding and assessment made by Student Life during its review of student support services under its purview for cycles 2015 to 2017. Data shows that the dispensary (or clinic) at the National Campus recorded 1,726 student visits in 2017-2018, and 2,777 in 2018-2019. It is recommended to hire one additional FTE nurse for the health services at the National Campus.**
2. Each of the campuses (CTEC, Chuuk Campus, Kosrae Campus, Yap Campus, and FSM-FMI) has an allocation of one FTE nurse assigned to its dispensary (or clinic) and provides primary and preventive health services to students and college staff. **Therefore, the campus has adequate staffing level for health services during the cycles covered by this AUPR.**

Federal Student Assistance, SEG and SEG-Work Study Program, and Scholarships

Recommended FTE FAO³⁵ counselor³⁶ to student ratio: 1:250.

1. FAO has ten FTE staff, college-wide: a director, four student services specialists and a student services assistant at the National Campus, and a student services specialist for FAO at each of the campuses (CTEC, Chuuk,

³⁴See full report, http://wiki.comfsm.fm/@api/deki/files/5353/=2015-2017_Program_Review-Student_Life.pdf

³⁵Financial Aid Office

³⁶In this AUPR, an FAO counselor as provided under the 2014 Enrollment Management/Campus Standards Key Indicators is synonymous to a Student Services Specialist, a full-time employee in the management and professional class at the college.

Kosrae and Yap). The college has an average unduplicated headcount enrollment of 2,653 students from AY 2015-2016 to AY 2019-2020; thus, a ratio of 1:256. Staff at FAO in the National Campus provides *services* to students at the state campuses in collaboration with their counterparts. **As such, FAO has adequate staffing level for FAO during the cycles covered by this AUPR.**

2. FSM-FMI has an average AY enrollment of more or less 40-60 cadets. Cadets at FSM-FMI are eligible to receive assistance from the Supplemental Educational Grant (SEG) Work-Study Program, which has been under the oversight of an FTE student services specialist (quartermaster) at FSM-FMI in collaboration with the in-charge of the program at the National Campus.

Admissions, Records and Matriculations

Recommended FTE OARR³⁷ counselor to student ratio: 1:250. However, in this review used the ratio 1 OARR staff³⁸ to 250 students.

1. OARR has eight staff, college-wide: a registrar³⁹, a student services specialist at each of the campuses (National, CTEC, Chuuk, and Kosrae campuses), two data processing assistants and one staff in-charge of permanent files and archival documents at the National Campus. The functions relating to admissions, records and matriculations at Yap Campus are either assigned to the SSC at the campus or shared among EMSS staff at the campus. The college has an average unduplicated headcount enrollment of 2,653 students from AY 2015-2016 to AY 2019-2020; thus, a ratio of 1:332. **As such, there has been an inadequate staffing level for OARR during the cycles covered by this AUPR. Note that several approved OARR positions at the state campuses were temporarily shelved during the development of annual budgets, e.g., a student services specialist for CTEC and a student services assistant at Chuuk Campus thence reallocated to CTEC. Therefore, it is recommended to reopen these positions, and allocate one FTE OARR student services specialist to Yap Campus, and a student services assistant to OARR in the National Campus.**
2. OARR functions at FSM-FMI is handled by two staff: a quartermaster and one student services specialist which became vacant on June 7, 2019⁴⁰, which absolutely adequate referenced to enrollment size of the campus.

On-campus housing services for students (Residence Halls)

The college's college's Enrollment Management/Campus Standards Key Indicators of February 2014, does not *clearly provide* (or did not include) recommended staff (Residence Halls) to student ratio. Nonetheless, from 2017 to 2020, the Residence Halls have highest registered residents of 168 in fall 2019.

The Residence Halls provide 24 hours per day, seven days per week, 365 days per year on-campus housing services for students, with three shifts per day (8:00 AM to 4:00 PM, 4:00 PM to 12:00 Midnight, and 12:00 Midnight to 8:00 AM), with one staff assigned per shift. The recommended and approved staffing level for the college's Residence Halls is: (a) a coordinator for the Residence Halls; (b) five full-time female student services assistants (residence hall for female students), and (c) five full-time male student services assistants (residence hall for male students). **As such, the Residence Halls have adequate staffing level.**

Campus Security & Safety

The college's college's Enrollment Management/Campus Standards Key Indicators of February 2014, provides a ratio of 1:300 students (day time security). AU is uncertain of the basis and reference used to inform this ratio.

When campus security & safety was transferred under the purview of the department in November 2016, AU conducted an assessment to determine the recommended staffing level and work schedule model for the college's campus security & safety, and recommendation adopted by the Cabinet in February 2017.

Campus security & safety provides 24 hours per day, seven days per week, 365 days per year security & safety services for the college community, with three shifts per day (8:00 AM to 4:00 PM, 4:00 PM to 12:00 Midnight, and 12:00 Midnight to 8:00 AM). the recommended college-wide staffing level for the college's campus security and safety is: (a) a security and safety supervisor; and (b) 46 full-time (or regular) non-sworn security personnel. **Campus security & safety has adequate staffing level, although works are in progress to fill-up existing vacancies in full-time security personnel and are temporarily addressed by hiring personnel on-special contracts.**

³⁷Office Admissions, Records & Retention

³⁸All full-time OARR staff regardless of class, e.g., registrar, student services specialists, data processing staff, and student services assistant.

³⁹Director-level position, then Director of Admissions, Records & Retention

⁴⁰Position has recently been expanded to Placement and Recruitment Officer.

Student Life: student leadership & development, student activities, sports & recreation

The college's college's Enrollment Management/Campus Standards Key Indicators of February 2014, provides a ratio of 1:200 students (excluding dorm staff). Student Life has 12 staff who carry out administrative, operational, and support functions relating to student leadership & development, student activities, sports & recreation:

1. A Director of Student Life who has college-wide functions;
2. A Coordinator of Student Life who has oversight of EMSS at CTEC and support role to the college-wide functions of the Director of Student Life;
3. A Student Services Coordinator (SSC) at each of the campuses: Chuuk, Kosrae, and Yap;
4. A Sports and Recreation Coordinator at the National Campus;
5. A Student Services Specialist for Sports & Recreation at National Campus;
6. A Student Services Assistant for each of the campuses: National Campus and CTEC; and
7. Three Utility Workers assigned to Sports & Recreation at the National Campus.

Taking the college's average unduplicated headcount enrollment of 2,653 students from AY 2015-2016 to AY 2019-2020, then a ratio of 1:221 students. **As such, Student Life adequate staffing level.**

Center for Entrepreneurship (CFE)

The college's college's Enrollment Management/Campus Standards Key Indicators of February 2014, does not provide the recommended FTE staff to student ratio for CFE. Transferred under the AU's direct purview in 2016. CFE has two full-time staff: an executive director, and an administrative specialist, and provides services that include entrepreneurship and business mentorship and networking, training programs for business starting up or expanding, leadership training and development, grant writing assistance, and others. **CFE has adequate staffing level.**

**Data on unduplicated headcounts (students) from AY 2015 to 2020 were provided by the Office of Institutional Effectiveness (OIE), February 26, 2021, 4:05 PM email.*

How does this AU serve the population of the college?

As discussed in Section C, AU provides leadership for and oversight of the operations of the following offices and/or student support services functions and programs:

1. Admissions, records and matriculations
2. Federal financial student assistance, SEG & SEG work-study programs, and scholarships
3. Counseling and tutoring services
4. Student life (student leadership and development, student activities, health services, Residence Halls, and sports and recreational activities)
5. Campus security and safety;
6. Center for Entrepreneurship; and
7. Student services functions of all campuses through the Vice President of Instructional Affairs, Campus Deans, and Student Services Coordinators

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

This is the second program review conducted for the AU. The AU conducted and completed its first program review on April 28, 2014⁴¹, which covered two cycles: 2012-2013 and 2013-2014, as referenced to the college's planning cycle under its 2013-2016 *Integrated Educational Master Plan (IEMP)* and guided by the 2013 *COM-FSM Program Assessment and Program Review Procedures Manual*.

Significant changes that impacted the services of the AU included structural changes in the Student Life:

1. Expanding the responsibilities of the Director of Student Life to include college-wide oversight of functions relating to student leadership, development, and activities;
2. Hiring a staff assistant for the Director of Student Life to provide support and assistance; and (
3. Re-opening of the coordinator for the Residence Halls (then Dormitory Manager) which became defunct after the 2010 Job Audit.

⁴¹2012-2014 VPSS (now VPEMSS) Program Review, http://wiki.comfsm.fm/@api/deki/files/4110/=FY2012_14_SSNCVPSS_PR.pdf.

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 2015-2019 Annual Assessment Report ⁴²	See AU's 2015-2019 Annual Assessment Report ⁴³
External Surveys	See 2016 ⁴⁴ and 2018 ⁴⁵ Reports of the Community College Survey of Student Engagement (CCSSE), COM-FSM vis-à-vis other small colleges and the cohort.	See 2016 and 2018 Reports of the Community College Survey of Student Engagement (CCSSE), COM-FSM vis-à-vis other small colleges and the cohort.
Internal Surveys	See college survey data reports. ⁴⁶	See college survey data reports ⁴⁷ .
Other reports	e.g., frequency counts on counseling & tutoring services from AY 2017 to 2019 ⁴⁸ , data on health services from AY 2017 to 2019 ⁴⁹ , and others.	e.g., frequency counts on counseling & tutoring services from AY 2017 to 2019 ⁵⁰ , data on health services from AY 2017 to 2019 ⁵¹ , and others.

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

Enrollment reports, Unduplicated headcount enrollment⁵², AU's reports to the Board of Regents⁵³, Integrated Educational Master Plan (IEMP) Evaluation Report: 2013-2016⁵⁴, and program assessments & reviews by other AUs under EMSS.

D. Strength, Weaknesses, Opportunities, and Challenges (SWOC)

Based on the analysis in the preceding sections, what are the AU's strengths?	<ol style="list-style-type: none"> 1. AU provides a wide variety of student support programs and services that support learning and enhance the accomplishment of its mission. 2. AU promotes and practices a culture of continuous learning, flexibility and change, evidence-based practices, and quality improvement within the practices. 3. Assessment of student learning outcomes in the student support programs and services. 4. AU provides a learner (or student) centered programs and services that are available and/or accessible by all students at all campus locations, responsive to the needs of the students, and promote student engagement. Results of the 2016 and 2018 CCSSE showed that the college performed above benchmarks of small colleges across the US and the CCSSE cohorts in the area of "Support for Learners." Results of internal surveys showed positive ratings for student support programs and services. 5. Comprehensive student life program.
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⁴²Ibid.

⁴³Ibid.

⁴⁴http://www.comfsm.fm/irp/Data_Center/CCSSE2016_885817B35E_bmrks_allstu.pdf

⁴⁵<http://www.comfsm.fm/IRB/2018%20CCSSE.pdf>

⁴⁶<http://www.comfsm.fm/?q=irpo-survey-reports>

⁴⁷Ibid.

⁴⁸http://wiki.comfsm.fm/@api/deki/files/5812/=Frequency_Counts-Counseling_%2526_Tutoring_Services%252c_AY_2016-2017_to_AY_2019-2020.pdf

⁴⁹http://wiki.comfsm.fm/@api/deki/files/5813/=Health_Services-AY_2017-2018_to_2019-2020.pdf

⁵⁰http://wiki.comfsm.fm/@api/deki/files/5812/=Frequency_Counts-Counseling_%2526_Tutoring_Services%252c_AY_2016-2017_to_AY_2019-2020.pdf

⁵¹http://wiki.comfsm.fm/@api/deki/files/5813/=Health_Services-AY_2017-2018_to_2019-2020.pdf

⁵²http://wiki.comfsm.fm/@api/deki/files/5814/=Tables_Unduplicated_Headcount_2015-16_to_2019-20.pdf

⁵³<http://www.comfsm.fm/?q=bor-agenda-listing>

⁵⁴http://www.comfsm.fm/vpia/misc/IEMP_Eval_Report_2016.pdf

	<ol style="list-style-type: none"> 6. AU continues to use and embrace new technology; consequently, functions and processes become less clerical in nature, streamlining and improving processes, reducing time turn-around, and others. 7. AU promotes organizational synergy and interdependence. 8. AU has a team of committed and dedicated staff.
Based on the analysis in the preceding sections, what are the AU's weaknesses?	<ol style="list-style-type: none"> 1. Budget cutbacks 2. Inadequate staffing-level in some units under the AU's purview. 3. The AU's department "reporting to" structure, especially on student support programs and services at the state campuses. 4. Assessment and review processes for student support programs and services lack integration. 5. Capacity building for student support services staff. While AU facilitates in-house and cross-training for student support services staff, it does not have funds allocated to support external formal or certification training, and advancement of credentials, e.g., relevant undergraduate and graduate degrees. 6. Pay scale for student support services staff vis-à-vis qualifications, and staff from other departments. Prior to the 2010 Job Audit, a student services specialist I⁵⁵ with a baccalaureate degree had a salary offer rate of \$10,478.00 to \$11,544.00 per annum. Currently, employee under this type and class has a salary offer rate of only \$7,884.00 to \$8,884.00 per annum⁵⁶. There has also been a noted disparity in the salary offer rate of a student services specialist with a graduate degree vis-à-vis what is offered to employees from other departments with the same qualification. This may result to challenges in hiring qualified staff and staff turnover.
Based on the analysis in the preceding sections, what are the existing opportunities for the AU?	<ol style="list-style-type: none"> 1. AU to engage in research, evaluation, assessment, and strategic planning on student support programs and services: beyond the routine program assessment and program review. 2. Capacity building for student support services staff. Expanding the AU's in-house and cross-training program for its student support services staff. 3. A one-stop student center at each campus location. Currently, only CTEC and Yap Campus have facilities that house all student support functions. 4. Marketing, recruitment and strategic enrollment management plan development especially with the optimism of addressing the college's enrollment challenges, e.g., building strong partnership with the K12 system to promote early college or dual enrollment, summer transition for incoming new students, and others. 5. SIS-driven admission process. While the SIS consultant has been contracted for this upgrade suite in the college's SIS, the work remains in progress. 6. Fill-up vacant positions.
Based on the analysis in the preceding sections, what challenges exist for the AU?	<ol style="list-style-type: none"> 1. Declining enrollment leading to reduced appropriations and possibly staff reduction. 2. See all listed under the "Weaknesses" section.
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 adopted BP 1110 which requires all departments and units to conduct annual assessments to ensure continuous improvement of programs and service. As such, AU regularly evaluates the quality and effectiveness of student support programs and services through annual assessment and quadrennial program review, internal and external surveys, in compliance with ACCJC Standards I.B.5, II.C.1 & II.C.2, in accordance with the college's BP	

⁵⁵<https://web.archive.org/web/20060721040541/http://www.comfsm.fm/jobs/2006-078.htm>

⁵⁶<http://www.comfsm.fm/jobs/positions/2021/2021-030.html>

1110, and guided by the five-year planning cycle under its *2018-2023 Integrated Education Master Plan* and its *Program Assessment and Program Review Manual*.

AU uses the results of its annual assessments for yearly budget allocation and reallocation, and results of the AUPR are used as critical points for the college's non-academic program prioritization that will inform the development of a five-year strategic plan.

Through AUPE, the AU is able to identify strengths and areas for improvement; what and how it can contribute to student learning, growth and development. These all are crucial to informing (or guiding) improvement and enhancement of its programs and services, which includes, but by no means limited to: (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) enhancing the accomplishment of the college's mission and goals.

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

1. **Use of technology to drive and/or support and improve processes.** AU continues to use and embrace technology to drive, improve, streamline and make relevant processes less clerical in nature and significantly reducing time turn-around. Through OARR, an AU under its direct purview, AU continues to work with the college's Information Technology Office to ensure that the Student Information System (SIS) is continually upgraded to effectively meet current and future needs, and improve operations and processes.
2. **A culture of continuous learning, flexibility and change, evidence-based practices, and quality improvement within the practices.** AU continues to ensure⁵⁷ that students have equitable access to quality, effective, and appropriate student support programs and services at each campus location. AU continues to ensure that these programs and services are regularly evaluated to ensure their quality, effectiveness and appropriateness in supporting student learning and enhancing the achievement of the college's mission and goals. Results of evaluations are used to guide enhancement and improvement in student support programs and services.
3. **Co-, extra-curricular, social, sports and recreational activities** designed to complement (or support) the curricula and instruction, and to encourage active student engagement.
4. **Improved coordination among Student Body Association, clubs and other recognized student organizations.** SBA officers from all campuses meet annually for a college-wide retreat. Leadership trainings and workshops have been organized for students.
5. **Summer transition for incoming new students** intended to provide new students a head start and get off to a strong start, and enable them to take developmental courses, a buffer of credit, as such setting them up to reach graduation on a timely-manner.
6. **Others,** see ensuing section G.

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
2015-2016 Cycle 1. Student support services including recognized student clubs will demonstrate commitment and active engagement to fostering the culture of quality and continuous improvement. 2. Increase student course completion and retention by instituting an early response system for at-risk students, and strengthening academic advising for all students especially in assisting them in a pathway to graduation. 3. Stabilize (or exceed) enrollment projections in head counts, registered				See 2015 to 2019 VPEMSS Annual Assessment Report ⁵⁸

⁵⁷This also includes informing students of available student support programs and services, and guiding them how to access those programs and services.

⁵⁸[http://wiki.comfsm.fm/@api/deki/files/5811/=2015-2019_VPEMSS_Annual_Assessment_\(Four_Cycles\).pdf](http://wiki.comfsm.fm/@api/deki/files/5811/=2015-2019_VPEMSS_Annual_Assessment_(Four_Cycles).pdf)

<p>credits, and full-time equivalent students.</p> <p>4. Increase student support services efficiency by improving, streamlining, and institutionalizing processes and services; increasing efficiency through cross-training, and utilizing available technology making routine processes less clerical and for disseminating information to students</p>				
<p>2016-2017 Cycle</p> <p>1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent including average credit load.</p> <p>2. Formalize a career counselling and job placement program.</p> <p>3. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered to be at-risk of academic failure or attrition.</p>	<p>See 2015 to 2019 VPEMSS Annual Assessment Report⁵⁹</p>			
<p>2017-2018 Cycle</p> <p>1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load.</p> <p>2. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.</p> <p>3. Formalize a career counseling and job placement program</p>	<p>See 2015 to 2019 VPEMSS Annual Assessment Report⁶⁰</p>			
<p>2018-2019 Cycle</p> <p>1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit loads.</p> <p>2. Continue to improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.</p>	<p>See 2015 to 2019 VPEMSS Annual Assessment Report⁶¹</p>			
AU's Assessment. Complete the expandable table below				
Service Area Outcomes	Means of assessment	Criteria for success	Summary of data collected	Use of results
See 2015 to 2019 VPEMSS Annual Assessment Report ⁶²				
How has AU's assessment of service area outcomes led to improvements in services provided to patrons?				

⁵⁹Ibid.

⁶⁰Ibid.

⁶¹Ibid.

⁶²[http://wiki.comfsm.fm/@api/deki/files/5811/=2015-2019_VPEMSS_Annual_Assessment_\(Four_Cycles\).pdf](http://wiki.comfsm.fm/@api/deki/files/5811/=2015-2019_VPEMSS_Annual_Assessment_(Four_Cycles).pdf)

See 2015 to 2019 VPEMSS Annual Assessment Report ⁶³		
What challenges remain to make AU more effective?		
See preceding section on “weaknesses and challenges.”		
Describe how the AU’s Service Area Outcomes are linked to the Institutional Strategic Directions		
Institutional Strategic Directions	AU Service Area Outcomes	Linkages
2013-2017 Strategic Directions <ol style="list-style-type: none"> 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. 	2015-2016 Cycle <ol style="list-style-type: none"> 1. Student support services including recognized student clubs will demonstrate commitment and active engagement to fostering the culture of quality and continuous improvement. 2. Increase student course completion and retention by instituting an early response system for at-risk students, and strengthening academic advising for all students especially in assisting them in a pathway to graduation. 3. Stabilize (or exceed) enrollment projections in head counts, registered credits, and full-time equivalent students. 4. Increase student support services efficiency by improving, streamlining, and institutionalizing processes and services; increasing efficiency through cross-training, and utilizing available technology making routine processes less clerical and for disseminating information to students 2016-2017 Cycle <ol style="list-style-type: none"> 1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent including average credit load. 2. Formalize a career counselling and job placement program. 3. Develop and implement an effective and sustainable college-wide strategy for identifying and supporting students who are considered to be at-risk of academic failure or attrition. 2017-2018 Cycle <ol style="list-style-type: none"> 1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load. 2. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach. 3. Formalize a career counseling and job placement program 	ACCJC I.I.C., ACCJC ER 15, applicable objectives in the IEMP.
2018-2023 Strategic Directions <ol style="list-style-type: none"> 1. Innovate academic quality to ensure student success. 2. Strengthen resources to meet current and future needs. 	2018-2019 Cycle <ol style="list-style-type: none"> 1. Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit loads. 	ACCJC I.I.C., ACCJC ER 15, applicable objectives in the IEMP.

⁶³Ibid.

	2. Continue to improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.	
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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	Level of success achieved
<p>Enrollment management. Develop and identify an integrated enrollment management model that includes marketing, recruitment, and retention components in the optimism to address the college's enrollment changes.</p>	<p>On February 17, 2015, EMSS developed and implemented a recruitment and enrolment action plan⁶⁴ to: (a) increase visibility, awareness, and knowledge about the college, and opportunities available for students; (b) improve execution of multi-modal enrolment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach. Along with this action plan, AU hosted the first college fair on April 7, 2015, participated by more or less 516 high school seniors.</p> <p>In collaboration with the K12 schools and the college's department for Instructional Affairs, the AU launched its summer transition program for first-time-in college students beginning summer 2015. The program was intended to provide new students a head start and get off to a strong start, and enable them to take developmental courses, a buffer of credit, as such setting them up to reach graduation on a timely-manner.</p> <p>During that summer 2015, new student enrollment is at their highest level for the last five summer period.</p> <p>In spring 2019, dual enrollment was piloted at Chuuk Campus.</p>
<p>Intra-department staff cross training. Develop and implement a structured intra-department staff cross-training program. In collaboration with the college's HRO, establish staff development plan specifically geared at credentialing non-credentialed staff, advancement of professional credentials, and other related training.</p>	<p>To guide its initiatives relating to capacity building, AU had developed 2014-2019 Professional Development Priorities⁶⁵, in conjunction with the college's strategic directions on investing and building strong capacity of human capital, and focusing on student success.</p> <p>AU provided an array of training sessions to student support services supervisors and staff on assessments and reviews of student support services, from scheduled department-level meetings, special meetings, site visits, and others.</p> <p>One staff under the AU's purview completed a graduate degree in Education Policy, Organization and Leadership (EPOL), a staff enrolled into an undergraduate program in information technology, a staff completed the third-year certificate of achievement, and several staff enrolled in either associate or certificate of achievement programs.</p>
<p>Retention and graduation. Develop a holistic retention plan that provides a seamless delivery of services and assistance to students and improves the overall retention and graduation rates at the college.</p>	<p>The college's new student orientation is the critical first step to promoting "Student Success." As such, AU has expanded the student orientation by providing (a) regular orientation each fall, spring, and summer terms, and (b) extended orientation sessions.</p> <p>A variety of workshops and activities were launched to enhance students' educational experiences, and to complement classroom instructions. These workshops and activities were organized and coordinated in collaboration with instructional affairs and other AUs on campus including external government and private agencies or programs. The topics range from test-taking skills, study skills, managing test anxiety, resume writing and job interview skills to career day.</p>

⁶⁴http://wiki.comfsm.fm/@api/deki/files/4791/=timeplan-Enrollment_Recruitment_and_Marketing.pdf

⁶⁵http://wiki.comfsm.fm/@api/deki/files/4748/=Student_Services_Priorities.pdf

	<p>AU continues to ensure that students have equitable access to guidance, personal, academic, and career counseling, and tutoring services.</p> <p>Enhancement and improvement in the tutoring services, e.g., embedded tutors, trainings for tutors, and others.</p> <p>June 22, 2017, agreement with Nuro Retention for the use of its Nuro Retention Solution as an early-alert system for the college was rescinded because of it was unable to provide the college the agreed deliverables. As such, AU continued to collaborate with the college's Information Technology to exploring other ideal and can be easily integrated with the SIS and the learning management system of the college.</p> <p>In fall 2019, piloted the use of the Dropout Detective through which instructors and counselors are alerted to early manifestations of poor academic performance or academic disengagement. Dropout Detective tracks student performance via Schoology, and identifies students that require interventions by either the instructors or counselors.</p>
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<p>Student Life and development. Provide programs, activities, and experiences that enable students to actively engage in college life, enhance their total development needs and interests, encourage leadership and development, and actualize the department's mission and vision.</p>	<p>Through units under its direct purview, AU's continues to offer an array of co- and extra-curricular activities designed to promote student development and engagement.</p> <p>Student leadership and development are promoted through the Student Body Association, membership to recognized clubs and organizations, retreats and workshops.</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
Enrollment Management: recruitment and marketing	\$15,000.00	Funds were used to supplement costs associated student recruitment.
Enrollment Management: Computer hardware and application	\$3,000.00	AU did not receive this fund due to budget cutbacks
Student Life and Development: Manager for the Residence Halls	\$17,403.00 per annum	Funds were used to defray costs associated to salary and benefits of the Coordinator for Residence Halls
Student Life and Development: Assistant to the Director of Student Life	\$8,282.00 per annum	Funds were used to defray cost of staff on-special contract who provides support to the Director of Student Life.

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	Increase the success rate of first-year students (e.g., course completion, fall-to-spring persistence rate, fall-to-fall persistence rate, end-of-term academic standing, and others).
Describe the plan to achieve the goal (i.e., action plan)	1. Continue to collaborate with the college's department of Instructional Affairs to develop and implement a first-year experience course or seminar to help first-year students make successful transition to college student life.

	<ol style="list-style-type: none"> 2. Continue to offer (or expand) the AU's summer transition for first-in-time-in-college new students in close collaboration with the K12 system and coordination with the college's department for Instructional Affairs. 3. Expand the dual enrollment program for high school seniors. 4. Continue to offer expanded orientation programs for students. 5. Enhance counseling and tutoring services, including other student support programs and services. 6. Continue to use technology to drive the college's early-alert system and ensure just-in-time interventions for at-risk students. 7. Re-assess the college's late registration option for students.
What measurable outcome is anticipated for this goal?	Increased success rate of first-year students.
What specific aspects of this goal can be accomplished without additional resources?	All
Short-Term Goal 2 (Two-Year Cycle)	
Identify Goal	Provide all students equitable access to appropriate, comprehensive, and reliable student support programs and services.
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Continue to regularly conduct assessments and reviews of student support programs and services to ensure that they are appropriate, comprehensive, and reliable especially in meeting the needs of the students, supporting student learning, and enhancing the accomplishment of the college's mission and goals. 2. Design, develop, and use other feedback tools or mechanism where results may be used to guide improvement or enhancement of programs and services. 3. Provide mechanisms designed to ensure that students are informed of available student support programs and services, and are guided how to access them. 4. Conduct a comprehensive review of all student support programs and services, in addition to assessments and reviews completed by each AUs in the department. 5. Conduct a campus climate survey at least every two years. 6. Continue to participate in externally administered surveys, e.g., CCSSE, SENSE. 7. Continue to administer routine internal surveys, and conduct needs assessment survey. 8. Capacity building for student support services staff through in-house and cross training, including staff development. Update the AU's 2014-2019 Professional Development Priorities
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	Continue to engage in a continuous quality improvement process to ensure quality and effectiveness of student support programs and services.
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Promote and practice fostering a culture of continuous learning, flexibility and change, evidence-based practices, and quality improvement within the practices. 2. Identify operational and student learning outcomes for student support programs and services, and ensure that they are aligned with the AU's department priorities, consistent with the college's strategic directions, applicable objectives in the IEMP, and others. 3. Provide training to promote fluency from basic assessment to more complex assessment practices.

	<ol style="list-style-type: none"> 4. Ensure that all AUs under the purview of the department for EMSS regularly conduct assessment and review of their programs and services, and complete them in a timely manner. 5. Assess the current assessment and review processes in the student support programs and services to ensure a systemic approach.
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 2 (Five-Year Cycle)

Identify Goal	Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time enrollment (FTE) students.
Describe the plan to achieve the goal (i.e., action plan)	<ol style="list-style-type: none"> 1. Revisit and assess the AU's enrollment and marketing action plan. 2. Improve execution of multi-modal enrollment, marketing and communication services to increase touch points, and use relationship cultivation and targeted recruitment approach. 3. Use technology to drive application to admission to matriculation processes. 4. Work with the department for Instructional Affairs to develop and offer data- and demand-informed curricular or course offerings including scheduling. 5. Continue to offer early bird registration for all students, including hosting of early college awareness programs or activities. 6. Further strengthen marketing and recruitment efforts. 7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time-in-college freshman students; as such, promoting the college early and dual enrollment programs.
What measurable outcome is anticipated for this goal?	Stabilized (or exceeded) enrollment targets
What specific aspects of this goal can be accomplished without additional resources?	

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	Short-Term Goal 2. 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
Goal number and description	Long-Term Goal 2. Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time enrollment (FTE) students.	
Type of resources	Request dollar amount	Potential funding source
Recruitment and marketing	Increase annual budgetary allocation by \$10,000.00	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.

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):

My concern is the recommendation for new positions in counseling at National Campus. It seems the basis for the additional positions are national standards and not actual contact with students. I suggest we review reports from counseling to determine average number of students served over a semester to see if additional personnel are needed.

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

Karen Simion

Karen Simion
Interim President