



EMSS: 2018-2023 Integrated Educational Master Plan Evaluation Report

Introduction

There are four major action plans with 18 specific plans (or outcomes) in the college’s 2018-2023 Integrated Educational Master Plan (IEMP) that relate to Enrollment Management and Student Services (EMSS), as follows:

ACTION PLAN	SPECIFIC PLANS (OR OUTCOMES)
<p>EMSS 1. Student Support. Develop and implement an effective and sustainable college-wide strategy for identifying and support students who are considered at-risk of academic failure or attrition.</p>	<p>1.1. Strengthen collaboration and coordination between academic, learning support, and student support units to ensure availability of resources, including access to services to support at-risk students.</p> <p>1.2. Implement (or use) technology to enhance college-wide capacity to: (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate academic advising, and learning and student support services.</p> <p>1.3. Explore and implement the use of an assessment tool to: (a) obtain a holistic view of factors that affect student success; and (b) allow better selection and placement of new students.</p>
<p>EMSS 2. Student Persistence and Engagement. Increase the success of first-year students (course completion, fall-to-spring persistence, and fall- to-fall persistence rates).</p>	<p>2.1. In collaboration and coordination with instructional and learning support services, develop and implement a First Year Experience (FYE) course or seminar designed to help first-year students make successful transitions to college student life.</p> <p>2.2. Develop and implement a college-wide comprehensive student life program that focuses on student leadership and development, and enhances student engagement and satisfaction.</p> <p>2.3. Enhance student engagement and involvement in co- and extra-curricular activities as measured by an increase in the number of students participating in clubs as well as the number of club activities on and off campus.</p>
<p>EMSS 3. Career Services. Formalize a career counseling and job placement program</p>	<p>3.1. Expand the roles and the services provided by counseling services to include job placement assistance and services.</p> <p>3.2. Develop and implement a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices.</p> <p>3.3. Continue to facilitate and/or provide activities designed to help students acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in</p>



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ACTION PLAN	SPECIFIC PLANS (OR OUTCOMES)
	<p>community, and better prepare them for changing workplace, e.g., career day, job fair, and others.</p> <p>3.4. Provide comprehensive career development and transfer services to assist students in all phases of career decision-making, planning and preparing, gaining experience and success outcomes.</p>
<p>EMSS 4. Enrollment. Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time equivalent (FTE) students..</p>	<p>4.1. Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing, and returning students.</p> <p>4.2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students.</p> <p>4.3. 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>4.4. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence.</p> <p>4.5. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration for prospective students and the general public, ads utilizing print and broadcast media, exposition, and others.</p> <p>4.6. Build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for postsecondary education.</p> <p>4.7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college’s early and dual enrollment programs.</p> <p>4.8. In collaboration with the State DOEs and K12 schools, develop and implement a college-readiness program.</p>



Of these 18 specific plans (or outcomes), 13 have been met with actions taken, five were not met but with some actions taken, and none was made inactive, as shown in the table below.

Table A. EMSS Specific Plans (or Outcomes) Achievement Overview

ACTION PLAN	NO. OF SPECIFIC PLANS (OR OUTCOMES)	MET	UNMET	INACTIVE
EMSS 1. Student Support	3	3	0	0
EMSS 2. Student Persistence and Engagement	3	1	2	0
EMSS 3. Career Services	4	3	1	0
EMSS 4. Enrollment	8	6	2	0
Total	18	13	5	0

A. EMSS specific plans (or outcomes) that have been met

Action Plan EMSS 1. Student Support. Develop and implement an effective and sustainable college-wide strategy for identifying and support students who are considered at-risk of academic failure or attrition.

SPECIFIC PLAN (OR OUTCOME)
1.1. Strengthen collaboration and coordination between academic, learning support, and student support units to ensure availability of resources, including access to services to support at-risk students.
ACTIONS TAKEN
<ol style="list-style-type: none"> The department provides a wide variety of student support services (Annex "A") that support learning and enhance the accomplishment of its mission. These services are available to all students at each campus location. With the college’s implementation of distance learning as response to the challenges of the COVID-19 pandemic, the department has diversified the delivery of its student support services, allowing students to access them either in-person or virtually. The department regularly evaluates the effectiveness of its student support services through annual assessment and quadrennial program review to ensure that they support student learning, and enhance accomplishment of the mission of the college. Annual assessments of student support services are documented in the college’s planning and assessment software: Nuventive’s TracDat. Examples of these completed program reviews include counseling services (Annex "B"), OARR (Annex "C"), and VPEMSS (Annex "D"). The department also used internal and external surveys to evaluate the effectiveness of its student support services. For example, in the 2018 and 2020 Community College Survey of Student Engagement (CCSSE), the college performed above the benchmarks of small colleges across the U.S. and the 2018 and 2020 CCSSE cohorts in the area of “Support for Learners” (Annex "E"; Annex "F").



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ACTIONS TAKEN
<ol style="list-style-type: none"> 4. To enhance the learning experience of students, the department continues to provide a variety of co- and extra-curricular activities (Annex "G"), including sports, recreational, social and cultural activities. 5. The department through its counseling services continues to organize and coordinate workshops in collaboration with instructional affairs and other administrative units, including external government and private agencies or programs. Topics range from study and note-taking skills, test-taking tips, time management, resume writing and job interview to career fair. 6. The department’s counselors assist in organizing orientation sessions to provide students useful and accurate information about relevant academic requirements and help them understand the requirements related to their program of study. They also continue to collaborate with faculty in providing timely support to students through the Dropout Detective via Schoology and referrals to tutoring services. 7. To continually prepare and support instructors in their roles as academic advisors, the department organizes faculty workshops and/or meetings at the beginning of every semester. For example, August 12, 2021, faculty workshop at the National Campus (Annex "H").
SPECIFIC PLAN (OR OUTCOME)
<ol style="list-style-type: none"> 1.2. Implement (or use) technology to enhance college-wide capacity to: (a) efficiently track and outreach to students; (b) enhance the timeliness of advising; and (c) integrate academic advising, and learning and student support services.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. In fall 2019, the college started using 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. 2. Beginning fall 2022, the college launched a new student progress tracking system: Nuro Retention, which replaced Dropout Detective. This application provides a platform that shows integrated data, dashboard, risk indicators, case managements, and others. Through one of its components (Nuro Discovery Survey), faculty and staff will be able to discover the needs of each individual student, and identify life issues and risk factors of students; as such, providing faculty and staff with a more effective and all-inclusive tool to discover the needs of each individual student, vis-a-vis the Dropout Detective where counselors are only limited to information regarding the student’s’ academic progress.
SPECIFIC PLAN (OR OUTCOME)
<ol style="list-style-type: none"> 1.3. Explore and implement the use of an assessment tool to: (a) obtain a holistic view of factors that affect student success; and (b) allow better selection and placement of new students.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. Upon the recommendation of the department, the college participated in and administered the Survey of Entering Students (SENSE) to students in fall 2020. The SENSE focuses on students’ experiences in the critical first few weeks of college, and collects and analyzes data about institutional practices and student behaviors. SENSE data can be used in improving course completion rates and the rate at which students persist beyond the first term of enrollment.



Action Plan EMSS 2. Student Persistence and Engagement. Increase the success of first-year students (course completion, fall-to-spring persistence, and fall- to-fall persistence rates).

SPECIFIC PLAN (OR OUTCOME)
2.2. Develop and implement a college-wide comprehensive student life program that focuses on student leadership and development, and enhances student engagement and satisfaction.
ACTIONS TAKEN
<ol style="list-style-type: none"> The department continues to provide (or offer) an array of co- and extra-curricular activities (Annex "G"), including sports, recreational, social and cultural activities. The department also continues to facilitate student leadership development activities in its aim to providing students with the opportunity to further develop their leadership skills, by exploring their responsibilities as student leaders and identifying initiatives and goals that they would like to help implement. Some examples include but by no means limited to: <ul style="list-style-type: none"> August 2-3, 2018, Peer Coach training retreat (Annex "I"). This is an annual event held every August of each academic year. September 15-22, 2018, second annual college-wide Student Body Association (SBA) retreat (Annex "J"). Student Council Leadership Retreat (Annex "K"), March 20, 2019 (Kosrae Campus), April 8, 2019 (Chuuk Campus), and April 13, 2019 (Yap Campus and FSM-FMI). February 22-23, 2019, Student Council Retreat (Annex "L") for Student Body Association (SBA) and Student Body Organization (SBO) officers at the National Campus and the Career & Technical Education Center (CTEC).

Action Plan EMSS 3. Career Services. Formalize a career counseling and job placement program

SPECIFIC PLAN (OR OUTCOME)
3.1. Expand the roles and the services provided by counseling services to include job placement assistance and services.
ACTIONS TAKEN
<ol style="list-style-type: none"> The role of the department’s counseling services has been expanded to include “career guidance and counseling” (Annex "M").
SPECIFIC PLAN (OR OUTCOME)
3.3. Continue to facilitate and/or provide activities designed to help students acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in community, and better prepare them for changing workplace, e.g., career day, job fair, and others.
SPECIFIC PLAN (OR OUTCOME)
<ol style="list-style-type: none"> A variety of workshops and activities are continually organized to enhance students’ educational experiences, and complement classroom activities —these include, but by no means limited to, resume writing, job interview skills, career day or fair, and others. For example, the Career Information Forum (Annex "N") held on July 6, 2022, for students at the National Campus and CTEC.



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SPECIFIC PLAN (OR OUTCOME)
3.4. Provide comprehensive career development and transfer services to assist students in all phases of career decision-making, planning and preparing, gaining experience and success outcomes.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. The department has partnered with EducationUSA especially in organizing and conducting activities relating to transfer and related areas. 2. The department’s counselors continue to facilitate and organize transfer workshops for students to assist them in identify potential colleges and universities that best fit their educational needs, and help distinguish steps in transferring from COM-FSM. For example, March 9, 2018, Transfer Workshop (Annex “O”). 3. Counselors also provide one-on-one counseling on transfer and related areas. 2018-2020 statistical data reported by the department counseling services show the frequency counts of students visiting the counseling center for transfer and scholarship information (Annex “P”).

Action Plan EMSS 4. Enrollment. Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time equivalent (FTE) students..

SPECIFIC PLAN (OR OUTCOME)
4.1. Create, improve, and implement a coordinated marketing, recruitment, and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing, and returning students.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. Even with the many challenges exacerbated by current global health crisis (COVID-19 pandemic), the department took approaches to the greatest extent possible to address and manage the decline in the college’s enrollment (headcounts and registered credits). 2. During the Academic Year (AY) 2020-2021, the college achieved a 5% increase in its academic year-wide (fall 2020, spring 2021, and summer 2021) enrollment in headcounts; however, a 5% decrease in its academic year-wide enrollment in registered credits, if compared to its enrollment during AY 2019-2020. 3. During the Academic Year (AY) 2021-2022, the college achieved increase in its academic year-wide (fall 2021, spring 2022, and summer 2022) enrollment in headcounts and registered credits by 16% and 16%, respectively, if compared to its enrollment during AY 2020-2021. 4. The college’s spring 2022 enrollment is the highest spring enrollment it has recorded for the past four spring semesters (Annex “R”). Its summer 2022 enrollment is the second highest summer enrollment it has recorded for the past nine summer sessions (Annex “S”). And finally, its fall 2022 enrollment is the highest headcount enrollment it has recorded in the past four fall semesters (Annex “T”). 5. The college has surpassed its enrollment targets. For examples, exceeding summer 2022 enrollment targets in headcounts and registered credits by 21% and 22%, respectively; exceeding fall 2022 enrollment target in headcounts by 3.36% (Annex “U”; Annex “V”)



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SPECIFIC PLAN (OR OUTCOME)
4.2. Increase visibility, awareness, and knowledge about the college, and opportunities available for students.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. The department continues to ensure that the college increases its visibility and to strive in promoting community awareness and knowledge about the college and opportunities available for students through print and other broadcast media, web-based information including social media, on-site visits and others. 2. As result of these initiatives, the college has seen (or realized) increases in its enrollments in headcount and registered credits (see preceding 4.1 section).
SPECIFIC PLAN (OR OUTCOME)
4.3. Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. See actions taken under preceding specific plans 4.1 and 4.2.
SPECIFIC PLAN (OR OUTCOME)
4.5. Further strengthen recruitment efforts through the development and implementation of strategic marketing tools, such as but by no means not limited to, innovative use of web and social media marketing, creative services, and others. Additionally, continue to host early college awareness activities, e.g., college fairs and visits, career exploration for prospective students and the general public, ads utilizing print and broadcast media, exposition, and others.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. See actions taken under preceding specific plans 4.1 and 4.2.
SPECIFIC PLAN (OR OUTCOME)
4.7. In collaboration and coordination with instructional affairs, continue to offer the summer transition program for incoming new students and first-time in college freshman students, and promote the college's early and dual enrollment programs.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. The department continues to collaborate with the college's department for instructional affairs in offering a college transition for incoming first-time-in-college students, which it first implemented in 2015. 2. As results of this initiative, the college has realized increase in the number of new student enrolled in the summer. For example, 44% increase in the number of new students enrolled during the summer of 2021, if compared to summer 2021. 3. This program also complements the college's initiative relating to persistence (student success). In the collaborative study conducted by McREL and the college in June 2021, it found



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ACTIONS TAKEN
out that “first enrolling in the summer term rather than in the fall term after high school graduation was positively associated with the College of Micronesia-FSM students’ persistence to a second year” (<u>Annex “W”</u>).
SPECIFIC PLAN (OR OUTCOME)
4.8. In collaboration with the State DOEs and K12 schools, develop and implement a college-readiness program.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. The college has offered dual enrollment for high school students; however, currently, only Chuuk Campus has students enrolled under this program. 2. The department shall continue to work with the other state campuses, and the K12’s to expanding the college’s dual enrollment program for high school students.

B. EMSS specific plans (or outcomes) that were not met but some actions taken

Action Plan EMSS 2. Student Persistence and Engagement. Increase the success of first-year students (course completion, fall-to-spring persistence, and fall- to-fall persistence rates).

SPECIFIC PLAN (OR OUTCOME)
2.1. In collaboration and coordination with instructional and learning support services, develop and implement a First Year Experience (FYE) course or seminar designed to help first-year students make successful transitions to college student life.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. During AY 2019-2020, FYE 101 course's outline was developed after a survey was sent to a stratified random sample of students and faculty. Ideas for the course were generated from the survey and then the learning outcomes designed. 2. While a draft course outline for the First Year Experience (FYE) 101 course had been completed, it still requires some further review and modification taking reference of comments and feedbacks from the college's Curriculum Committee. 3. The department shall continue to collaborate with the college's department for instructional affairs to completing the design; thus, implementing the FYE 101 course.
SPECIFIC PLAN (OR OUTCOME)
2.3. Enhance student engagement and involvement in co- and extra-curricular activities as measured by an increase in the number of students participating in clubs as well as the number of club activities on and off campus.
ACTIONS TAKEN
<ol style="list-style-type: none"> 1. While the department engaged students in array of co- and extra-curricular activities prior to



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ACTIONS TAKEN
<p>to the COVID-19 pandemic (2018 to spring 2020), conducting (or organizing) co- and extra-curricular, including sports, recreational, social and cultural activities either on- or off-campus was regulated by some restrictions as outline in the applicable appendices (COVID-19 preventive measures and framework) of the college’s Emergency Management Plan.</p> <p>2. Student activity fee was reduced from \$20.00 to \$10.00 per academic term; although the \$20.00 student activity fee charged each term was reinstated only this fall 2022 semester.</p>

Action Plan EMSS 3. Career Services. Formalize a career counseling and job placement program.

SPECIFIC PLAN (OR OUTCOME)
<p>3.2. Develop and implement a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices.</p>
ACTIONS TAKEN
<p>1. This is still a work in progress.</p> <p>2. While the department has expanded the role of its counseling services to include “career guidance and counseling,” and organized career workshops, it is yet to complete its development of a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices.</p>

Action Plan EMSS 4. Enrollment. Stabilize enrollment by meeting (or exceeding) enrollment targets in head counts, registered credits, and full-time equivalent (FTE) students.

SPECIFIC PLAN (OR OUTCOME)
<p>4.4. In collaboration and coordination with instructional affairs, develop and implement alternative scheduling (block scheduling, six-week sessions, etc.) to improve student success and persistence.</p>
ACTIONS TAKEN
<p>1. While the college piloted compressed schedule (MS 100) in 2016-2017, with positive outcomes on student passing and course completion rates, including attendance, for reasons unknown, it was discontinued.</p>
SPECIFIC PLAN (OR OUTCOME)
<p>4.6. Build strong ties (or relationships) with the local K12 schools to increase partnerships, outreaches, activities, and events designed to retain students through graduation and better prepare them for post secondary education.</p>
ACTIONS TAKEN
<p>1. This is still a work in progress.</p> <p>2. While prior to the COVID-19 pandemic, the department was able to conduct outreaches and on-site visits to K12 schools across the Federated States of Micronesia, challenges and imposed restrictions due to the global health crisis compelled the department to defer those activities.</p>



C. EMSS action plans and specific actions (or outcomes) in the 2023-2027 Integrated Educational Master Plan (IEMP)

ACTION PLAN. EMSS 1. Enrollment. Stabilize enrollment by meeting (or exceeding) enrollment targets in headcounts, registered credits, and full-time equivalent (*link to Strategic Direction 2*).

Measures of Success

1. Increase increase the enrollment one percent a year (AY), for the next five academic years (AY), for a total increase in enrollment of five percent.
2. 70% of students enrolled full-time during semester terms (see [ISS](#)).
3. Average credits per student: 12 credits for semester term (see [Stretched ISS](#)).
4. Meet (or exceed) college’s enrollment targets in headcounts, credits, and FTE.

SPECIFIC PLANS	RESPONSIBLE	RESOURCES	TIMELINE
1.1. Stabilize or grow student enrollment by increasing the number of students and/or increasing the proportion of students attending full-time.	VPEMSS, director of OARR/ registrar, SSCs, in collaboration with the VPIA, ICs, DAP, and campus deans, ITO-Publication & Graphics	Recruitment (travel-related): \$30,000 per annum; Marketing and promotion: \$10,000 per annum	2022-2027
1.2. Collaborate with the department for instructional affairs to realign course offerings to meet student demand.	VPEMSS, director of OARR/ registrar, counselors, in collaboration with the VPIA, ICs, DAP, and campus deans, ITO-Publication & Graphics		2022-2027
1.3. Collaborate with the other departments to establish enrollment targets for all campuses, and in meeting (or exceeding) those target.	VPEMSS in collaboration with the VPIA, VPAS, and VPIEQA		2022-2027
1.4. Continue to identify partnerships, opportunities, or programs to stabilize and increase enrollment.	VPEMSS, director of OARR/ registrar, SSCs, counselors, in collaboration with the VPIA, ICs, DAP, and campus deans	Site visit \$15,000 per annum	2022-2027
1.5. Streamline and digitalize the admission to matriculation process.	VPEMSS, director of OARR/ registrar, counselors, FAO specialists, in collaboration with VPIEQA, ITO	Digitalization of processes, i.e., web-based: See ITO on cost	2023
1.6. Provide high school students with early access to college coursework to encourage exploration of college majors, accelerate progress toward degrees and certificates, and build a college-going culture.	VPEMSS, director of OARR/ registrar, SSCs, counselors, in collaboration with the VPIA, ICs, DAP, and campus deans	See cost, 1.4.	2022-2027
1.7. Develop and implement a plan to promote the college’s academic programs and student support services designed to help guide students in choosing their path and completing their academic goals.	VPEMSS, director of OARR/ registrar, SSCs, in collaboration with the VPIA, ICs, DAP, and campus deans, ITO-Publication & Graphics	See cost-marketing, 1.1.	2022-2027



ACTION PLAN. EMSS 2. Student Success. Increase student success and maximize the student experience through learner- centered programs and services designed to enhance student learning and completion.

Measures of Success

1. Exceed CCSSEE benchmark: Support for Learners
2. Average student semester credits earned: 12 credits
3. Fall to spring persistence rate: 87% (see [ISS](#))
4. Fall to fall persistence rate: 61% (see [ISS](#))
5. Course completion rate: 70% (see [ISS](#))
6. Graduation rates: 6% at 100%, 16% at 150%, and 25% at 250% (see [ISS](#)).

SPECIFIC PLANS	RESPONSIBLE	RESOURCES	TIMELINE
2.1. Provide supports to help academically underprepared students to succeed in the “gateway” courses to the college’s major program areas.	VPEMSS, director of OARR/ registrar, SSCs, in collaboration with the VPIA, ICs, DAP, campus deans., and academic advisors	Special contact (tutors): \$65,000 per annum.	2022-2027
2.1. Implement, expand, and enhance systems and processes designed to monitor student performance in course work; track and monitor student progress toward degree completion; identify students needing assistance; manage referrals for support and interventions; and facilitate communication between instruction and student services, including outreach, interventions, and other student support.	VPEMSS, director of OARR/ registrar, counselors, collaboration with the VPIA, ICs, DAP, and campus deans, academic advisors, and ITO (technical support).	Nuro Retention:Y2: \$30 per student (\$54,000 invoiced January 2023); Y3: \$33 per student (\$58,400 invoiced January 2024).	2022 and on going
2.3. Provide student support services; promote a culture of information literacy knowledge, skills, and habits; promote retention, and completion.	VPEMSS, director of OARR/ registrar, counselors, director of student life, SSCs, in collaboration with the VPIA, ICs, DAP, campus deans., and academic advisors		2022-2027
2.4. Implement a college-wide comprehensive student life program that focuses on student leadership and development, and enhances student engagement and satisfaction.	VPEMSS, director of OARR/ registrar, counselors, director of student life, SSCs/		2022-2027
2.5. Develop and implement a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices.	VPEMSS, counselors, SSCs		2022-2027