

College of Micronesia-FSM

Assessment Summit



August 1-2, 2017

Institutional Effectiveness and Quality Assurance

**College of Micronesia-FSM
PO Box 159, Pohnpei, FM 96941**

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Introduction

College of Micronesia-FSM (COM-FSM) conducted an Assessment Summit at the FSM-China Friendship Sports Center on August 1-2, 2017. There was a total of 119 participants from across the college. All faculty from Pohnpei Campus and National Campus, as well as representative faculty from Chuuk Campus (six participants), Kosrae Campus (seven participants), Yap Campus (four participants), and the FSM Fisheries and Maritime Institute (FSM-FMI) (three participants) were the primary participants. The focus of the Assessment Summit was instructional assessment; however, some departments requested participation for their directors and staff. There were five participants from administrative services (AS), 16 participants from enrollment management and student services (EMSS), and four participants from institutional effectiveness and quality assurance (IEQA). The vice president for institutional effectiveness and quality assurance (VPIEQA) organized the summit with support from the Office of Institutional Effectiveness (OIE) and the Information Technology Office (ITO). The summit was facilitated by the distinguished, [Linda Suskie](#).

Making Assessment Useful and Worthwhile

The assessment summit sessions were more specifically titled, *Making Assessment Useful and Worthwhile*, and the summit **learning goals** were:

1. Clarify the purposes of your assessment, including the decisions that assessment results might help you with.
2. Articulate clear, meaningful learning outcomes.
3. Confirm that curricula and learning activities focus on important learning outcomes.
4. Create a meaningful, useful rubric.
5. Set appropriate standards and targets for student achievement.
6. Share assessment results in ways that promote conversations on improving student learning.

The Summit Agenda:

- Day 1:
 - 8:00AM: breakfast/sign in/catching up with colleagues
 - 8:30AM: session begins: welcome
 - 8:35AM: introduction to Linda Suskie
 - 8:40AM-12 Noon: [*Making Assessment Useful and Worthwhile*](#)
 - 12 Noon-12:55PM: working lunch for activities and dialogue
 - 1:00 PM-4:00PM: [*Making Assessment Useful and Worthwhile*](#)
 - 4:00PM-4:15PM: Closing Remarks
- Day 2:
 - 8:30AM: breakfast/sign in/catching up with colleagues

- 9:00AM-11:00AM: *Making Assessment Useful and Worthwhile*: Q&A session and *Keeping Things Simple*. Complete and submit your assessment of the summit.
- 11AM-12 Noon: Curriculum Committee (CC) and Assessment Team with Linda Suskie.
 - 1. How to assess the ISLOs.
 - 2. How to provide better guidance to faculty on what they are to do regarding assessment and what they are to report.
- 12 Noon-1:00 PM lunch
- 1PM-2PM Continued time with CC and Assessment Team
- 2:00PM-4:00PM, The administration with Linda Suskie (administrators to be present: Vice President for Instructional Affairs, Vice President for Institutional Effectiveness and Quality Assurance, Vice President for Enrollment Management and Student Services, Dean of Academic Programs, Dean of Assessment, Campus Deans, and Instructional Coordinators).

*Please take restroom breaks as you need them.

Summit Evaluation

Summit participants were asked to complete and submit an evaluation of the summit at the end of day two (Table 1). There were 91/116 (78.5%) respondents who returned the *Evaluation of the Making Assessment Useful and Worthwhile Summit 2017* form (Table 1). The three staff from IEQA who were directly assisting Linda Suskie were not counted in this total (119 – 3 = 116).

Evaluation Form

For future evaluation forms, design needs to be examined carefully. The row for “Learning Goals” needed to have been merged, or the level of agreement (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) column headings needed to have been moved down to fall adjacently to the “Learning Goals” heading. This design flaw causes several respondents to initially, mistakenly mark their response to learning goal one, on the row with the “Learning Goals” heading (Table 2). That said, all respondents who did this caught their error and adjusted their responses.

Quantitative Data

Figure 1 shows the frequency of agreement with which summit participants felt they learned how to achieve the six summit goals. Two individuals who submitted their evaluation form did not complete this section (89/91) and a few more respondents did not complete a response for goal 2, 3, or 5 (Table 3). Table 3 shows the total number of responses received for each of these six evaluation items.

Table 1. Example of the *Evaluation of the Making Assessment Useful and Worthwhile Summit 2017* form provided to summit participants for submission on day two.

Evaluation of the *Making Assessment Useful and Worthwhile Summit 2017*

Next to each goal, place an “X” in the box to indicate how well you feel you have learned how to achieve these goals.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning Goals					
1. Clarify the purposes of your assessment, including the decisions that assessment results might help you with.					
2. Articulate clear, meaningful learning outcomes.					
3. Confirm that curricula and learning activities focus on important learning outcomes.					
4. Create a meaningful, useful rubric.					
5. Set appropriate standards and targets for student achievement.					
6. Share assessment results in ways that promote conversations on improving student learning.					

7. What did you enjoy <u>the most</u> about the Summit?	9. What will you immediately apply from what you learned during the Summit?
8. What did you enjoy <u>the least</u> about the Summit?	19. What would you have improved for a better experience today?

Table 2. Examining the evaluation form design, several respondents initially placed a response (see red checkmark) in the wrong row. This was corrected by those respondents, but was an unnecessary source of confusion that should be avoided in the future.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning Goals	✓				
1. Clarify the purposes of your assessment, including the decisions that assessment results might help you with.					

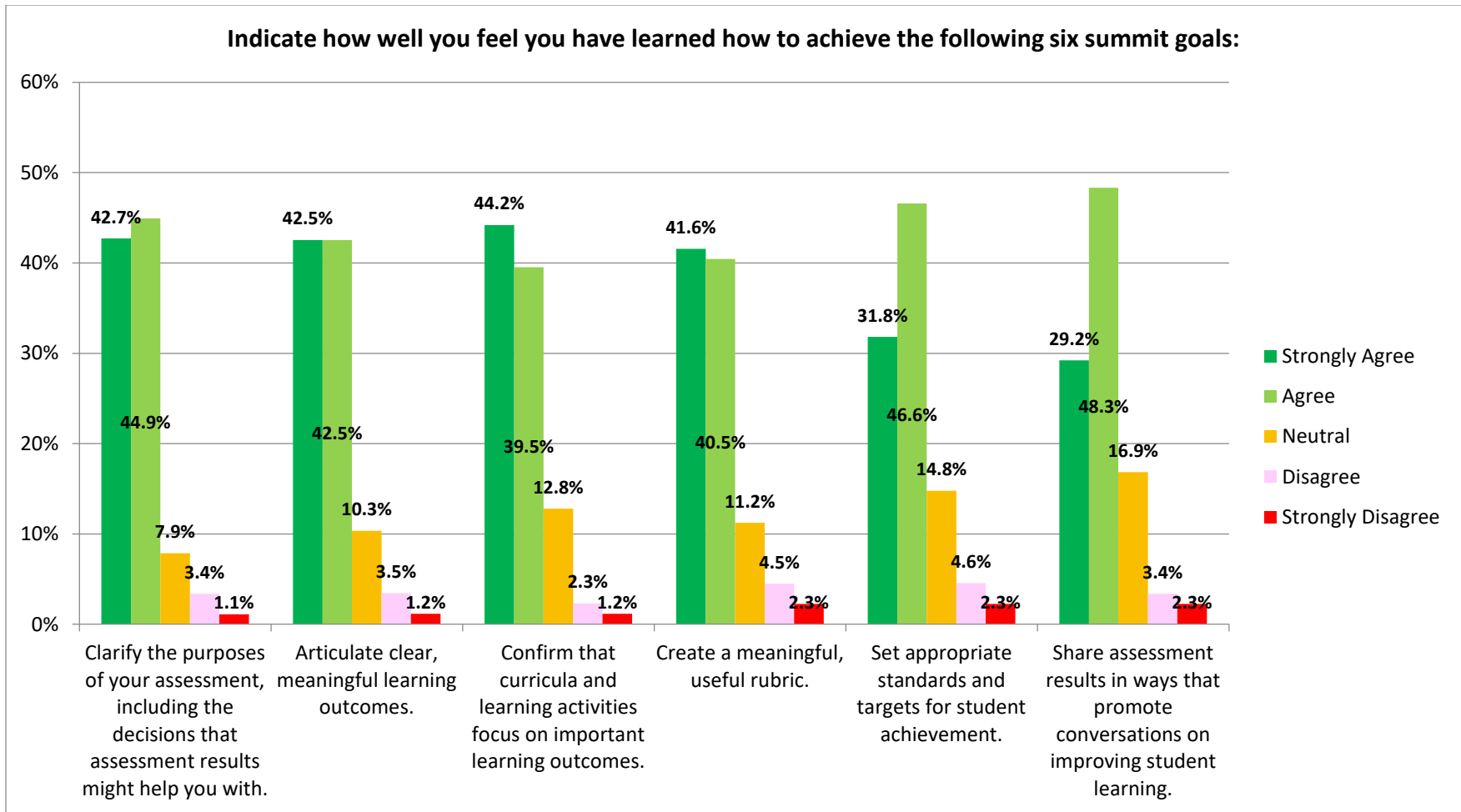


Figure 1. Frequency of agreement with which participants felt they learned how to achieve the six summit goals (N = 91).

Table 3. Frequency of agreement with which participants felt they learned how to achieve the six summit goals (N = 91).

Summit Learning Goals	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1. Clarify the purposes of your assessment, including the decisions that assessment results might help you with.	42.70% 38	44.94% 40	7.87% 7	3.37% 3	1.12% 1	89
2. Articulate clear, meaningful learning outcomes.	42.53% 37	42.53% 37	10.34% 9	3.45% 3	1.15% 1	87
3. Confirm that curricula and learning activities focus on important learning outcomes.	44.19% 38	39.53% 34	12.79% 11	2.33% 2	1.16% 1	86
4. Create a meaningful, useful rubric.	41.57% 37	40.45% 36	11.24% 10	4.49% 4	2.25% 2	89
5. Set appropriate standards and targets for student achievement.	31.82% 28	46.59% 41	14.77% 13	4.55% 4	2.27% 2	88
6. Share assessment results in ways that promote conversations on improving student learning.	29.21% 26	48.31% 43	16.85% 15	3.37% 3	2.25% 2	89
					Answered	89

Agreement (Strongly Agree or Agree) for learning how to achieve the six summit goals ranged from 77.52-87.64% (Figure 1 and Table 3). Agreement declined progressively with each successive goal. In other words, goal one had an agreement of 87.64%, goal two 85.06%, goal three 83.72%, goal four 82.02%, goal five 78.41%, and goal six 77.52% (Figure 1 and Table 3). This is likely because these goals were addressed in this order on day one. Perhaps, both the amount of time dedicated to the latter goals, and the ability of participants to remain engaged with the content, diminished slightly as the day progressed. However, the majority of participants agreed they learned how to achieve the six goals. Those respondents who disagreed (Disagree or Strongly Disagree) that they learned how to achieve the six learning goals ranged from 3.49-6.82% (only 3-6 respondents). Learning goals five and six had fewer who strongly agreed, the most neutral responses, and the most disagreement (Figure 1 and Table 3). Future workshops should spend more time on these learning goals.

Qualitative Data

Summit participants were asked four open-ended questions, evaluation items seven-ten (Table 1). The responses are presented in Tables 4-7 respectively. Each set of responses are briefly discussed in consideration of future improvements for training and summit sessions.

Four Themes for What was Most Enjoyed: Dialogue, Rubrics, Simple but Meaningful, and Presenter's Style

For evaluation item seven, 85 participants responded, and all responses can be found in Table 4. The main themes for the responses to, "What did you enjoy the most about the Summit?", were dialoguing with colleagues, rubrics, keeping assessment simple but meaningful, and the presenter's style.

Twenty-seven respondents indicated that they enjoyed the opportunity to meet, dialogue, collaborate, and share ideas with their colleagues from across the college (Table 4). The annual summit is essential for this purpose. Both geographic and financial logistics make it difficult for the college to regularly bring together colleagues, and impossible to bring everyone together at one time. However, the annual summit is well worth the expense, where as many individuals as financially and operationally are feasible, do come together to collaboratively improve the quality of education offered at COM-FSM and/or receive professional development. For these reasons, it is recommended that the annual summits continue as an essential and worthwhile investment.

Twenty-three respondents noted that they enjoyed learning more about rubrics, and in particular, several noted that they enjoyed learning how rubrics, if well designed, can be effective, simple ways to engage students and to conduct meaningful assessment of student learning outcomes (Table 4). And, ten respondents specifically indicated that they enjoyed learning that assessment need not be complicated, it can, in fact be simple, yet effective and meaningful (Table 4). Twelve participants indicated they enjoyed the summit presenter’s style and approach (Table 4). Two participants indicated they enjoyed the tips provided for writing more effective multiple choice questions (Table 4). Two participants felt validation that they were already engaged in best practices, and two indicated they enjoyed all presentation topics (Table 4). Overall, learning goal four (*Create a meaningful, useful rubric*) and day two’s focus on *Keeping Things Simple*, featured the most frequently in those topics and activities most enjoyed (Table 4).

Table 4. Responses to the open-ended evaluation question item seven, “What did you enjoy the most about the Summit?”

What did you enjoy <u>the most</u> about the Summit?	
Answered 85	
Skipped 6	
Respondents	
	Responses
1	Opportunities to discuss important pedagogical/support issues with colleagues at our table.
2	The learning on making things easier.
3	I enjoy the fact that assessment can be very simple but effective.
4	As I always do, I value most the chance to connect & network with colleagues from across the system.
5	Learned more about learning outcomes, focusing on the "How."
6	concise exercises to reflect and discuss presentation topics.
7	Thank you for presenting about "assessment". It gives us ideas about the importance of assessment.
8	dialogue among colleagues
9	Learning most of the content but I carefully observe how you do the presentation for me to apply to my teaching.
10	Discussion on rubric
11	Learning other techniques of assessing the students, especially rubrics
12	Questions and Answers session.
13	Most of the topics.

14	N/A
15	How thoughtful the presenter, keeping the presentation simple and understandable
16	Guides/tips to creating learning objectives
17	The new idea on the use of rubric for assessment
18	Discussions on assessment and how assessment can be beneficial
19	Group assignments to discuss selected topics of the Summit. Encourage more interactions versus lecture.
20	Meeting faculty from other state campuses. Learning how to create rubric (effective)
21	Dialoguing with members of participants.
22	Collaborating w/others, lively discussions
23	Presenter once in awhile solicited inputs & feedback on each topic she discussed.
24	All topics are important; it's just the manner of lack of time & engagement.
25	Learning how to effectively use assessment to foster student engagement and learning strategies.
26	Having to meet w/the state campus colleagues.
27	The outstanding presentations. I was very impressed with the way she handled the presentation very well.
28	Being reminded that assessment is collaborative. The opportunity to have faculty from different campuses meet together.
29	company
30	I enjoyed the rubric presentations and learning about the ways to do assessments.
31	Audience sharing their thoughts about learning goals and assessments
32	I enjoyed the fact that rubric can make assessment simple and meaningful
33	The discussions on assessment.
34	Learn more about rubrics & assessment.
35	Simple steps for better outcome
36	Great speaker.
37	Presentation of summit materials.
38	I enjoyed everything. Rubric, assessment activities and all.
39	Sharing of rubric between divisions and departments.
40	Learning more on assessments, effective examples to utilize
41	more inputs on assessment & rubrics
42	Know the rubrics
43	Knowing that rubric doesn't have to be complicated, long, but simple, easy, clear to get feedbacks that can help improve what is being taught or delivered.
44	Assessment using rubrics
45	Group discussions on what's discussed by the presenter
46	The way that I'll assess the slo's in our program.
47	The information shared regarding teaching, assessments, and rubrics
48	About the rubric/Assessment easy and clear for student and teacher
49	Assessment/Rubric
50	Keeping things simple.
51	About the assessment lecture and also preparations of rubric
52	involvement/engagement of all members
53	The sharing of ideas from the audience.

54	-Learning different types of rubrics and tips on how to create meaningful assessments.
55	Creating simple yet effective rubrics.
56	Clear definitions of (direct) or indirect evidence artifacts
57	Rubric & assessment
58	The pieces of information about coming up with a good assessment tool.
59	Clear objectives. Good visuals.
60	Learning new things on how to use rubrics, assessments, results effectively.
61	-importances of assessment and how you can make it effective, simple, and time bound.
62	That I can make rubric simple and easy.
63	Setting the standards for students assessments
64	Meeting w colleagues and Linda.
65	Meeting staff/faculty from other campuses.
66	Doing thing simply.
67	Sharing of ideas or comments on topics covered during the presentation.
68	Everything
69	-"user friendly"
70	Assessment and rubric
71	To know that a lot of what I am doing is on track.
72	the tips on how to write effective multiple choice questions.
73	Sharing ideas/interactions within the group
74	the interaction of ideas between faculty and staff with Dr. Suzkie
75	Affirmation of what I've been doing based on lit. review that you mentioned.
76	Discussions of Rubrics and how they could be written to supplement and aided the intended learning outcome
77	Sharing ideas and strategies w/colleagues from other campuses.
78	Rubrics.
79	Learning how to keep things simple and meaningful
80	Multiple choice test and how to improve them.
81	discourse with other faculty
82	Linda showed us how to use the result of survey (collecting comments). It helps me to look at students comments and their performances (grade) to improve my classes.
83	Discussions and sharing ideas at the table.
84	dialoguing with counterparts from other campuses
85	Meeting w/colleagues

Two Themes for What was Least Enjoyed: Time in Lecture Mode and Applicability of Content

For evaluation item eight, 72 participants responded, and all responses can be found in Table 5. The two main themes for the responses to, “What did you enjoy the least about the Summit?”, were time spent in lecture mode and the applicability of the content to one’s work. It is worth noting that 28 respondents (28/72 = 39%) specifically indicated that there were no aspects of the summit that they did not enjoy (in other words, they enjoyed all aspects of the summit) (Table 5).

There were also 28 respondents (28/72 = 39%) who indicated that there was too much time spent in lecture mode (Table 5). Those respondents indicated they would have liked less time sitting, less information at once, and instead more exercises or activities to break up and apply content, and more discussion time. Though this is understandable considering college standards for student-centered learning. And this was another expected response from participants, due to those standards; yet one needs to also consider that these are working days, and we are fortunate to be receiving pay for the opportunity to learn from an expert in the field. Additionally, the college must go to large expense (\$30-40K) in order to conduct a summit and bring in colleagues from the other three states.

Airfares, per diems, and car rental fees must be applied in order to keep those colleagues on Pohnpei. For this summit, the cost of utilizing an expert facilitator/presenter added to the daily cost. The total costs go up beyond those feasible to extend the duration of these inclusive summits. Moreover, these larger facilities are needed for student services and other early fall college activities, and can only be set aside a few days for the summit. With this in mind, the subsequent faculty workshop week was designed to build upon the ambitious learning goals and allow faculty the opportunity to further engage with the content.

In other words, it was known in advance that this was a great deal of information to cover in just a few days and it would be necessary to allow for more time to engage with the material via the ongoing faculty workshop days. In fairness, the presenter also noted this was a lot of material to cover, but the college wished to retain the ambitious schedule. And, as discussed previously, despite that, there were 14 respondents who complimented the presentation style and the summit in general (Table 4).

There were ten respondents who indicated they did not have direct relevance of the learning goals and content to their specific jobs (Table 5). This is another expected response, since departments asked several non-faculty to attend the summit. There were participants from administrative services (AS) and enrollment management and student services (EMSS) who have no direct role in instruction or assessing student learning. Thus, the learning goals of the summit would certainly be less relevant to their roles for the college.

That said, their supervisors wanted those individuals in attendance, and ideally discussed expectations and helped to draw connections for the potential application of the learning goals covered. If connections could not be made, then likely those individuals need not have been in attendance. For those faculty who felt the learning goals were beneath their level of expertise, it would be ideal for them to serve as peer mentors to those seeking guidance, lead future training sessions, and play lead roles in program assessment processes.

There were two respondents who commented on the food (Table 5). It is ideal to encourage participants to prepare and bring their own food if they are likely to be disappointed by the local food on offer, or if they have specific dietary needs.

Table 5. Responses to the open-ended evaluation question item eight, “What did you enjoy the least about the Summit?”

What did you enjoy <u>the least</u> about the Summit?	
Answered 72	
Skipped 19	
Respondents	
	Responses
1	The lack of connection to the real situations here. (People wrote "rubric" on the "Minute Paper" because that was the only topic you touched on at any depth. Everything else was presented in such a superficial fashion as to be meaningless.) Also, sometimes blank responses in the "Are there any questions?" section means there really are no questions...
2	Too much to learn.
3	The summit is short and less hands on work to help build our confidence in producing rubrics, assessment strategy, etc.
4	nothing
5	refreshments
6	Wish we had more time to explore how assessment is linked to program review.
7	none
8	presentation was great. But seems not applicable to our assessment with student services.
9	Thank you for all.
10	I think the sharing or discussion time should be made in small group so everyone can share his/her thoughts.
11	The time that it took during the summit.
12	Discussion in groups. Very little engagement among the group members.
13	Sitting too long.
14	It didn't seem relevant to my job.
15	duration of sitting
16	As a non-teaching staff member the information was a bit irrelevant.
17	The monotonous lecture style
18	None
19	Longer lecture time.
20	I'd like to spend more time to engage more groups.
21	1st day was too long
22	Lecture style of presentation.
23	variety of activities to engage audience
24	The on-going sessions w/out breaks.
25	None
26	nothing
27	Her remarks about CULTURAL FACTORS & E.S.L. FACTORS when we did not answer her questions in complete sentences. I find it quite OFFENSIVE.
28	Some of the scenarios are not applicable to my courses.
29	Long hours of sitting in the crowd.
30	none
31	none
32	Not much collaboration.

33	Lecture mode
34	There is nothing that I enjoyed the least. Everything is great.
35	I was overwhelmed with too much information on the first day.
36	Minimal group discussions/interaction. Hearing from instructors best practices use.
37	your style
38	None
39	I enjoyed all of it.
40	nothing every thing is well prepared
41	The snacks
42	Assignment
43	none
44	none
45	Sitting for hours.
46	-Too much discussion or time used for minute paper-reflection result on the 2nd day
47	We could have done a lot of exercises with our team.
48	Emphasis in rubrics for courses that have students write papers. Most of us don't, (i.e. most certificate level courses, math, art, music, many science courses). So info did not meet the reality of our work.
49	none
50	really new to rubrics so I don't really understand. Interesting but ned to go more in depth and practice using it for myself.
51	The refreshments.
52	1) The constant use of "culture" or "Micronesian culture" 2) Most of the material covered is already familiar.
53	Going over things already covered in prior summits or workshops.
54	none
55	The longer hours of sitting with no breaks.
56	None
57	N/A
58	none
59	very teacher-centered not learner-centered
60	none
61	none
62	Too much lecture
63	No comment
64	Some of the information was redundant of what we have already been working on in assessment. Would have appreciated getting some newer and more detail-specific info. on how to apply the knowledge in a relevant way for my classes.
65	Nothing
66	Long lectures
67	Lectures were too long and sometimes boring.
68	very long and difficult to maintain focus
69	Multiple choice questions part: sounds familiar with the tips.
70	Sitting and listening--I'd like it more if there are more exercises.
71	hours on the first day

72	The presentation. It was not very helpful to me.
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Three Themes for Application of Summit Learning Goals: Rubrics, Keeping Things Simple, and Curriculum Mapping

For evaluation item nine, 75 participants responded, and all responses can be found in Table 6. The main themes for the responses to, “What will you immediately apply from what you learned during the Summit?”, were revision and/or application of rubrics, keeping assessment simple, and curriculum mapping.

There were 40 respondents (40/75 = 53%) who said they would either be revising and improving upon their rubrics or developing rubrics for use in their courses (Table 6). Nine respondents indicated they would be working effectively by keeping assessment strategies simple (Table 6). And, six respondents indicated they would be using curriculum mapping (Table 6). There were a few other areas of focus noted, but rubrics resonated most with participants. It would likely be beneficial to run future workshops on rubrics. It would be essential that those be break-out sessions in order to cater those training sessions to the various skill levels of the participants, as some faculty have not developed or used rubrics often, whereas others are ready to revise and refine their existing rubrics.

Table 6. Responses to the open-ended evaluation question item nine, “What will you immediately apply from what you learned during the Summit?”

What will you immediately apply from what you learned during the Summit?	
Answered 75	
Skipped 16	
Respondents	
	Responses
1	Nothing. I have seven articles in refereed publications on these topics, as well as two book chapters. I've also run similar seminars at universities in three countries. Accordingly, I know these topics well.
2	The short and quick assessment of student learning to help my lecture delivery prove effective for student learning.
3	Developing simpler rubric.
4	rewriting rubrics
5	Plan & implement how we can get more students to be actively engaged.
6	Conduct a mini summit at my campus to share these new insights with other faculty.
7	Stewardship & Accountability
8	Assessment procedures
9	Multiple choice questions. Rubrics.
10	Creation of effective rubrics.
11	Rubrics
12	N/A

13	Rubric
14	alter my own learning objectives
15	I will work on rubrics to assess employees
16	enhance active learning
17	Using rubrics, improved assessment to simpler and setting targets.
18	I will the same idea to all level assessments.
19	rubric
20	Apply use of rubrics in assessment or not?
21	"Assess students the simplest way"
22	rubrics & testing
23	Using the prompts for self reflection.
24	The rubrics
25	Looking at setting standards and targets for assessment.
26	-Rubrics -Self appraisal checklist -Assessment principles
27	The use of rubrics.
28	keeping my assessment simple and meaningful. Course curriculum mapping.
29	The curriculum mapping
30	Applying different kind of rubrics to classes.
31	Revise rubrics
32	Assessments that will be useful and used to help make better decisions.
33	I can immediately apply the importance of how rubric useful and assessment.
34	Providing blueprint for multiple choice and use that for study guide.
35	Develop better evaluations.
36	using of the rubrics
37	the assessment & rubric
38	course mapping
39	Rubrics
40	The assessment and the rubrics.
41	Creating meaningful and simple rubric for presentation
42	Create my own assessment rubric to apply in my class.
43	Keeping my rubric and assessment simple.
44	use of rubric to make good decisions on student learning.
45	Reviewing rubrics & modifying them.
46	-creating course wide rubrics
47	Varying types of assessments used.
48	Improve the current rubric and assessment result reporting sheet.
49	Simple strategies
50	Review my assessment methods and modify where it is necessary.
51	"Don't reinvent the wheel." I'll research rubrics etc. for my courses.
52	Review, & revise our rubrics & how to use assessment in our program outcomes.

53	-Apply assessment styles w/rubrics
54	Modify the rubrics.
55	Standards
56	Course Curriculum Mapping Table.
57	None
58	Rubrics --simple & short
59	Review and revise the rubrics I currently use in my courses.
60	Apply what I learned
61	-rubrics/multiple choice tests -reassess my course and program assessments
62	simple assessment
63	develop a course curriculum mapping for each GSLOs of my courses.
64	Improve my rubrics.
65	rubrics
66	Not sure
67	Revisit my existing rubric and amend or modify it
68	Resist/Review/Revise my current rubrics for my classes...
69	To refine the rubrics
70	Giving better and more feedback to students.
71	clarifying certain elements of my assessment
72	Look at percentages of each assignment from last semester to think how to improve class activities.
73	Curriculum Mapping organizer
74	review my assessment and see where changes need to be made
75	One of my colleagues shared an oral presentation rubric that he did use in class

The main theme for improvement was to cover less content via lecture and to instead spend more time engaging in activities for the purposes of applying content.

For evaluation item ten, 73 participants responded, and all responses can be found in Table 7. The main theme for the responses to, “What would you have improved for a better experience today?”, was to cover less content through lecture, and to instead spend more time engaging in activities for the purposes of applying content introduced. Thirty-three ($33/73 = 45\%$) respondents indicated they would have preferred less time in lecture and more time applying content through activities and group discussions (Table 7). The reasons for why this summit was designed this way (cost and logistics) were already discussed. Faculty would have had more time engaging in activities to apply the content during the remainder of the faculty workshop week.

Future summit schedules are likely to remain compressed, and still run only one-two days due to cost, space, and travel logistics. However, it is likely best to refine areas of focus so that more time is spent in dialogue and engaging activities.

Table 7. Responses to the open-ended evaluation question item ten, “What would you have improved for a better experience today?”

What would you have improved for a better experience today?	
Answered 73	
Skipped 18	
Respondents	Responses
1	I would recommend researching the student population first--their background/needs/challenges--before advising on what we should do to meet these challenges/needs. Similarly, there are serious issues with the way student achievement is being measured here. Discussion of these challenges/concerns would have been really helpful.
2	I always thought that assessment is a long process because before the summit what was impact me for assessment is long assessment processes.
3	Focus on fewer items.
4	no suggestions
5	More group exercises then mere "lectures."
6	Additional time to explore other areas where assessment is critical.
7	Keep a log of all evidence & time spent doing assessing.
8	Assessment type
9	More active engagement/less activities and short timing. Need to be concise.
10	Engaging in assessments in order to get reliable results.
11	Creating rubrics assessing student learning
12	Admin should have had her activities.
13	Hands-on activity, it will allow participants to interact. Turn off wifi for less distraction.
14	More information on assessments for out of classroom settings.
15	I would like more activities/hands-on rubric designing.
16	active learning/include more activities
17	Active learning activities.
18	Break groups into small sessions
19	Most of what was presented, are already being implemented. Providing new information for improvement.
20	None
21	"Think about it"
22	Next time make the summit assessment longer, the session should be active and engaging. DO NOT LECTURE A BUNCH OF TOPICS ALL THE TIME.
23	More instructor and consultant interaction and feedback. Stop the Micronesian attitude of quietness.
24	It would have been very helpful if some of the college's assessment reports are reviewed & feedback provided by the presenter.
25	nothing, I guess
26	Have more engaging activities. Mostly lecture. I think the rubrics were popular because we used relevant materials--our own rubrics--for the activity. We could have looked at some of our own assessment plans.

27	-Clear schedule of TOPICS to discuss for each session -Adequate time for answering questions every after session; not in just one session as a whole -BETTER PUBLIC SPEAKERS
28	The interaction bet. faculty, staff, and the coordinator.
29	None
30	more activities
31	Less presentation but more collaboration.
32	The snacks
33	Link rubrics with course/program learning outcome.
34	Collaboration among faculty, staff, etc. for the useful use of assessment results.
35	More interactions, group sharing and discussions.
36	Provide more group activities throughout the summit.
37	Better refreshment. Breaks. To be more interactive.
38	none
39	assessment strategies
40	more group work
41	like I said every thing is well prepared and well done.
42	Information is very simple. We need more than this.
43	my rubrics
44	Improving my assessment types.
45	practice writing rubrics
46	Provide handouts, more discussion group, interactive.
47	Should have focused observations/feedback more on audience as faculty (or staff) rather than as Micronesians.
48	A lot of exercises should be initiated so we can practice a lot.
49	Less time discussing "Micronesian reticence."
50	Increase more activities for faculty involvement.
51	-none
52	Have something new and more informative.
53	Learning activities
54	-Shortened sessions and allowing breaks; -Do survey @ beginning to gauge the level of understanding of topic.
55	Cover topics from COM-FSM so can work on our current issues instead of generic ones.
56	Give more time in doing things not only in minutes and done earlier than doing it at the end of today when we are in a hurry to go home.
57	More actively participate in the discussions.
58	Need more time
59	-rubrics and assessments
60	assessing my SLOs
61	-develop a rubric for a selected activity given the objectives being assessed.
62	Additional examples--true to FSM students. Thanks for the opportunity to continue on learning.
63	provide activities to have people move around.
64	The group should have been divided based on what participants already are doing with respect to assessment.

65	More interactions between faculty members in respective disciplinary areas
66	"Assumptions" on Micronesian culture is better left unarticulated...esp. the wondering about whether we have a "culture of thoughtful reflection." Changing up the people at tables the next day so we could meet new/more people and have the opportunity to share more ideas w/each other.
67	To set appropriate standards and targets to achieve student success.
68	Less in information and longer practice sessions
69	more focus of specific issues
70	"Focus your feedback". Save time and make effective.
71	More Exercises/Practices
72	shorter hours but extend the days
73	I think the presenter was heavy on research & lacking on actual classroom experience

Summary

Overall, the summit learning goal that elicited the most interest from the faculty was learning goal four, *Create a meaningful, useful rubric* and the day two topic of *Keeping Things Simple*. Participants expressed an interest to learn more about how to generate rubrics for use in their courses. For those already using rubrics, they expressed an interest to improve upon their rubrics by making them more effective for both engaging students in the learning process, and for simplifying assessment of student learning. Many participants also enjoyed some relief in the realization that assessment need not be overly complicated and time consuming. One can conduct useful, meaningful assessment through a variety of simple means.

There was much praise for the presenter's style, but participants did indicate there was too much consecutive time sitting and listening to lectures to remain fully engaged with the material. Many participants felt day one was too long, and packed with too much information. Though it was ideal to get the most out of the college's time with the expert presenter, that does little good if focus and enthusiasm cannot be maintained over the course of the summit. As a result, learning goals five and six, presented towards the end of summit day one, had fewer who strongly agreed, the most neutral responses, and the most disagreement for achievement (Figure 1 and Table 3). In the future, it is best to return to a refined focus and allow more adequate time for participants to be engaged in active learning. Additionally, the college may want to revisit learning goals five and six for future training (*5. Set appropriate standards and targets for student achievement; 6. Share assessment results in ways that promote conversations on improving student learning*).

The summit was replicated as "mini-summits" in the three states of Chuuk (September 1-2), Kosrae (September 1), and Yap (September 26) as has been the practice of the previous five years. That is to ensure that all personnel across the college are able to participate in the college summits. The mini-summits were led and facilitated by those members of each campus who were present for this larger summit held on Pohnpei at the National Campus.

Summit Participants List

Participants for Assessment Summit Held at National Campus

Administrative Services (AS)		
Last Name	First Name	Home Campus
Habuchmai	Joseph	NC
Lebehn	Sinobu	NC
Mendiola	Francisco	NC
Nelson	Rencelly	NC
Togonon	Roselle	NC

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Last Name	First Name	Home Campus
Atkinson	Krystilyn	NC
Bisalen	Wilson	CC
Buthung	Eva	FMI
Daoas	Doman	NC
Dibay	Cecilia	YC
Edwin	Cindy	PC
Gorospe	Marlou	NC
Ilon	Benina	NC
Jonas	Arthur	KC
Oducado	Joey	NC
Sam	Penselynn	NC
Wiley	Mason	NC
Tairuwepiy	Sebastian	PC
Yarofaisug	Faustino	NC
Yee Ting	Tetaake	NC

Institutional Effectiveness and Quality Assurance (IEQA)		
Last Name	First Name	Home Campus

Alex	Francis	NC
Haglelgam	William	NC
Harriss	Frankie	NC
Segal	Gordon	NC

Instructional Affairs (IA)		
Last Name	First Name	Home Campus
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Alex	Quly	NC
Alosima	Alan	PC
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Biza	Leilani	NC
Biza	Snyther	NC
Buden	Don	NC
Bueno	Rosalinda	KC
Castro	Edper	NC
Chiwi	Richard	CC
Chochol	Akiko	NC
Dacanay	Paul	NC
Dacanay	Rudelyn	NC
Daniel	Deeleeann	NC
Dema	Mike	NC
Dison	Maria	NC
Donre	Lucia	NC
Edgar	Gardner	PC
Edwin	Cindy Marie	PC
Ehmes	Delihna	NC
Elias	Marvey	NC
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Gonzales	Jazmin	NC
Gorospe	Garnette	NC
Guarin	Joy	YC
Haglelgam	John	NC
Hainrick	Jennifer	NC
Hallers	Magdalena	NC
Henry	Sylvia	NC
Ibarrola	Danilo	PC
Ilongo	Ikoli	NC
Ioanis	Engly	PC
Ioanis	Mike	NC
Ittu	Skipper	KC
Jack	Grilly	PC
Jano	Shirley	PC
John	Jothy	NC
Jonas	Mixon	CC
Jonas	Robert	KC
Kanto	Kind	CC
Keller	Resida	NC
Kostka	Mark	NC
Kostka	Josephin	NC
Lee Ling	Dana	NC
Liwy	Tendy	PC
Lynch	Brian	NC
Lyons	Holly	NC

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Mangonon	George	NC
Mangonon	Marlene	NC
Mangubat	Nestor	PC
Mangum	Brian	NC
Manuel	Maryallen	NC
Medalla	Marian	NC
Mike	Nena	KC
Moses	Susan	NC
Muller	Michael	NC
Mulvey	Bern	PC
Nato	Ben	PC
Nokar	Miuty	CC
Olter-Pelep	Pearl	NC
Olter-Pelep	Peltin	NC
Pastor	Cindy	PC
Paul	Kasiano	NC
Perman	Debra	PC
Permitez	Nelchor	PC
Phillips	Kyoshi	NC
Pulmano	Rafael	NC
Ranahan	Jean	PC
Recana	Cirilo	PC
Rivera	Monica	NC
Roboman	Lourdes	YC
Roby	Joyce	PC
Samuel	Sahn	NC

Instructional Affairs (IA)		
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Silbanuz	Salba	PC
Simion	Karen	NC
Sinem	Alvin	FMI
Snaden	Scott	NC
Spegal	Robert	NC
Tara	Tara	KC
Teburea	Tioti	FMI
Tilfas	George	KC
Velasquez	Rhoda	YC
Verg-In	Yenti	NC
Victor	Romino	PC
Yamada	Yolina	NC
Yamada	Strick	NC
Yarofmal	Xavier	PC