

College of Micronesia-FSM



Institutional Assessment Report AY 2019-2020

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Executive Summary

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.

The College of Micronesia-FSM (COM-FSM) continues to strive toward improving its programs and services through assessment of student learning outcomes. The college's Institutional Assessment Report (IAR) is an annual compilation of assessment activities in all the instructional programs and administrative units of the college. It contains the academic program's approach to identifying and assessing student learning outcomes for the purpose of continuous improvement. Evidence of learning is based on three levels of assessments; institutional, program, and course.

There are two parts to this report.

- Part I: Institutional Student Learning Outcomes (ISLOs) Assessment, and General Education Student Learning Outcomes (GE-PSLOs) Assessment
- Part II: Administrative Units Program Review

Part I: Institutional Student Learning Outcomes (ISLOs) Assessment, and General Education Student Learning Outcomes (GE-PSLOs) Assessment

The assessment calendar established in AY 2016 identified specific Institutional Student Learning Outcomes (ISLOs) for each reporting period. This report presents the assessment activities at the institutional level as assessed by related program student learning outcomes and course student learning outcomes. Evidence of assessment activities at the program level is also presented.

ISLO 1 Effective Oral Communication and ISLO 2 Effective Written Communication are the two ISLOs assessed in AY2019-2020.

Assessment results of the PSLO's and associated CSLO's that were used for assessing ISLO 1 showed that students were able to demonstrate effective oral communication. The success rates exceeded the established benchmark for all the courses in Fall 2019 and Spring 2020, except for ED434 in Spring 2020 where the success rate was at 67%, below the 90% target. More females (n=53) than males (n=38) successfully completed ISLO 1 in Fall 2019 while more males (n=42) than females (n=39) were successful in Spring 2020.

The assessment results presented in Table 4 for ISLO 2 showed student learning outcomes below the established benchmarks in Fall 2019 in ED301b, ED303, ED302, ED392, EDU489 and in Spring ED434. The rest of the assessment results either exceeded or corresponded to the target for success. More females (n=318) than males (n=149) were successful in ISLO 2 in Fall 2019. The number of females (n=121) successfully completing this ISLO in Spring 2020 exceeded the number of males (n=91).

Recommendations for Improvement

- Include in the Institutional Assessment Report information of all the programs linked to the ISLO being assessed to show that students meet all ISLOs.
- Review course outlines to determine where ISLO assessment occur and provide information on curriculum mapping.
- Alignment of ISLOs with Gen Ed PSLO (ongoing by working group).
- Grow the capacity of the Office of Institutional Effectiveness for its capacity to manage and coordinate assessment and the college's assessment management systems.

Recommendations for General Education Program Student Learning Outcomes

- Establish targets for Gen Ed courses.
- Collect information consistently on male and female success rate.
- Grow the capacity of the Office of Institutional Effectiveness for its capacity to manage and coordinate assessment and the college's assessment management systems.
- Consistent collection of data from all campuses.
- Establish a schedule for assessment workshops.
- *see attached working documents by the ISLO_Gen_Ed PSLO alignment working group.

Part II: Administrative Units Program Review (AUPR)

This is the first COM-FSM assessment report to include assessment of administrative units. A critical self-assessment of the administrative unit program review process was conducted as the final project in VPIEQA's participation in the WASC's *Assessment Leadership Academy* in 2019. A community of practice was set up to facilitate completion of administrative unit program reviews.

The role of Vice Presidents in the AUPR process as intermediaries between their units' writers and the assessment team is crucial - all communications are supposed to go through them. While the existing Assessment Management System (TracDat) can support managing assessment data of administrative units, this has not been fully used due to a lack of personnel at the college trained on its use and configuration, coupled with limited internet bandwidth.

Recommendations for AUPRs

- Ongoing dialogue between Vice Presidents and sharing of assessment results across and between departments, VPs, and campuses.
- AUPRs should include both collegewide data and data disaggregated by campus. This will allow Campus Deans and the college to better incorporate findings from assessment data into resource allocation.
- Any Assessment Management Software should provide a service to the college and its staff – software should serve people in improving their work, employees should not feel like they are serving the software.

Completion of the Institutional Assessment Report and timely use of its results depends on the information being made available from all instructional and administrative units. Additionally,

presenting information in a way that is reader-friendly will increase the ways in which the data are used, which will present new questions and discussions towards continuous improvement.

Part I: Institutional Student Learning Outcomes (ISLOs) Assessment, and General Education Student Learning Outcomes (GE-PSLOs) Assessment

Institutional Student Learning Outcomes (ISLOs)

The College of Micronesia-FSM Board of Regents approved the following eight ISLOs in May 2013.

1. **Effective oral communication:** capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors.
2. **Effective Written Communication:** development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
3. **Critical thinking:** a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
4. **Problem solving:** capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
5. **Intercultural knowledge and competence:** a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
6. **Information literacy:** the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
7. **Foundations and skills for life-long learning:** purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
8. **Quantitative reasoning:** ability to reason and solve quantitative problems from a wide array of authentic contexts and clearly communicate those arguments in a variety of formats.

ISLO Assessment for AY2019-2020

The two student learning outcomes assessed at the institution level in AY2019-2020 are:

ISLO 1 Effective Oral Communication and

ISLO 2 Effective Written Communication

Programs and Courses Linked to ISLO's 1 and 2

The degree programs that are linked to ISLO 1 Effective Oral Communication include Business Administration (BUA), Hospitality & Tourism Management (HTM), Liberal Arts (LA), Micronesian Studies (MICST), Pre Teacher Preparation (PTP), and Baccalaureate of Science Degree in Elementary Education (BSED). Program learning outcomes and associated courses which assessed ISLO 1 are presented in Table 1.

The same programs with the exception of Hospitality & Tourism Management and inclusive of *Third Year Certificate of Achievement in Teacher Preparation in Elementary (TYC-TPE)* are linked to ISLO 2 Effective Written Communication. Table 2 presents the program student learning outcomes (PSLO) and courses linked to ISLO 2.

Table 1. Programs & Courses Linked to ISLO 1. Effective Oral Communication

Programs	PSLO	Course	CSLO
Business Administration	1	BU270	1, 2
Hospitality & Tourism Management	2	HTM250	2
Liberal Arts	1, 2	EN205	1.1, 2.1, 3.1, 3.2, 4.1, 4.2 5.2
		EN/CO205	1.1, 1.2, 4
Micronesian Studies	1	SS200	1, 2, 3, 4, 5
Pre Teacher Preparation	1	ED210/110	1.1, 2.1-2.4, 3.1-3.2, 4.1
	2, 3		2.1-2.4, 3.1-3.2, 4.1-4.4, 5.1-5.2, 6.1-6.3
	1, 2, 3	ED292	4.4-5.2
Baccalaureate of Science Degree in Elementary Education	1a, 1b	ED434	2.1, 4.1, 5.1, 7.1
	1d	EDU489	2.4, 2.6

At the program level, ISLO 1 is linked to:

BUA PSLO 1 Demonstrate basic knowledge of each of the functional areas of business – accounting, management, marketing, economics, and finance by emphasizing their importance in an organization and describing their interrelationship in the organization’s attempt to achieve its objectives, and BU270 Principles of Marketing at the course level;

HTM PSLO 2 Demonstrate professional lodging specific technical skills, supervisory techniques and management skills and HTM 250 Facilities Management and Practicum at the course level;

LA PSLO 1 Enrich and deepen self-knowledge by exploring different academic experiences, and PSLO 2 Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression; and EN205 Literature of the Sea and EN/CO 205 Speech Communication at the course level;

MICST PSLO 1 Demonstrate the ability to read, speak and write critically and effectively in English about Micronesian Studies Program course content and SS 200 Research Methods at the course level;

PTP PSLO 1 Demonstrate basic knowledge and concepts related to elementary education, PSLO 2 Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom, and PSLO 3 Demonstrate professionalism, ED210/110 Intro. to Professional Teaching, and ED292 Practicum at the course level.

BSED PSLO 1(a,b) Demonstrate the ability to teach all subjects for one semester in an elementary classroom either independently (internship) or under the supervision of a master teacher (student teaching) as measured by the following Interstate Teacher Assessment and Support Consortium

(InTASC) standards, and ED434 Handling Behavior Problems; PSLO 1 (d) EDU489 Testing at the course level.

Table 2. Programs & Courses Linked to ISLO 2. Effective Written Communication

Programs	PSLO	Course	CSLO	
Business Administration	1	BU101	5.2	
		BU270	1, 2	
	4, 5	BU271	3.1, 3.3	
Liberal Arts	1, 2	EN205	1, 2, 3, 4,5	
	1, 2	EN/CO205	4	
	2	EN201	4	
Micronesia Studies	1	SS200	1, 2, 3	
	1, 4	SS280	1, 2, 3,4, 5	
Pre Teacher Preparation	1	ED210/110	1, 2, 3, 4, 5, 6	
		ED215	1, 2, 3, 4	
		ED292	2, 4	
		MS/ED210	1, 2, 3, 4	
	2	ED210/110	2, 3, 4, 5, 6	
		ED215	3	
		ED292	2, 4	
	3	ED210/110	4, 5, 6	
		ED215	2	
		ED292	2, 4	
	Third Year Certificate Teacher Preparation-Elementary	1	ED301b	3, 5, 6
			ED302	1, 2, 3
ED303			1	
ED338			3.1	
ED392			1.2, 1.2	
2		ED301b	1	
		ED302	4.1, 4.2	
		ED303	2.1	
		ED392	2.1	
3		ED301b	7	
		ED302	5.1	
		ED303	2.2	
		ED330	1.1	
		ED338	1.1	
		ED392	4.1	
4		ED302	3.1-3.5, 4.1-4.2	
		ED330	1.2-1.6, 2.1-2.4, 3.2	
5		ED302	3.2-3.5, 5.1., 6.1, 6.2	
		ED303	5.1	
		ED392	5.1	
Baccalaureate of Science Degree in Elementary Education		1b	ED434	2.1
		1c		2.1
		1e		1.1, 2.1, 3.1, 4.1, 5.1, 7.1
		1f		1.1 2.1
	1h	6.1, 7.1		
	1i	7.1		
	1j	5.1		
	2	7.1		
	1d	EDU489	1.1, 1.3, 2.1, 3.1	
	1h		2.1	
	3		3.1	

At the program level ISLO 2 is linked to:

BUA PSLO 1 (same as under ISLO1) and at BU101 Introduction to Business, BU260 Fundamentals of Management, and BU270 Principles of Marketing at the course level; PSLO 4 Demonstrate basic knowledge and skill in intercultural writing and speaking appropriate for business and PSLO 5 Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives, and BU271 Business Law at the course level.

LA PSLO 1 (same as under ISLO1); PSLO2; same as under ISLO 1 including EN201 Intro. to Literature at the course level.

MICST PSLO 1 (same as under ISLO1); including SS280 Directed Studies at the course level for PSLO 1 and PSLO 4 Demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technologies.

PTP PSLO 1 Demonstrate basic knowledge and concepts related to elementary education; PSLO 2 Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom;
PSLO 3 Demonstrate professionalism, and ED210/110 Intro to Professional Teaching and ED292 Practicum, and ED215 Intro. to Exceptional Children at the course level.

TYC TPE PSLO 1 Demonstrate comprehension and application of the FSM elementary school curriculum standards, ED301b Reading Methods, ED302 Social Studies Methods , ED303 Math Methods, ED338 Special Needs, ED392 Practicum at the course level; PSLO 2 Apply a variety of teaching approaches to meet learning needs of FSM elementary school students, (same courses with the exception of ED338 at the course level under PSLO1).

PSLO 3 Assess and evaluate learning of the elementary student at both the formative and summative levels; (same courses under PSLO1 plus ED330 Classroom Management); PSLO 4 Organize and manage an elementary classroom environment for learning, ED302 & ED330 at the course level;

PSLO 5 Demonstrate comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology and strategies for teaching students with special needs, ED302, ED303, and ED392 at the course level.

BSED_PSLO_1(b,c,e,f,h,i-j) Demonstrate the ability to teach all subjects for one semester in an elementary classroom either independently (internship) or under the supervision of a master teacher (student teaching) as measured by the following Interstate Teacher Assessment and Support Consortium (InTASC) standards, PSLO 2 Design, deliver, and assess instruction in support of students with special needs in the elementary classroom in accordance with the requirements of the Individualized Educational Program (IEP) process, and ED434 at the course level; PSLO 1 (d,h,) and PSLO 3 Demonstrate professionalism; EDU489 Testing at the course level.

ISLO 1 Assessment Results

Table 3 below presents the assessment results at the program level that provided information on student achievement for ISLO 1.

Table 3. PSLO Assessments for ISLO 1

Program	PSLO	Course	Term	Students Assessed	Students Successful	Female	Male	Success rate (%)	Target (%)
BUA	1	BU270	F'19	40	31	16	15	78	60
			SP'20	15	14	10	4	93	
HTM	2	HTM250	F'19	4	4	4	n/a	100	70
LA	1, 2	EN205	SP'20	25	23	16	7	92	70
		EN/CO 205	SP'20	20	19	3	16	92	70
MICST	1, 2, 3, 4	SS200	F'19	12	11	6	5	92	70
			SP'20	15	12	5	7	80	
PTP	1, 2, 3	ED210/ 110	F'19	12	12	6	6	100	90
	1, 2, 3	ED292	F'19	14	13	9	4	93	
BSED	1a, 1b	ED434	F'19	6	6	3	3	100	90
			SP'20	12	8	5	3	67	
	1d	EDU489	F'19	14	14	9	5	100	

BUA PSLO1: In Fall 2019, 31 (16 females, 15 males) or 78% of the 40 students assessed successfully completed the PSLO. In Spring 2020, 14 (10 females, 4 males) or 93% of the 15 students assessed successfully completed the PSLO. The success rate exceeding the benchmark (60%) in both semesters

HTM PSLO 2: In Fall 2019, 4, all females, or 100% of the students assessed successfully completed the PSLO exceeding the target. The course was not offered in Spring 2020.

LA PSLO 1 & 2: As assessed in EN205 for Spring 2020, 23 (16 females, 7 males) or 92% of the students assessed successfully completed the PSLOs, and 19 (3 females, 16 males) or 92% of the students assessed in EN/CO205 were successful, exceeding the target of 70% in both semesters. Data were not available for Fall 2019.

MICST PSLOs 1-4: Student achievement as assessed by SS200 in Fall 2019, 11 (6 females, 5 males) or 92% and in Spring 2020 is 12 (5 females, 7 males) or 80% out of 15 students assessed; exceeding the established benchmark of 70% in both semesters.

PTP PSLOs 1, 2, 3 were assessed by both ED210/110 and ED292 in Fall 20219; student achievement in both courses is 100%; 12 (6 females, 6 males) out of 12 students assessed in ED210/110 successfully completed the PSLOs and in ED292, 13 (9 females, 4 males) out of 14 students assessed were successful. Data were not available for Spring 2020.

BSED PSLO 1a, 1b: In Fall 2019, 6 (3 females, 3 males) or 100% of the 6 students assessed were successful; in Spring 2020, 8 (5 females, 3males) or 67% of the 12 students assessed achieved the PSLOs; a big drop from Fall 2019. PSLO 1d as assessed in EDU489, 14 (9 females, 5 males) or 100% of the students assessed were successful in the PSLO.

ISLO 2 Assessment Results

Table 4 below presents the assessment results at the program level that provided information on student achievement for ISLO 2.

Table 4. PSLO Assessment for ISLO 2

Program	PSLO	Course	Term	Students Assessed	Students Successful	Female	Male	Result (%)	Target (%)	
BUA	1	BU101	F'19	33	31	18	13	94	70	
		BU270	F'19	12	9	4	5	75		
			SP'20	16	14	10	4	87		
	5	BU271	F'19	23	21	12	9	91	60	
			Sp'20	21	18	9	9	86		
LA	1, 2	EN205	F'19	25	23	16	7	92	70	
		EN/CO205	SP'20	20	20	7	13	100	70	
	2	EN201	F'19	35	31	20	11	89	70	
			SP'20	19	16	12	4	84		
MICST	1	SS200	F'19	12	11	6	5	92	70	
			SP'20	15	13	6	7	87		
	1, 4	SS280	F'19	8	7	3	4	87	100	
PTP	1	ED210/110	F'19	10	9	4	5	90	90	
			ED215	SP'20	12	12	3	9		100
		ED292	F'19	13	13	11	2	100		
			SP'20	11	11	6	5	100		
	2	ED210/110	F'19	12	12	6	6	100	90	
			ED215	SP'20	12	12	3	9		100
		ED292	F'19	13	13	11	2	100		
			SP'20	12	12	6	6	100		
	3	ED210/110	F'19	12	12	6	6	100	90	
			ED215	SP'20	12	12	6	6		100
		ED292	F'19	13	13	11	2	100		
			SP'20	11	11	6	5	100		
	TYC TPE	1	ED301b	F'19	15	13	12	1	87	90
				ED302	F'19	10	10	8	2	
			ED303	F'19	18	16	14	2	89	
SP'20				6	6	6	n/a	100		
ED338			F'19	8	8	7	1	100		
			SP'20	8	8	7	1	100		
ED392		F'19	8	8	7	1	100	90		
2		ED301b	SP'20	15	15	14	1	100	90	
			ED302	F'19	7	7	6	1		100
		ED303	F'19	18	17	14	3	94		
			SP'20	6	5	5	0	83		
		ED392	F'19	8	8	7	1	100		

	3	ED301b	F'19	15	15	14	1	100	90	
		ED302	F'19	7	6	5	1	85	90	
		ED303	F'19	18	17	14	3	94	90	
			SP'20	6	5	5	0	83		
		ED330	F'19	14	13	11	2	93	90	
		ED338	F'19	5	5	3	2	100	90	
		ED392	F'19	8	8	7	1	100	90	
	4	ED302	F'19	7	7	6	1	100	90	
		ED330	F'19	14	10	8	2	71	90	
	5	ED302	F'19	7	7	6	1	100	90	
		ED303	F'19	18	18	15	3	100	90	
		ED392	F'19	8	8	7	1	100	90	
	BSED	1b	ED434	F'19	6	6	3	3	100	90
		1c		SP'20	12	6	3	3	50	90
		1e		F'19	6	6	3	3	100	90
1e,1f		SP'20		12	9	6	3	75	90	
1f, 1h, 1i, 1j, 2		F'19		6	6	3	3	100	90	
1d, 1h		EDU 489		F'19	6	6	3	3	100	90
1h			F'19	14	13	8	5	93	90	
3			F'19	14	11	8	3	78	90	

The results for BUA PSLO 1 as assessed by BU101 and BU270 showed the success rate exceeding the benchmark (70%); the success rate for BU101 in Fall 2019 is 94%, 31 (18 females, 13 males) or 94% of the 33 students assessed achieved the PSLO; data for BU101 was not available for Spring 2020; in BU270, 9 (4 females, 5 males) or 75% of the 12 students assessed successfully completed the PSLO in Fall 2019 and 14 (10 females, 4 males) or 87% of the 16 students assessed were successful.

BUA PSLO 5 was assessed in BU271 with a success rate of 91% in Fall 2019; 21 (12 females, 9 males) out of 23 students assessed and 86% in Spring 2020; 18 (9 females, 9 males) out of 21 students assessed. Success rate exceeded the benchmark (60%) in both semesters.

LA PSLO 1 & 2 were assessed in EN205 in Fall 2019 and EN/CO205 in Spring 2020; 23 (16 females, 7 males) or 92% of the 25 students assessed were successful in EN205 while 20 (7 females, 13 males) or 100% of the students assessed successfully completed the PSLOs in EN/CO205 in Spring 2020. PSLO was also assessed in EN201 with success rate at 89% in Fall 2019 and 84% in Spring 2020, exceeding the establish benchmark of 70%.

MICST PSLO 1 as assessed in SS200 showed 11 (6 females, 5 males) or 92% of the 12 students assessed successfully completed the learning outcome in Fall 2019 and 13 (6 females, 7 males) or 87% in Spring 2020; PSLOs1 & 4 were assessed in SS280 in Fall 2019 with a success rate of 87%; 7 (3 females, 4 males) out of 8 students assessed.

PTP PSLO 1, 2, & 3 were assessed in ED210/110, ED215, and ED292. The results presented in the table above shows student successfully completing the PSLOs as follows.

PTP PSLO 1: Fall 2019

ED210/110, 9 (4 females, 5 males) or 90% of 10 students; accomplished the 90% benchmark.

ED292, 13 (11 females, 2 males) or 100% of the 13; exceeded the 90% benchmark.

PTP PSLO 1: Spring 2020

ED215, 12 (3 females, 9 males) or 100% of 12 students; exceeded the 90% benchmark.

ED292, 11 (6 females, 5 males) or 100% of 11 students; exceeded the benchmark.

PTP PSLO 2: Fall 2019

ED210/110, 12 (6 females, 6 males) or 100% of 12 students; exceeded the benchmark.

ED215, 12 (3 females, 9 males) or 100% of 12 students; exceeded the benchmark.

ED292, 13 (11 females, 2 males) or 100% of 13 students; exceeded the benchmark.

PTP PSLO 2: Spring 2020

ED215, 12 (3 females, 9 males) or 100% of 12 students; exceeded the benchmark.

ED292, Spring 2020, 12 (6 females, 6 males) or 100% of 12; exceeded the benchmark.

PTP PSLO 3: Fall 2019

ED210/110, 12 (6 females, 6 males) or 100% of 12 students; exceeded the benchmark.

ED292, 13 (11 females, 2 males) or 100% of 13 students; exceeded the 90% benchmark.

PSLO 3: Spring 2020

ED215, 12 (6 females, 6 males) or 100% of 12 students; exceeded the benchmark.

ED292, 11 (6 females, 5 males) or 100% of 11 students; exceeded the benchmark.

TYC_TPE_PSLO's 1, 2, 3, 4, 5 were assessed in ED301b, ED 302, ED 303, ED338, and ED392 as presented in the table above. Results of the assessment for each PSLO is described below.

TYC_TPE_PSLO1_Fall 2019

ED301b_13 (12 females, 1 male) or 87% of 15 students; falling below the 70% target rate

ED302_10 (8 females, 2 male) or 100% of 10 students; exceeded the 90% target rate.

ED303_16 (14 females, 2 males) or 89% of 18 students; 1% below the 90% target rate.

ED338_8 (7 females, 1 male) or 100% of 8 students; exceeded the target rate.

ED392_8 (7 females, 1 male) or 100% of 8 students; exceeded the target rate.

TYC_TPE_PSLO1_Spring 2020

ED303_6 (6 females) or 100% of 6 students; exceeded the target rate.

ED338_8 (7 females, 1 male) or 100% of 8 students; exceeded the target rate.

TYC_TPE_PSLO2_Fall 2019

ED302_7 (6 females, 1 male) or 100% of 7 students; exceeded the 90% target rate.

ED303_17 (14 females, 3 males) or 94% of 18 students; accomplished the target rate.

ED392_8 (7 females, 1 male) or 100% of 8 students; exceeded the target rate.

TYC_TPE_PSLO2_Spring 2020

ED301b_15 (14 females, 1 male) or 100% of 15 students; exceeded the 90% target rate.

ED303_5 (5 females, 0 male) or 83% of 6; below the target rate.

TYC_TPE_PSLO3_Fall 2019

ED301b_15 (14 females, 1 male) or 100% of 15 students; exceeded the 90% target rate.
ED302_6 (5 females, 1 male) or 85% of 7 students; below the 90% target rate.
ED303_17 (14 females, 3 males) or 94% of 18 students; accomplished the target rate.
ED330_13 (11 females, 2 males) or 93% of 14 students; accomplished the target rate.
ED338_5 (3 females, 2 males) or 100% of 5 students; exceeded the target rate.
ED392_8 (7 females, 1 male) or 100% of 8 students; exceeded the target rate.
TYC_TPE_PSLO3_Spring 2020
ED303_5 (5 females, 0 male) or 83%; below the target rate.

TYC_TPE_PSLO4_Fall 2019

ED302_7 (6 females, 1 male) or 100% of 7 students; exceeded the 90% target rate.
ED330_10 (8 females, 2 males) or 71% of 14 students; below the 90% target rate.

TYC_TPE_PSLO5_Fall 2019

ED302_7 (6 females, 1 male) or 100% of 7; exceeded the 90% target rate.
ED303_18 (15 females, 3 males) or 100% of 18 students; exceeded the target rate.
ED392_8 (7 females, 1 male) or 100% of 8 students; exceeded the target rate.

BSED PSLOs 1b-1c, 1e-1f, 1h-1j, and 2 were assessed in ED434 whereas 1d, 1h, and 3 were assessed in EDU489.

ED434

PSLO 1b. Fall 2019, 6 (3 females, 3 males) or 100% of 6 students; exceeded the 90% target rate.
PSLO 1c. Spring 2020, 6 (3 females, 3 males) or 50% of 12 students; below the target rate.
PSLO 1e. Fall 2019, 6 (3 females, 3 males) or 100% of 6 students; exceeded the 90% target rate.
Spring 2020, 9 (6 females, 3 males) or 75% of 12 students; below the target rate.
PSLO 1f, 1h-1j, 2, Fall 2019, 6 (3 females, 3 males) or 100% of 6 students; exceeded the 90% target rate.

EDU489

PSLO 1d. Fall 2019, 6 (3 females, 3 males) or 100% of 6 students; exceeded the 90% target rate.
PSLO 1h. Fall 2019, 13 (8 females, 5 males) or 93% of 14 students; accomplished the target rate.
PSLO 3. Fall 2019, 11 (8 females, 3 males) or 78% of 14 students; below the target rate.

General Education Program Student Learning Outcomes (GE PSLOs)

1. Effective Communication

- 1.1. Write a clear, well-organized paper using documentation and quantitative tools when appropriate.
- 1.2. Make a clear, well-organized verbal presentation.

2. Critical Thinking and Problem Solving

- 2.1 Demonstrate the ability for independent thought and expression.

2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.

3. Quantitative and Scientific Reasoning

3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day-to-day activities.

3.2 Present and interpret numeric information in graphic forms.

3.3 Communicate thoughts and ideas effectively using proper mathematical terms.

3.4 Define and explain scientific concepts, principles, and theories of a field of science.

3.5 Perform experiments that use scientific methods as part of the inquiry process.

4. Ethics and Culture

4.1 Demonstrate a fundamental knowledge of world geography.

4.2 Demonstrate knowledge of the main cultural issues of a person's own culture and other cultures.

4.3 Demonstrate knowledge of major historical events affecting one's culture and other cultures.

4.4 Demonstrate familiarity with contemporary global issues.

4.5 Demonstrate an understanding of major ethical concerns.

5. Workforce Readiness

5.1 Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester.

5.2 Demonstrate professionalism, interpersonal skills, teamwork, and leadership and decision-making skills.

General Education Assessment Plan AY 2019-2020

The General Education program learning outcomes assessed this period are:

Gen Ed PSLO 2. Critical Thinking and Problem Solving

2.1 Demonstrate the ability for independent thought and expression.

2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.

Gen Ed PSLO 3. Quantitative and Scientific Reasoning

3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day to-day activities.

3.2 Present and interpret numeric information in graphic forms.

3.3 Communicate thoughts and ideas effectively using proper mathematical terms.

3.4 Define and explain scientific concepts, principles, and theories of a field of science.

3.5 Perform experiments that use scientific methods as part of the inquiry process.

General Education Assessment

The combined success rate for Gen_Ed_PSLO 2 as presented in Table 6 showed the success rate between 61 and 77 percent and for Gen_Ed_PSLO 3 it is between 53 and 100 with MS101 at the lowest (53%) and SC112 (100%) with the highest success rate.

The course student learning outcomes that assessed General Education (Gen_Ed) PSLO 2 include EN110_Advanced Reading, EN120A_Expository Writing I, EN120B_Expository Writing II, and CA100_Computer Literacy. Courses linked to Gen_Ed_PSLO3 comprise of MS100_College Algebra, MS101_Algebra and Trigonometry, MS150_Intro. to Statistics, SC101_Health Science, SC111_Environmental Science, SC112_Human Nutrition, SC117_Tropical Pacific Environment, SC120_Biology, SC130_Physical Science, SC220_Intro. to Geology, SC230_Chemistry, SC/SS115_Ethnobotany, MR120_Marine Biology, MR240_Oceanography, and AG101_Intro. to Agriculture.

Table 5. Courses linked to Gen_Ed_PSLO's 2 and 3

Gen_Ed_PSLO	Course
2.1 Demonstrate the ability for independent thought and expression.	EN120A, EN120B
2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.	CA100, EN110, EN120A, EN120B
3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day to-day activities.	MS100, MS101
3.2 Present and interpret numeric information in graphic forms.	MS100, MS150, SC130
3.3 Communicate thoughts and ideas effectively using proper mathematical terms.	MS100, MS150

3.4 Define and explain scientific concepts, principles, and theories of a field of science.	SC101, SC111, SC112, SC/SS115, SC220
3.5 Perform experiments that use scientific methods as part of the inquiry process.	AG101, MR120, MR240, SC117, SC120, SC130, SC230

Table 6 below presents the assessment results at the course level that provided information on student achievement for Gen_Ed_PSLO's 2 and 3. The data presented were generated from the Nov 2020 program data sheets.

Table 6. Gen_Ed_PSLO2 and Gen_Ed_PSLO3 Results

PSLO	Course	Term	Enrollment ¹	Successful	% successful
Gen_Ed_PSLO 2.1 & 2.2	CA100	F'19	364	249	68
		Sp'20	225	174	77
	EN110	F'19	321	243	76
		Sp'20	170	131	77
	EN120A	F'19	273	183	67
		Sp'20	166	127	77
	EN120B	F'19	199	142	71
		Sp'20	213	148	69
Gen_Ed_PSLO 3.1 & 3.3	MS100	F'19	187	114	61
		Sp'20	163	107	66
	MS101	F'19	59	31	53
		Sp'20	33	27	82
Gen_Ed_PSLO 3.2	SC130	F'19	43	30	70
		Sp'20	79	60	76
Gen_Ed_PSLO 3.4	SC101	F'19	165	117	71
		Sp'20	149	120	81
	SC111	F'19	38	24	63
		Sp'20	-	-	-
	SC112	F'19	28	27	96
		Sp'20	29	29	100
	SC220	F'19	23	17	74
		Sp'20	23	15	65
Gen_Ed_PSLO 3.5	SC117	F'19	46	28	61
		Sp'20	36	30	83
	SC120	F'19	82	54	66
		Sp'20	25	18	72
	SC130	F'19	43	30	70
		Sp'20	79	60	76
	SC230	F'19	33	30	91
		Sp'20	41	38	93

Gen_Ed_PSLO's 2.1_2.2

¹ Program-Data-Sheets-Update-NOV2020-1

As measured by CA100, out of 364 students, 249 (68%) successfully completed the two PSLO's in Fall 2019 and 174 (77%) out of 225 students were successful in Spring 2020 which is higher than the success rate in the Fall semester.

Out of the 321 students enrolled in EN110 in Fall 2019, 243 (76%) successfully completed the PSLO's and 131 (77%) out of 171 students were successful in Spring 2020.

183 (67%) out of the 273 students enrolled in EN120A in Fall 2019 successfully completed the PSLO's and 127 (77%) out of 166 were successful in Spring 2020.

For EN120b, 142 (71%) out of 199 students enrolled in Fall 2019 successfully completed the PSLO's and 148 (69%) were successful in Spring 2020.

Gen_Ed_PSLO's_3.1_3.3

114 (61%) of the 187 students enrolled in MS100 in Fall 2019 successfully completed the PSLO's and 107 (66%) out of 163 were successful in Spring 2020.

In MS10131 (53%) out of 59 students enrolled in Fall 2019 successfully completed the PSLO's and in Spring 2020, 27 (82%) out of 33 students were successful.

Gen_Ed_PSLO's_3.2

As measured by SC130 in Fall 2019, 30 (70%) out of 43 students and 60 (76%) out of 79 students in Spring 2020 were able to successfully present and interpret numeric information in graphic forms.

Gen_Ed_PSLO's_3.4

In Fall 2019, 117 (71%) of 165 students enrolled in SC101 successfully completed this PSLO and in Spring 2020 120 (81%) of 149 students were successful.

For SC111 in Fall 2019, 24 (63%) out of 38 students successfully completed this PSLO. The course was not offered in Spring 2020.

As measured by SC112, 27 (96%) out of 28 students enrolled in Fall 2019 were able to successfully define and explain scientific concepts, principles, and theories of a field of science and in Spring 2020, 29 (100%) out of 29 students successfully completed the PSLO.

17 (74%) out of 23 students who enrolled in SC220 in Fall 2019 successfully completed the PSLO while 15 (65%) out of 23 students were successful in Spring 2020.

Gen_Ed_PSLO's_3.5

28 (61%) out of 46 students successfully completed this PSLO in Fall 2019 as measured by SC117 and 30 (83%) out of 36 students achieved the PSLO in Spring 2020.

In Fall 2019, 54 (66%) out of 82 students enrolled in SC120 successfully completed the PSLO while 18 (72%) out of 25 students were successful in Spring 2020.

For SC130 in Fall 2019, 30 (70%) out of 43 students enrolled in SC130 were successful in Fall 2019 and 60 (76%) out of 79 students successfully completed the PSLO.

SC230 in Fall 2019, 30 (91%) out of 33 students successfully achieved the PSLO and in Spring 2020 38 (93%) out of 41 students were successful.

Program Assessment Summaries

Assessment of program learning outcomes occurs at the college on a yearly basis and summaries of results are presented at the beginning of the fall semester. Based on the results of these program assessments, improvement and implementation plans are developed for the subsequent assessment cycle.

Associate of Arts in Liberal Arts/Health Careers Opportunity Program

Program Learning Outcomes:

1. Describe the structure and function of organ systems in the human body.
2. Demonstrate a solid foundation in basic biological sciences.
3. Identify and describe different career opportunities in healthcare and allied professions.
4. Identify, describe, and/or analyze issues relevant to human health

What we looked at:

The Liberal Arts/ Health Careers Opportunity Program assessment focused on two HCOP PSLOs (PSLO 1 and PSLO 2) during the academic year 2019-2020 (Fall 19 & Spring 20)

What we found:

HCOP_PSLO_1: Describe the structure and function of organ systems in the human body.

Fall 2019-Anatomy & Physiology I (SC 122A)

90% of students were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

Spring 2020-Anatomy & Physiology II (SC 122B)

96% of students were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

HCOP_PSLO_2: Demonstrate a solid foundation in basic biological sciences

SPRING 2020-Microbiology (SC 180)

Over 95% of students were able to demonstrate a solid foundation in basic biological sciences based on the number of students passing the Microbiology course with a score of 70% or better.

Shown below is the summary of the PSLO assessment results: PSLO 1: Describe the structure and function of organ systems in the human body.

Fall 2019-Anatomy & Physiology I (SC 122A) - Over 92% of students were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

Spring 2020-Anatomy & Physiology II (SC 122A) - All the students (100%) were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

PSLO 2: Demonstrate a solid foundation in basic biological sciences

Spring 2020-Microbiology (SC 180) - Over 98% of students were able to demonstrate a solid foundation in basic biological sciences based on the number of students passing the Microbiology course with a score of 70% or better.

What we are planning to work on:

- Continue the dialog with the faculty of the Health Division was planned with a view to gain further insight into possible ways of improving student study skills, particularly as related to a science curriculum. Discussions with the faculty of Marine Science Program on how to improve study skills reveal that the problem is widespread across many disciplines; many students enroll into the college with poor study skills and poor study habits.
- A meeting with the Health Division was scheduled and possible changes that can improve requirements and student learning will be discussed.
- We recommend that the college administration adopt a universal mandatory attendance policy. The current, flexible policy, which leaves attendance requirements up to individual instructors gives students the impression that attendance is not all that important and results in a high rate of absenteeism that negatively impacts student success rate.
- It is also recommended that the HCOP unit required for graduation will be lowered by 6 or 9 credits so the HCOP students can concentrate on major science requirement courses. Suggested subjects to be removed are the following:
 1. Speech Communication (3 credits)
 2. Humanities requirements (3 credits)
 3. Open Elective requirements (3 credits)

Recommendations for students:

1. Take advantage of advertised tutoring opportunities with the Math & Science Division.
2. Review and revise notes after class.
3. Submit all assignments on time.
4. Interact meaningfully with faculty.
5. Attend class regularly and arrive on time.

6. Continue to work with advisors, get help as need, and ask questions.

Associate of Art in Micronesian Studies

Program Student Learning Outcomes:

1. Demonstrate the ability to read, speak and write critically and effectively in English about Micronesian Studies Program course content.
2. Demonstrate proficiency in the geographical, historical, and cultural literacy of the Micronesian region.
3. Demonstrate proficient knowledge of the structure and functions of the government and social, political, and economic issues concerning the Micronesian Studies course content.
4. Demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technologies.
5. Demonstrate an appreciation of the requirements of good citizenship in the FSM.

PSLO Assessment Report Summary

What we looked at:

The decision to assess PSLOs 1 & 4 was identified, based on the previous assessments and recommendations.

PSLOs 1 & 4, using final research papers in two research courses in the program. The courses include Research methods (SS200) and Directed Study (SS280). The rubric looked at the following criteria: Thesis formulation, reliability of sources, analysis, synthesis, and process. Each category will be worth 4 points.

NOTE: Annually, courses offered in Fall and Spring semesters are assessed to create a PAS. Unfortunately, due to COVID-19 crisis, classes at COM-FSM were abruptly cancelled. Consequently, due to the fact that classes were ceased almost two months prior to the official end of spring semester, the writer decided not to include Spring 2020 results, as they were incomplete. After all, the assessment target plan was to assess final papers. Thus, what is reported here reflects results of Fall 2019 from both courses.

What we found:

PSLO 1. Demonstrate the ability to read, speak and write critically and effectively in English about Micronesian Studies Program course content.

PSLO 4. Demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technologies.

Assessment results in both semesters reveal that Analysis continues to be the weakest area for research papers, while Thesis formulation remains the strongest area. Detailed results of students rating on the seven areas are stated in Table 1.

Table 1 shows average scores for THE class, which assessed 6 different criteria of performance.

Category	Total assessed	Thesis formulation	Info Seeking	Analysis	Synthesis	Documentation	Product& Process
SS280-Fall 2019	N=7	100%	71%	57%	57%	71%	100%
SS200-Fall 2019	N=12	91%	83%	67%	67%	83%	83%
Average score by category for both courses		95.5%	77%	62%	62%	77%	91.5%

Results reported reflect only the final paper results, as dictated by the Micronesian Studies Assessment plan for the SY 2019-2020. Upon submission, the final paper was expected to be written in APA format with a cover page, an Abstract, Introduction, Methodology, Findings and results, Analysis, and a Conclusion and Discussion. Assessment results reveal that student performance on two areas was very weak (See results in Table 1). The two areas are Analysis and Synthesis. The Analysis part looked at how [Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.] The Synthesis part looked at how [Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.]. Conversely, the performance on Thesis formulation showed the strongest results at 100% for SS280 and 91% for SS200. (Also see results in Table 1).

Other observations:

Based on pre-writing assessment done on first day of instruction in SS200 Research class, it is evident that students who took expos writing were more familiar with research than those who did not. Students, who concurrently take SS200 and SS280 for the first time, have a harder time in both courses. Additionally, students who complete all required introductory SS courses are more familiar with history, politics, culture, and economy of Micronesia. Thus, when they are tasked to identify a research topic in SS280, they do better than those who have not completed the SS280. They are also more critical about how they approach a topic relating to Micronesia. All the more reason why SS280 should remain the capstone course for the program.

What we are planning to work on:

- Maintain same assessment strategies to assess the same program outcomes, due to the fact that one semester not assessed due to abrupt closure of Spring2020.
- Maintain class size for Research courses at a minimum of 15 students each section.
- Employ more critical thinking and writing exercises in SS courses to improve student performance in areas of analysis and reasoning.

Recommendations for students:

- Complete SS200 Research methods before taking SS280 Directed Study.
- Complete ALL required introductory SS courses before taking SS280.

- Students must have good reading and writing skills to articulate ideas, both in written and oral communication.
- Students seek advice of the Micronesian Studies Program advisors for better course planning.

Associate of Art in Pre Teacher Preparation (Kosrae Campus)

Program Student Learning Outcomes

1. Demonstrate basic knowledge and concepts related to elementary education;
2. Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom; and
3. Demonstrate professionalism.

PSLO Assessment Report Summary

What we looked at:

Major courses offered for Fall of 2019 to Spring of 2020 focused on PSLOs 1, 2 and 3. Different teaching and assessment strategies were conducted using oral and written presentations, answering quizzes and tests, doing classroom visitations and observations, completion and submission of individual or cooperative learning group reports, peer and classroom teaching. Assessment rubrics were used to ensure that students' knowledge, critical thinking ability and skills were applied to achieve the program's learning outcomes.

What we found:

Courses Fall 19 to Spring 20	PSLO	No. of Students	Students who Passed	Students with D's	Students with F's	Students with I's
ED 110	1, 2, 3	16	10	2	4	0
ED 215	1, 2, 3	12	12	0	0	0
ED 292	1, 2, 3	9	9	0	0	0

PSLO 1. Demonstrate basic knowledge and concepts related to elementary education

ED 110 students demonstrated knowledge and understanding of teaching as a profession, education terminologies, historical roots of Micronesian education through quizzes and paper submissions checked by using rubrics. In ED 215, the learners defined and explained key terms, concepts, and categories related to exceptionalities, the history and impacts of special education laws, regulations and community values through objective tests and descriptive essays that were scored by rubrics. Using observation report forms, ED 292 students visited elementary schools, observed classes, prepared reports and participated in discussions on observation results, did peer to peer and actual teaching in the elementary classroom.

PSLO 2. Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom.

PSLO 2 was introduced to ED 110 students and strengthened in ED 292 when they visited and observed classes. Using FSM classroom observation rubric and class discussions after each observation, students learned to task analyze curriculum standards, develop lesson plans, deliver and assess learning. ED 215 students were given opportunity to observe individuals with special needs with the assistance of State Department of Education's Special Education Office to describe approaches, procedures and services used to address the needs of children with exceptionalities and outline the processes required in an Individualized Education Program (IEP) by using written checklist, conducting interviews, and making a written plan of operations.

PSLO 3. Demonstrate professionalism.

Both in ED 110 and 292, students' professionalism was evaluated using rubric. The rubric focused on the following criteria: attendance, promptness, class participation, submission and the quality of assignments submitted, their attire/appearance, and respectfulness of communication. Although the same rubric was not used in ED 215, professionalism of students were also encouraged.

Result:

As reflected in the above table, 100% of both the ED 215 and ED 292 students passed all the PSLOs. While in ED 110, 2 out of 16 or 12.5% of students got low passing mark and 4 out of 16 or 25% of students failed.

What we are planning to work on:

Education is the mother of all professions and ED 110 introduces the students to the field of elementary education as a profession, ED 215 exposes students to learners' exceptionality while ED292 exposes the learners to the realities of the teaching profession. To inspire learners to carry out their goals, we intend to:

- (1) Provide more activities and examples of task analysis of FSM and States' curriculum standards and benchmarks.
- (2) Provide more interactions with elementary teachers, school personnel and students through interviews, observations related to classroom management, lesson planning, delivery and assessment of both the regular and special students.
- (3) Encourage peer to peer and open class discussions to stress out the problems met in the course of lesson preparation and presentation.
- (4) Require students to do self-reflection on concluded activities and demonstration of professionalism.

Recommendations for students:

- (1) Maintain regular attendance of classes.
- (2) Be prompt in the submission of assignments and requirements.
- (3) Communicate more with instructors and advisers to address problems and concerns for improved learning.
- (4) Avail of the tutorial services if there are difficulty or confusion with lessons, assignments and activities for better output.

PSLO(s) we are planning to assess in the next academic year:

We will again focus on all the three PSLOs since they are all integrated. We will devise strategies included on “What we are planning to do” as providing more task analysis activities, interactions, peer to peer discussions and self-reflection.

Associate of Applied Sciences in Building Technology

Program Student Learning Outcomes

1. Practice Safety and occupational health procedures in the workplace.
2. Use electrical hand and power tools competently.
3. Test electrical equipment.
4. Interpret schematic diagrams and waveforms.
5. Determine the amount of load per circuit.
6. Install wiring circuits according to given specification and plan
7. Identify and interpret basic solid state (electronics) symbols and circuit schematics commonly found in the electrical industry
8. Analyze circuit operations on basic motors.
9. Perform basic troubleshooting on basic motors.
10. Install and perform basic maintenance of air-conditioning units.
11. Interpret and install electrical circuits according to rules and regulations of the National Electrical Code book.
12. Install and analyze basic motor control circuits.

PSLO Assessment Report Summary

What we looked at:

Courses offered from Fall 2019 to Spring 2020 of Building Technology (BT) Program assessment which focused on PSLO’s 7, 9, 11 & 12. During these terms students’ competency was assessed on PSLO 7, 9, 11 & 12 through written and hands-on activities/experimentation. (PSLO’s 1 to 6 was assessed during their certificate program) Table below shows the total number of students registered and the descriptive summary of results for each course.

What we found:

Courses FA18 – SP19	PSLO’s	No. of students	Students Passed	D’s	F’s
VEE 110	7	5	5	0	0
VEE 222	7	4	4	0	0
VEM 212	11 & 12	2	2	0	0
VEM 240	9 & 12	2	2		

- 100% of the students got 'C' or better and were able to show success in demonstrating basic knowledge and troubleshooting electronic discrete devices 1 using performance worksheet and NIDA CAI Pro quizzes and experiment in VEE 110 (Discrete Devices I).
- 100% of the students got 'C' or better and were able to show success in demonstrating basic knowledge and troubleshooting electronic discrete devices 2 using performance worksheet and NIDA CAI Pro quizzes and experiment in VEE 110 (Discrete Devices II).

- 100% of the students got 'C' or better and were able to demonstrate basic knowledge and provide code reference to interpret required electrical applications or standards. Students' performances were assessed by using the worksheets (National Electrical Code Handbook) in VEM 212.
- 100% of the students got 'C' or better and were able to show success in demonstrating basic knowledge in installation and troubleshooting of motor controls using performance worksheet and the Simutech Troubleshooting Skills report in VEM 240 (Industrial Wiring).

What we are planning to work on:

- Replace course of discrete devices 1 & 2 into one course applicable to electrical students.
- Keep the troubleshooting simulation software (Simutech) up to date for VEM 240 (Industrial Wiring: motor control) to enhance the competency of the students in troubleshooting motor control faults.
- Continuously update National Electrical Code book to its latest edition for students to be aware of any new regulations in electrical wiring system.
- Same PSLO will be assessed on the next cycle (SY 2019-2010).
- Continue collaboration with stakeholders (advisory council for construction trades) to give inputs on course SLO's improvement and to prepare students for industry skills certification.

Recommendations for students:

Students must have a grade of "C" or better in Math and English courses to help students become proficient to meet the technical course work in Building Technology. Likewise should also satisfactorily meet the prerequisite of each course in the program to assure program completion in two years.

Associate of Applied Sciences in Electronics Technology

Program Student Learning Outcomes:

1. Practice safety and occupational health procedures in the workplace.
2. Use electronics tools and test equipment competently.
3. Interpret schematic diagrams and waveforms.
4. Build electronics projects to a given specification.
5. Perform troubleshooting techniques to maintain and resolve hardware/software related problems in a personal computer system.
6. Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices.

PSLO Assessment Report Summary

What we looked at:

The Electronics Technology assessment focused on PSLOs 5 and 6. Listed below are the results for each of the PSLOs.

What we found:

PSLO 5: Perform troubleshooting techniques to maintain and resolve hardware/software related problems in a personal computer system.

VEE 223 (PC Hardware and Software),

Activity 1: Perform a step-by-step assembly of a desktop computer and install and navigate an operating system.

Activity 2: Perform preventive maintenance on computer units.

Activity 3: Service and repair defective computer units.

Activity 4: Upgrade/replace laptop components, printers and scanners.

Activity 5: Configure computer networking.

Activity 6: Apply good communication skills and professional behavior while assessing customers' needs and providing solutions and recommendations to the problem.

7(6 males & 1 female) out of 7 or 100 % of the students pass the assessment and were able to repair computer units and laptops. Perform preventive maintenance, upgrade computer units and connect computers in the network.

PSLO 6: Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices.

VEE 224 (Video System and Product Servicing),

Activity 1: Service and repair defective computer monitor and television system.

Activity 2: Service and repair defective CD (Compact Disc) player.

Activity 3: Service and repair defective DVD (Digital Video Disc) players.

Activity 4: Service and repair defective Touch screen devices.

10(10 males & 0 female) out of 10 or 100 % of the students pass the assessment and were able to repair Television (TV) and computer monitor, Video Cassette Recorder (VCR), CD and DVD player.

In VEE 225 (Business Machine Servicing)

Activity 1: Service and repair of fax machine.

Activity 2: Service and repair of printers.

Activity 3: Service and repair of cash register.

Activity 4: Service and repair of photocopier.

Activity 5: Service and repair of microwave oven.

9 (9 males & 0 female) out of 9 or 100 % of the students pass the assessment and were able to troubleshoot and repair Fax machine, Computer printer, Cash register and Microwave oven

What we are planning to work on:

- Purchase new software. (Students should be expose to the new Operating Systems being used in real work environment.)
- Purchase accessories, including 2 Android smartphones or tablets, 2 Apple smartphones or tablet. (Students should be expose to the new Technological breakthrough in gadgets and other devices being used in real work environment.)
- Intensify more activity in checking and testing of passive and active electronics components to increase the level of competency of the students in troubleshooting.
- Purchase new soldering equipment (hot air and magnifying equipment) Circuits now a days are getting smaller and integrated removal of components on a double sided board need special tool.
- Add more space to store the business machine we are troubleshooting on this class. Purchase new model of printers, copier and a scanner type cash register for continuous improvement of the course.
- Purchase Infra-red soldering station for repairing/replacing chips in computer and laptop motherboard.
- Prepare students to take ETA Electronics Technician Certification.

Recommendations for students:

- Students must complete all the Math and English courses requires for the program, this proficiency level help the student to meet the course work in Electronics Technology courses.
- Likewise, should meet every prerequisite of each courses (competency on using different test instruments and related electronics devices, identify and test passive and active electronics component and able to read block, wiring and schematic diagram) in the program to assure program completion in two years.
- Students must take the recommended number of credits per semester, to graduate on time.
- Take the ETA Electronics Technician Certification.

Associate of Applied Sciences in Telecommunications

Program Student Learning Outcomes

5. Practice career in telecommunication industry.
6. Troubleshoot microwave, fiber optic, radio communication and telephone system
 - PSLO Assessment Report Summary

What we looked at:

The AAS Telecommunication Program assessment focus on PSLOs 5 and 6. Students performance were assessed while performing the assigned task in telecommunication worksite and on workshop hands-on activity using various communication circuits and devices. Listed below are the results for each of the PSLOs.

What we found:

The Target PSLO 5 and 6 are at least 70% of the student should be able to get a grade of “C” or better and able to attend On-the-job training at telecommunication industry and troubleshoot telecommunication cables and system devices.

- VEE250 (Cooperative Education) - 10 out of 10 or 100% of the students got 'C' or better on their final grade and able to practice a career in telecommunication and IT facilities by attending on-the-job training.
- VTE 260 (Microwave) 7 out of 7 or 100% of the students got “C” or better on their final grade and able to troubleshoot microwave communication system using NIDA system trainer.
- VTE 261 (Fiber optics) 8 out of 8 or 100% of the students got “C” or better on their final grade and able to terminate, connect and test fiber optics cable using industry standard connectors and equipment.
- VTE 280 (Telephone system) 8 out of 8 students or 100% of the students got “C” or better on their final grade and able to troubleshoot telephone set using telephone module kit board.
- VTE 281 (Cellphone servicing) 10 out of 10 or 100% of the students got “C” or better on their final grade and able to troubleshoot hardware and software related problem of cellular phone.
- VEE 230 (Radio Communication) 8 out of 8 or 100% of the students got :C” or better on their final grade and able to troubleshoot radio communication circuit problem.

What we are planning to work on:

- Continuously and expands the list of industry partners in telecommunication to help and support the program learning outcome improvement to meet the industry skills demand to ensure students graduate employability.
- Attend seminars and workshop in related to the current trends of communication system such as telephone switch network, LTE technology, modern microwave communication system, Cellular phone technology troubleshooting and repair.
- Convert VTE 281 (Cellular phone servicing) as technical requirement course instead of elective course.

Recommendations for students:

Students must finish all the 100 technical courses in the program with the grade of “C” or above to make sure the success rate of passing in 200 level courses of the program it also include English and math courses.

They should also be proficient in reading diagrams, use of testing instruments and measurements, check and test active and passive electronics components, and must have quality soldering skills.

Associate of Science in Agriculture and Natural Resource Management

Program Student Learning Outcomes

1. Acquire fundamental concepts and principles of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia.
2. Demonstrate basic competencies in the management of land resources and food production.
3. Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in an agriculture or natural resource management-related agency.
4. Acquire a sound scientific background that will allow transfer to a higher degree program related to land resources and food systems.

PSLO Assessment Report Summary

What we looked at:

The Agriculture & Natural Resources Management Program assessment focused on PSLO 1, 2,3,4,5 during the academic year (2019-2020).

What we found:

PSLO1- 85% of students passed the posttest demonstrating an understanding of how human choices influence the relationship between living beings, their surroundings, and the quality of life.

PSLO2- 80% of the students passed the post-test demonstration and understanding of the livestock production including feeding practices, breeds, management, housing, marketing, diseases sanitation practices under tropical conditions.(AG 140 Principles of Livestock Production).

PSLO3- 80% of the students passed the pre-test demonstrating the understanding of financial preparation of financial net worth, income statement, farm budgeting, and balance sheet.(AG 290 Agriculture Project Management)

PSLO5 – 75% of the students who took AG299 passed the written research paper and the presentation regard to their learning experiences gained while working in the area or agencies of their own choice in the field during the summer session.(AG 299 Directed Field Research)

What we are planning to work on:

Focus more on the subjects that the students lack knowledge in. Also review the pre-test and post tests to measure the students understanding of the total course fundamentals and applications.

Another area is to concentrate on the meat processing unit for the students to learn the complete processing of meat production and the marketing of meat.

Hiring of the qualified and permanent replacement instructor for next semester to teach Agriculture 101, Crop Science 110 and two labs.

Continue to request Mr. Santrigo Oswalt to be on permanent status with the College. Since he has been working for the College for 12 years.

To participate on the development of the RII project for 2020 funding application.

To help make the Chinese plant and livestock projects more integrated with our program courses and laboratory exercises to increase student learning activities. Students have to participate in all the activities from nursery management, cultivation, planting, fertilization, harvesting and marketing of produce.

We are seeking for funding of the computer lab, since 15 of the 16 units are not functioning properly. We have informed the IC however, these computers need to be changed.

Recommendations for students:

- Take advantage of advertised tutoring opportunities with the math/science division
- Take advantage of your ANR instruction office hours and see them if you need assistant beyond the classroom.
- Talk to your advisor, get help if you are struggling and ask questions!
- Read your text books before coming to class. It will help you understand the lectures better.
- Going to classes every day, doing assignments, lab work and studying is the key for student success.
- Come and see your instructor's at ANR, we are willing to help you to become an excellent student.
- Seek the opportunities from the Embassies scholarship programs.
- Seek replacement for Mark Kostka to teach AG 101 and AG 110 A.S.A.P

Associate of Science in Business Administration

Program Student Learning Outcomes:

1. Demonstrate basic knowledge of each of the functional areas of business – accounting, management, marketing, economics, and finance – by emphasizing their importance in an organization and describing their interrelationship in the organization's attempt to achieve its objectives.
2. Demonstrate basic knowledge and skill in the use of cost and managerial accounting concepts and techniques as management tools for planning, controlling, evaluating performance and making decisions.
3. Demonstrate basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis.
4. Demonstrate basic knowledge and skill in intercultural writing and speaking appropriate for business.
5. Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives.

PSLO Assessment Report Summary

During the previous Assessment Cycle 2018-2019 PSLO 1, PSLO 3, and PSLO 5 were assessed. The following are improvements made based on recommendations from that assessment.

- Recommendation 1: Begin team building for F4 groups early in the semester so that ample time is provided for student creativity for potential products.
- Recommendation 2: Improve the planning phase so that planned products for sale match products actually sold at the event and that products are priced with consideration of costs to allow for a profit.

- Recommendation 3: Incorporate field trips to complement instruction regarding the FSM Court System and legal proceedings (FSM Code).

What we looked at:

For Assessment Cycle 2019-2020 PSLO 1, PSLO 2, and PSLO 4 were assessed during the Fall 2019 semester only. The Spring 2020 semester was shortened shortly after the midterm period due to the global pandemic, COVID-19. A thorough yearly program assessment was not able to be completed. Assessment data for this assessment cycle will only reflect data collected for the Fall 2020 semester for PSLO1 and 4. Enough data was collected to complete a full assessment for PSLO 2.

PSLO 1 was assessed as part of the Business Administration program's collaborative activity called the Friday Food & Fashion Festival (F4) during the Fall 2019 semester. For the F4 activity, students were to demonstrate a basic knowledge in functional areas of business and performing common business computations. PSLO 2 was assessed using a summative exam in which students were able to demonstrate basic knowledge and skill in the use of cost and managerial accounting concepts and techniques as management tools or planning, controlling, evaluating performance and making decisions understanding of the legal and ethical environment faced by businesses. For PSLO 4, EN/BU 121 Business Communication course was used to assess students' basic understanding of intercultural writing and speaking for business.

What we found:

PSLO 1: This PSLO was not able to be assessed during the Spring 2020 semester. A total of 67 students were assessed during Fall 2019 for PSLO 1 covering three courses (BU101 Intro to Business, BU260 Management, and BU270 Marketing) during the F4 Activity with an overall 93% success rate.

PSLO 2: A total of 33 students were assessed for the 2019/2020 academic year in one course (AC250 Managerial Accounting) with a success rate of 97%.

PSLO 4: PSLO 4 was not able to be assessed due to lack of data and assessments for various reasons. Data was not available in the college data tracking system (TracDat/Nuventive) for course EN/BU 121 Business Communications for the Fall 2019 semester. Data for Spring 2020 was unavailable due to the shortened semester.

What we are planning to work on:

Improvement plans for each PSLO are as follows:

PSLO 1: Improvement plans for assessing this PSLO is to gradually increase assessment data from other program courses such as accounting and economics.

PSLO 2: At this time, assessment activities are successful with no suggestions for change.

PSLO 4: EN/BU121 Business Communications course is owned by the Business Administrative program but has been taught by faculty from a different department. This has, at times, made it difficult to timely retrieve or access course data. Since this course is owned by and required to be

assessed by the Business Division, faculty have agreed that progress and assessment of this course could be completed more effectively if handled by the division. In the future, the EN/BU121 Business Communications course shall be taught and assessed by business faculty.

Recommendations for students:

- Make every effort to attend class regularly and on time.
- Communicate and interact with faculty during class time and office hours.
- Seek help from advisor with questions, concerns, or to coordinate available services, such as tutoring.
- Communicate and interact with peers for group assignments/projects; contribute to group assignments equally with peers and address group concerns with faculty.

Associate of Science in Computer Information Systems

Program Student Learning Outcomes:

1. Demonstrate an in-depth understanding of technical concepts and ethical issues pertaining to information systems;
2. Demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology;
3. Demonstrate proficiency in the use of different software applications significant to manipulating and analyzing information as well as generating and presenting reports in the various functional areas of business;
4. Demonstrate solid foundation skills in database design and management, web engineering, programming, and networking; and
5. Demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS.

Prior PSLO Assessment Report Summary

During the previous assessment cycle of 2018 to 2019 CIS_PSLO_3, and CIS_PSLO_5 were assessed.

The following proposed improvements were met:

PSLO_3_CA105

- Help student to improve critical thinking skills by providing more opportunities of learning by doing case project scenarios in their Learning Management System(LMS) account and work on them anytime and anywhere.
- Monitor student engagement using either MindTap or Schoology Platform and create different groups according to their level of knowledge.
- Modify the course outline to change the logical sequence of course student learning outcomes and focus on acquiring skills in analyzing data.

PSLO_3_IS230

- Ensure continual upgrade of learning resources (i.e. hands-on activities, books, software, and hardware) to match globally acceptable standard.

PSLO_5_IS245

- Change some course activities to match the course revision request especially in relation to principles and elements of design.
- Follow-up with Curriculum Committee the change of course title and content from Desktop Publishing to Digital Image Design as it is more appropriate on this course.

Follow up:

The Business Division is currently working on a proposal for professional and/or career certification programs that will require larger laboratory space for classrooms to cater for Information Technology (IT) related hands-on activities such as Cisco Networking, Server Management, Desktop Support, etc...

The following proposed improvements were not met:

PSLO_3_IS230

- Review course delivery to match it to partner institutions (i.e. UoG and UH) to ease the process of credit transfer and/or recognition.

Reasons for not meeting proposed improvements:

The main reason for not meeting proposed improvements as stated in the above section is because the COVID-19 pandemic measures which pre-empted the benchmarking sessions that ought to have been coordinated with partner institutions (i.e. UoG and UH).

As for the professional and/or career certification programs, a proposal was prepared and submitted to the program IC for consideration and feedback.

PSLO Assessment Report Summary

For the assessment cycle of 2019 to 2020 CIS_PSLO_1, CIS_PSLO_2, and CIS_PSLO_4 were assessed for the fall semester of 2019 only. Due to the global COVID-19 pandemic which resulted to the shortening of the semester, a thorough yearly program assessment was not able to be completed. Consequently, the current PSLO assessment report will only reflect data collected for the fall 2020 semester for CIS_PSLO_1, CIS_PSLO_2, and CIS_PSLO_4.

What we looked at:

The CIS program targeted at least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric (See Table A1) as measured by individual hands-on project.

The assessment of **CIS_PSLO_1** used **IS201 Computer Information Systems**, embedded assessment strategies to *demonstrate an in-depth understanding of technical concepts and ethical issues pertaining to Information Systems* (See **Table A2**).

The assessment of **CIS_PSLO_2** used **IS260 Business Information Systems** embedded assessment strategies to demonstrate theoretical knowledge and practical skills in the management and strategic use of Information Systems and technology (See **Table A2**).

The assessment of **CIS_PSLO_4** used **IS280 Introduction to Networking, IS240 Webpage Design and IS220 Computer Programming**, embedded assessment strategies to *demonstrate solid foundation skills in database design and management, web engineering, programming, and networking* (See **Table A2**).

Table A1

Hands-on Activity/Project Rubric

CRITERIA	Capstone (4)	Milestones (3-2)	Benchmark (1)	Below Benchmark (0)
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities	Completes required work and identifies opportunities to expand knowledge, skills, and abilities	Incompletes required work
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situation	No references to previous learning and does not apply knowledge and skills to demonstrate comprehension and performance in novel situation

[1] Reprinted [or Excerpted] with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.” More information on AAC&U’s permission policies for the VALUE rubrics can be found at <http://www.aacu.org/value/rubrics/reprint.cfm>.

Table A2

ASSESSED CIS PSLO NUMBER	MAPPED COURSES	CSLO NUMBER
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CIS_PSLO_1	IS 201	IS201_CSLO_6
CIS_PSLO_2	IS 260	IS260_CSLO_3
CIS_PSLO_4	IS 280	IS280_CSLO_6 IS220_CSLO_2 IS240_CSLO_5

What we found:

CIS_PSLO_1:

In the assessment of this PSLO for **IS201**, it was found that a total of 21 students were assessed during Fall of 2019; out of these only 81% (i.e. 17 students) completed this CSLO successfully. Amongst these, 38% (i.e. 8 students) were female and 43% (i.e. 9 students) were male. The assessment results indicate an excess of 21% above the set benchmark target (i.e. At least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric).

CIS_PSLO_2:

In the assessment of this PSLO for **IS260**, it was found that a total of 11 students were assessed during Fall of 2019; out of these only 82% (i.e. 9 students) completed this CSLO successfully. Amongst these, 27% (i.e. 3 students) were female and 55% (i.e. 6 students) were male. The assessment results indicate an excess of 22% above the set benchmark target (i.e. At least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric).

CIS_PSLO_4:

In the assessment of this PSLO for **IS280**, it was found that a total of 12 students were assessed during Fall of 2019; out of these 100% (i.e. 12 students) completed this CSLO successfully. Amongst these, 50% (i.e. 6 students) were female and 50% (i.e. 6 students) were male. The assessment results indicate an excess of 40% above the set benchmark target (i.e. At least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric).

In the assessment of this PSLO for **IS220**, it was found that a total of 9 students were assessed during Fall of 2019; out of these 56% (i.e. 5 students) completed this CSLO successfully. Amongst these, 11% (i.e. 1 student) were female and 45% (i.e. 4 students) were male. The assessment results indicate a deficiency of -4% below the set benchmark target (i.e. At least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric).

In the assessment of this PSLO for **IS240**, it was found that a total of 5 students were assessed during Fall of 2019; out of these 100% (i.e. 5 students) completed this CSLO successfully. Amongst these, 80% (i.e. 4 students) were female and 20% (i.e. 1 student) were male. The assessment results indicate an excess of 40% above the set benchmark target (i.e. At least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric).

What we are planning to work on:

PSLO_1_IS201

- ❑ Help student to improve critical thinking skills by providing more opportunities of learning by doing case project scenarios in their Learning Management System(LMS) account and work on them anytime and anywhere.
- ❑ Monitor student engagement using either MindTap or Schoology Platform and create different groups according to their level of knowledge.

PSLO_2_IS220

- ❑ Improvement Plan Improve pre-case studies hands-on activities that will expose more students to concept that will increase his/her chance of succeeding in a given case project.

PSLO_4_IS280

- ❑ Ensure continual upgrade of learning resources (i.e. hands-on activities, books, software, and hardware) to match globally acceptable standards.
- ❑ Review course delivery to match it to partner institutions (i.e. UoG and UH) to ease the process of credit transfer and/or recognition.

Recommendations for students:

- Develop a habit of logical thinking since there are many topics in Information Systems or computing for that matter that requires a systematic way of approaching and solving problems.
- Acquire your own computer to be used to access course resources and work on hands-on projects even outside the classroom to increase proficiency in soft skills.
- Make a good planning of registered course to accommodate the series of rigorous hands-on activities as expected in the field of ICT
- Make every effort to attend class regularly and on time.

Associate of Science in Marine Science

Program Student Learning Outcomes:

1. Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography.
2. Apply fundamental knowledge of marine sciences towards identifying and critically analyzing and outlining potential solutions for local, regional and global problems relating to marine systems.
3. Apply the scientific process to formulate hypotheses, design experiments, and collect and analyze data from which valid scientific conclusions are drawn.
4. Communicate effectively, in written and oral forms, utilizing the language and concepts of marine science.

PSLO Assessment Report Summary

What we looked at:

The Marine Science Program assessment focused on just two of the MS_PSLO (1 and 3) during the academic year 2019-2020 (Fall 2019 & Spring 2020).

What we found:

1. MS_PSLO_1: Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography.

Fall 2019-Marine Biology (MR 120)

13 out of 14 students (93%) completed the course with satisfaction and exceeding the targeted score of 70% for the SLOs in relations to cellular structures and functions as well as classifying various marine life forms.

Spring 2020 – Oceanography (MR240)

14 out of 14 students (100%) completed the SLOs 1 through 4 with satisfaction, which exceeds the target of 70%. However, SLOs 5 through 8 was not covered due to COVID 19 pandemic.

MS_PSLO_3: Apply the scientific process to formulate hypotheses, design experiments, and collect and analyze data from which valid scientific conclusions are drawn.

Fall 2019 – Ichthyology (MR230)

Out of 18 students assigned to report on a minor fish collection research project, 14 students (77%) completed this project satisfactorily while 4 failed to comply with all the assigned aspects of reporting on the scientific methodology.

Spring 2020 – Marine Biology Field Study (MR254)

Of the 8 students who completed the Field Study class, only 4 of them (50%) successfully completed a survey of fishes collected from a sea grass habitat thus failing to meet a reasonable success standard (typically 70% or higher). The required report asks students to report their findings in a scientific format and express their conclusions based on the data collected and their knowledge of biological sciences. While the cancellation of part of the semester may have played a factor in this low success rate, the students did have the data they needed to complete this assignment.

What we are planning to work on:

- Continue revising course outlines
- Ongoing investigation to improve marine science student tracking to determine how many students are seeking advance related degrees and how many are employed in related fields.
- As always, we will continue to push or top students into considering transfer options as they graduate and assist them in finding scholarships to lessen this financial burden
- We will continue to work with UH Manoa and Hilo in regards to our consortium grants (NSF-ATE and LSAMP) which have greatly enhanced the tools and funding we can use in support of our program and provided more opportunities for your students to continue their studies following graduation from COM-FSM

Recommendations for students:

- Actively interact with respective faculty members.
- Take full advantage of tutoring services.
- Attend class regularly and arrive on time.
- Avoid procrastination when comes to assessments. Plan your time and be prepared.
- Explore the web for educational resources online to improve learning.
- Continue to work with advisors.
- Participate in student internships and research opportunities.

Associate of Science in Nursing

Program Student Learning Outcomes:

1. Model personal and professional actions based on self-reflection, core nursing values, and lifelong growth integrating new knowledge, ethical principles, and legal standards for safe, quality nursing practice.
2. Incorporate nursing knowledge to assess, plan, deliver, and evaluate care within the context of the inter-professional health team.
3. Make evidence-based nursing judgments in the delivery of safe, holistic nursing care.
4. Demonstrate a spirit of inquiry to manage and improve the quality of care and outcomes for individuals, families, and communities
5. Practice relationship-centered communication and incorporate health technology as a member of the inter-professional team
6. Advocate for a caring, culturally safe, and flourishing environment that reflects the values and needs of Micronesian families and communities.
7. Practice and contribute to the primary care and public health care systems in Micronesia to promote family and community wellness.

PSLO Assessment Report Summary

What we looked at:

The Nursing Program assessment focused on PSLO 5 and 6. Listed below are the results for the PSLO.

What we found:

PSLO#5: Practice relationship-centered communication and incorporate health technology as a member of the inter-professional team

PSLO#6: Advocate for a caring, culturally safe, and flourishing environment that reflects the values and needs of Micronesian families and communities.

Assessment through clinical evaluation tools and skills check offs. Successful completion of this objective will be indicated by more than 80% of students receiving a C grade or higher.

NU 123: Total number of students (Spring 2020)	13
No. of students pass	13
No. of students fail	0
Percentage of passing	100%

NU 134: Total number of students (Fall 2019)	8
No. of students pass	8
No. of students fail	0

Percentage of passing	100%
NU 135: Total number of students (Fall 2019)	8
No. of students with a grade of “C” or higher:	8
Number of students who failed:	0
Percentage of passing	100%
NU 235: Total number of students (Fall 2019)	10
No. of students with grade of “C” or higher	10
No. of students who failed	0
Percentage of passing	100%
NU 245: Total number of students (Fall 2019)	10
No. of students with grade of “C” or higher	10
No. of students who failed	0
Percentage of passing	100%
NU 123: Total number of students (Spring 2020)	13
Spring 2020 No. of students pass	10
No. of students fail	3
Percentage of Passing	78%
Percentage of failure	22%
NU 125: Total number of students (Spring 2020)	10
No. of students with a grade of “C” or higher:	9
Number of students who failed:	1
Percentage of Passing	90%
Percentage of Failing	10%
NU 225: Total number of students (Spring 19)	12
No. of students with grade of “C” or higher	12
No of students who failed	0
Percentage of passing	100%

What we are planning to work on:

The FSM Nursing Board has approved the COM-FSM Nursing to adopt the FSM Nursing Board Performance Competency Assessment Tool to be used in assessing our soon to be graduating students. Results of the assessment is being forwarded to the Nursing Board Administrator for licensing support document.

Work closely with the Nursing Instructor on how to assist students that are failing in his/her class to improve the passing rate.

Continue working with our stakeholders in hiring our newly graduate nurses. Follow up with stakeholders on the job performance with our graduates, to assess the level of competency and performance.

Implement that students should take anatomy and physiology, biology microbiology along with other general education courses prior to level I courses.

Recommendations for students:

During academic Advisement, all pre -requisite (A&P, Microbiology, biology) are given prior to entering the level I.

In a yearly basis, coordinate with stakeholders about job performance of the nursing graduates using employer satisfaction survey.

Associate of Science in Public Health

Program Student Learning Outcomes:

1. Recognize, describe and discuss the basic public health science facts and principles
2. List and discuss the essential public health functions and their interrelationships at community and district level
3. Describe and discuss adult, children and family health issues
4. Discuss and demonstrate an understanding and practice of some generic public health competencies
5. Demonstrate proper public health skills for public health practice in the community as a state or local public health officer
6. Discuss and demonstrate community and cultural sensitivity in the health care environment
7. Describe and discuss the health determinants and problems of adults, children and families
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques
9. Demonstrate the ability and discuss how to make a community diagnosis based on the determinants of health
10. Identify and demonstrate good public health practice
11. Have had work experience at a public health facility at community and
 - district levels

What we worked on based on the SY2018-2019 findings:

1. Incorporating more student activities and application of the topics discussed into real-life setting
2. Collaboration with Pohnpei State Public Health services in providing community health services and community needs assessment and diagnosis
3. Development of instruction methods that improve student knowledge and engagement, analytical skills and promote participatory learning and a more flexible methods of teaching such as: simulation, community projects, groups activities, etc. should be established
4. Proposal for changes in the program was submitted and pending approval

Results of changes and improvement:

1. Students were taking part of several community assessment and diagnosis where they were able to practice the theory and knowledge they learned from the lecture, this led to a better student engagement and learning
2. Most Public Health courses that were offered used problem-based learning, case scenarios, simulations and group activities where students applied the skill and knowledge they have acquired in class. This led to better students' engagement and learning
3. Tutoring services for the student. This service aims to help students with issues in their class and help student review the topics discussed in their class. Started in Spring 2019, student have started availing the service and we are trying to improve the service and remove the stigma that "tutoring" has on students to increase the number of participants

PSLO Assessment Report Summary (AY2019-2020)

What we looked at:

The Public Health Program assessment focused on PSLOs 2, 7, and 9.

Students who are taking courses related to PSLO2 should be able to list and discuss the essential public health functions and their interrelationships at community and district level. Students will be able to list their roles as public health practitioner based on the health issues they will identify when they do their community health assessment survey. Successful completion of this objective will be indicated by more than 85% of students enrolled in courses related to SPLO2 be able to list and discuss the essential public health functions and their interrelationships at community and district level when given the task to perform a community health assessment survey.

Students who are taking courses related to PSLO7 should be able to describe and discuss the health determinants and problems of adults, children and families; Successful completion of this objective will be indicated by more than 80% of students enrolled in courses related to SPLO7 be able to describe and discuss the health determinants and problems of adults, children and families when doing oral reports in response to direct questions related to these topics; being able to identify health issues in quizzes and exams with multiple choice questions related to these topics; and be able to differentiate the health issues in the different age groups.

Students taking courses related to PSLO9 should be able to demonstrate the ability to make and discuss community diagnosis based on the determinants of health. Students were asked to develop a plan for community health assessment and implement this plan to place a control measure and deliver a preventive measure in that community based on the assessment findings. Student also delivered health education in public schools located in Kitti and Kolonia. Successful completion of this objective will be indicated by more than 80% of students enrolled in courses related to SPLO9 will be able to make a community diagnosis when given a case scenario and discuss these during problem based learning discussion. Student learning will be evaluated based on their ability to complete a diagnosis based on skills check list and rubrics during discussions.

What we found:

PSLO#2:

Students who were taking courses related to this PLO were able to list and discuss the essential public health functions and their interrelationships at community and district level

PH 109: Total number of students: 18
Number of students who passed: 18
Passing rate: 100%

PH 151: Total number of students: 7
Number of students who passed: 7
Passing rate: 100%

PH 231: Total number of students: 5
Number of students who passed: 5
Passing rate: 100%

PH 241: Total number of students: 4
Number of students who passed: 4
Passing rate: 100%

PSLO#7:

Students who took courses related to this PLO were able to describe and discuss health determinants and problems of adults, children and families. This was shown in their community health assessment survey project where they were able to identify health issue in an identified community and placed control measures for the identified health issues

PH 131: Total number of students: 9
Number of students who passed: 9
Passing rate: 100%

PH 141: Total number of students: 6
Number of students who passed: 6
Passing rate: 100%

PH 211: Total number of students: 4
Number of students who passed: 4
Passing rate: 100%

PH 212: Total number of students: 7
Number of students who passed: 7
Passing rate: 100%

PSLO #9:

Students were able to demonstrate the ability to make and discuss community diagnosis based on the determinants of health. Students enrolled in these courses were able to plan a community health assessment and implement control measures based on the result of the health assessment survey

PH 121: Total number of students: 1
Number of students who passed: 1
Passing rate: 100%

PH 211: Total number of students: 4

Number of students who passed: 4
Passing rate: 100%

PH 212: Total number of students: 7
Number of students who passed: 7
Passing rate: 100%

PH 221: Total number of students: 3
Number of students who passed: 2
Passing rate: 66%

PH 231: Total number of students: 5
Number of students who passed: 5
Passing rate: 100%

What we are planning to work on:

Continue with the tutoring services for the public health students.

Strengthen the collaboration of the PHTP with Pohnpei Division of Public Health and other allied health offices (Environmental Protection Agency, Island Food Group, etc.) to have students join these agencies during inspection, program planning and implementation. To also include these allied health offices in their community health projects.

Continue in delivering course in problem-based learning format and improve on the scenarios being used as problems

Recommendations for students:

Students must have a good background in statistics and medical terminologies

Students must have good reading comprehension and writing skills

Certificate of Achievement in Agriculture and Food Technology

Program Student Learning Outcomes:

1. Demonstrate overall knowledge of the crop production process,
2. Practice good agricultural management and marketing skills,
3. Identify and demonstrate the fundamentals of food processing, preparation techniques, the relationship between the scientific principle and cooking procedures
4. Identify and demonstrate the basic skills and principles of swine and poultry production techniques, including breed selection, feed, housing, management techniques and animal health,
5. Apply the basic skills and knowledge of nursery micro-propagation practices, transplanting, harvesting, and maintenance,
6. Identify the proper use of land for agriculture purposes, local ornamental, and turf management.

7. Able to apply/exercise/practice overall abilities gain/learn from all other courses in a working environment

PSLO Assessment Report Summary

What we looked at:

The courses offered during Fall 2019 to Spring 2020 were focused on PSLO's 1, 2, and 3. During these terms, student's competency was assessed on all three PSLOs through written tests/exams, presentation projects, and hands-on activities.

What we found:

Courses Fall 19 to Spring 20	PSLO's	No. of Students	Students Passed	D's	F's	I's
AG 090	1	3	3	0	0	0
AG 092	1	3	3	0	0	0
SC 098	3	7	4	0	1	1
AG 084	1	2	2	0	0	0
AG 094	2	2	2	0	0	0

PSLO 1. Explain the basic concepts and principles used in management of land resources (crops and animals) and how resources are processed from farm to table.

Students' competency on crop productions, swine management, food preservation techniques, and food handling and preparations were assessed using written exams/tests, hands-on activities, and projects for AG 090, AG 92, and AG 084

Results:

- AG 090 (2 out of 3 or 67% of the students have achieved a grade of 80% or better).
- AG 092 (2 out of 3 or 67% of the students have achieved a grade of 80% or better).
- AG 084 (2 out of 2 or 100% of the students have achieved a grade of 80% or better).

PSLO 2. Practice basic knowledge and skills in operating an agribusiness including management and protection of crops in nurseries.

Students' competency on farm management were assessed using written exams/tests, hands-on activities, and projects for AG 094

PSLO 2. Develop a foundation in math, science, and English that will allow transfer to higher-level courses to prepare them for entry-level employment.

Students' competency on science were assessed using written exams/tests, hands-on activities, and projects for SC 098

What we are planning to work on:

- Modify AG 092 into a lab class to allow more practicum hours for the students
- Implement the use of Schoology platform to all AFT courses.
- Continuously expand AFT program recruitment to the community.

Recommendation for students:

Agriculture and Food Technology program is a certificate program that can be completed in less than two years. Students must successfully complete all program requirements and earn a grade of C or better for them to graduate.

Certificate of Achievement in Carpentry

Program Student Learning Outcomes:

1. Identify safety and occupational health requirements in the carpentry trade.
2. Use competently specified hand and power tools.
3. Perform basic hand skills in constructing projects to a given specifications.
4. Interpret construction information from blueprint drawings.
5. Participate in the construction industry.

PSLO Assessment Report Summary

What we looked at:

The Carpentry certificate assessment focused on (PSLO #2) the use of hand and power tools and (PSLO #4) familiarizing and improving their hand skills in blueprint drawings. Listed below are the results for each of the PSLOs.

What we found:

- The results of the written and practical exams showed that 4 (0 female; 4 males) out of 5 students (80%) got a "C" or better in using carpentry tools competently.
- The results of the written and practical exams showed that 4 (0 female; 4 males) out of 5 students (80%) got a "C" or better in reading construction drawings.

What we are planning to work on:

- Continue to provide up-to-date hands-on practices for hand tools and power tools so students will be competent when finishing from this program.
- Continue provide the latest version of construction drawings for students to be familiarized themselves with before going into the real world of work.

Recommendations for students:

- Students must follow the Carpentry program suggested schedule in the COM-FSM General Catalog in order to complete their study in a timely matter.
- Students enrolled in this program as their major of study must remain in it until they graduate with a certificate of achievement.

- Students must be pro-active in listening and asking questions during lecture and lab periods so they can gain and improve their knowledge and skills.

Certificate of Achievement in Cabinet/Furniture Making

Program Student Learning Outcomes:

1. Identify safety and occupational health requirements in the Cabinet making/Furniture making industry.
2. Use specified hand and power tools competently in making products to given specifications.
3. Demonstrate competence in complete production process from plans to final finishing.
4. Interpret information from blue prints or drawings.
5. Participate in the Cabinet making/Furniture making trade.

PSLO Assessment Report Summary

What we looked at:

The Cabinet Making certificate assessment focused on (PSLO #1) Identify safety and occupational health requirements in the Cabinet making industry and (PSLO #2) Use specified hand and power tools competently in making products to given specifications.

What we found:

- The results of the written and practical exams showed that 4 out of 4 students or 100% got a "C" or better in identifying safety and occupational health requirements in cabinet making industry.
- The results of the written and practical exams showed that 4 out of 4 students or 100% got a "C" or better in using competently specified hand and power tools during hands-on practices.

What we are planning to work on:

- Continue to make it a must for all cabinet making students to use PPE for all lab periods.
- Continue to provide more hands-on practical for students to practice and improve their hand skills in building projects using given specifications.

Recommendations for students:

- Recruitment should be more aggressive to increase the enrollment in the Cabinet Making program.

- Recruit only students that are really interested in cabinet making and willing to complete the program.
- Students that enrolled in this program as their major of study must remain in it until completing.

Certificate of Achievement in Construction Electricity

Program Student Learning Outcomes:

1. Practice safety and occupational health procedures in the workplace.
2. Use electricity hand and power tools competently.
3. Test electrical equipment.
4. Interpret schematic wiring diagrams and waveforms.
5. Determine circuit load.
6. Install residential wiring circuits according to given specification and plan.

PSLO Assessment Report Summary

What we looked at:

Courses offered from Fall 2019 to Spring 2020 of Construction Electricity Program assessment which focused on PSLO's 2, 4, & 5. During these terms students' competency was assessed on PSLO's 2, 4, & 5. Table below shows the total number of students' registered and the descriptive summary of the results for each course.

What we found:

Courses FA LL2019	PSLO's	No. of students	Students Passed	D's	F's
VEM 102	5	4	4	0	0
VEM 110	5	4	4	0	0
SPRING 2020					
VEM 104	5	2	2	0	0
VEM 111	5	2	2	0	0
VEM 112	5	2	2	0	0

PSLO #4: Interpret schematic wiring diagrams and waveforms.

Task description: Using embedded questions on midterm and final exams, students' knowledge on electrical symbols, labels and circuit schematic were assessed VEM 102

The results of the written and practical exams showed that 4 out of 4 students or 100% got a "C" or better in using schematic symbols and transferring in to a blueprint competently.

PSLO #2: Use electricity hand and power tools competently

Task description: Given description of project and instructions, students will build electrical circuit according to given specification and plan with the tool that is used for project. The practical was assessed based on installation of electrical circuit, meeting the National Electrical Code (NEC) standards was assessed in VEM 110

The results of the written and practical exams showed that 4 out of 4 students or 100% got a "C" or better in using hand tools, power tools and meeting the require standard for installation.

PSLO #5: Determine circuit load

Task description: Given description of project and instructions, students will calculate the total load that is used in a dwelling according to given specification and plan. The practical was assessed based on how the can calculated the total load was assessed in VEM 111

The results of the written and practical exams showed that 2 out of 2 students or 100% got a "C" or better in calculating the total load in a dwelling and meeting the require load for each

What we are planning to work on:

To provide more testing equipment for students to perform more hands-on exercises using oscilloscope and other electrical testing equipment.

Incorporate On Job Training (OJT) for the construction electricity students to gain more skill in their field of study, and get familiar with the National Electrical Code (NEC) requirements.

Recommendations for students:

Recruit students with the basic knowledge of electricity. Students who are interested in electrical course should have a strong foundation in math and science.

Certificate of Achievement in Electronic Engineering Technology

Program Student Learning Outcomes:

1. Practice safety and occupational health procedures in the work place.
2. Use electronic tools and test equipment competently.
3. Interpret schematic diagrams and waveforms.
4. Build electronic projects to a given specification.

PSLO Assessment Report Summary

What we looked at:

Courses offered from Fall 2019 to Spring 2020 for Electronic Engineering Technology Program focused on PSLOs 1, 2, 3, and 4. During these terms, student's competency was assessed on PSLOs 1 thru 4 based on written tests/exams, presentation projects, and hands-on experiments/activities.

What we found:

Courses Spring 18 to Fall 19	PSLO's	No. of Students	Students Passed	D's	F's	I's
VSP 121	1	11	10	0	0	1
VEE 100	2 & 4	11	9	1	0	1
VEM 110	2	11	10	0	0	1
VEE 103	2 & 3	11	9	1	0	1
VEE 104	3	8	7	1	0	0

VEE 110	3	9	9	0	0	0
VEE 125	3	12	11	0	1	0
VEE 135	3	9	8	1	0	0

PSLO #1: Practice Safety and occupational health procedures in the work place.

Students were assessed based on certain standards' such as:

- Apply safety procedure when using electronic equipment's.
- Follow safety rules in the workshop or workplace.
- Proper use of personal protective equipment (PPE).
- Proper use of fire extinguishers.
- Results: VSP 121 Industrial Safety (10 out of 11 or 91% of the students achieved a grade of 70% or better).

PSLO #2: Use electronic tools and test equipment competently.

Students were assessed based on certain topics such below:

Safe and accurate use of electronic test equipment and tools such as:

- Multimeters (Analog & Digital)
- Oscilloscopes
- Function generators
- Frequency counters
- Soldering iron (general pen & stationary)
- Crimpers, pliers, strippers, and cable assembly tools.

Results:

- VEE 100 Soldering & Mechanical Termination Techniques (9 out of 11 or 82% of the students achieved a grade of 70% or better).
- VEM 110 Workshop Fabrication (10 out of 11 or 91% of the students achieved a grade of 70% or better).
- VEE 103 Electronic Fundamentals I (9 out of 11 or 82% of the students achieved a grade of 70% or better).

PSLO #3: Interpret schematic diagrams and waveforms.

Student's competency on reading and interpret schematic circuit diagrams were assessed using practical exercises, written exams/test, and hands-on mini projects for VEE 103, VEE 125, and VEE 135 courses.

Results:

- VEE 103 (9 out of 11 or 82% of the students achieved a grade of 70% or better).
- VEE 125 (11 out of 12 or 92% of the students achieved a grade of 70% or better).
- VEE 135 (8 out of 9 or 89% of the students achieved a grade of 70% or better).

Student's competency were assessed using practical exercises, written exams/test, and troubleshooting experiments to measure, calculate, and troubleshoot various signal waveforms such

as AC sine & non-sinusoidal waveforms and digital waveforms for both VEE 104, VEE 110, and VEE 135 courses.

Results:

- VEE 104 (7 out of 8 or 88% of the students achieved a grade of 70% or better).
- VEE 110 (9 out of 9 or 100% of the students achieved a grade of 70% or better).
- VEE 135 (8 out of 9 or 89% of the students achieved a grade of 70% or better).

PLSO #4: Build electronic projects to a given specification.

Students were assessed using a rubric for a given hands-on project (DIY soldering project) to test their skills and knowledge. During the project, each student should use their own tool-kit and assemble their given DIY soldering project kit.

Results:

- VEE 100 (9 out of 11 or 82% of the students achieved a grade of 70% or better).

What we are planning to work on:

- Implement the use of Schoology platform to all certificate required courses.
- Modify course to increase more practical use of trade tools such as the oscilloscope, frequency counter, function generators, and multimeter (analog/digital).
- Request to purchase Ball grid array (BGA) soldering using hot air work station and Infrared soldering station since I don't have them at my respective campus. We need these types of soldering stations since it is used in the advancement/current trend of soldering techniques by the majority of manufacturing companies on consumer electronics, business machines, and telecommunication products being used today.
- Modify and suggest schedule of program courses to begin with the four basic courses such as VEE 100, VEM 110, VEE 103, and VSP 121 on every fall semester to accommodate new students.
- Continuously expand EET program recruitment to the community.

Recommendations for students:

Electronic Engineering Program is the stepping stone to more advance courses in Electronic Technology and Telecommunication Technology Programs and has a strong foundation in math and science. Therefore, students must pass or have a grade "C" or better in all General Education requirement courses (4 courses) along with Technical Requirement courses (8 courses) for them to automatically roll-over to preferred degree program (AAS) in Electronic or Telecommunication.

Students should be able to use different test equipment, identify and differentiate between passive and active electronic components, be able to read block diagrams and schematic diagrams, and able to use ohm's law and other electronic fundamental formulas proficiently before taking the advance courses in EET or TC.

Certificate of Achievement in Motor Vehicle Mechanics

Program Student Learning Outcomes:

1. Identify safety and occupational health requirements in the specific trade area being studied.
2. Use competently specified hand and power tools.
3. Read and interpret information from technical drawing related to the respective trade.
4. Perform hand skills in their respective trade.
5. Participate in their respective trade.

PSLO Assessment Report Summary

What we looked at:

The motor vehicle mechanic certificate assessment focused in all PSLO's of the program as mentioned above. Below is the result for each of the PSLO's.

What we found:

PSLO1: Safety

2 out 2 students or 100% got a grade of "C" or better in the VTM_103_CSLO_3, when given practical tasks, the instructor will evaluate the students using the safety checklist used in the trade.

PSLO2: Hand and power tools

2 out 2 students or 100% got a grade of "C" or better in the VTM_103_CSLO_1, when given a car, tools, and equipment, the students will demonstrate the proper uses and operations of the hand and power tools.

PSLO3: Read and interpret technical drawing

2 out 2 students or 100% got a grade of "C" or better in VTM_104_CSLO_2, when given a starter motor, the student will check the carbon brush, field coil, armature, bushing and front frame.

PSLO4: Perform hand skills

4 out 4 students or 100 % got a grade of "C" or better in the VTM_101_CSLO_1, when the student will perform engine tune-up by following the steps provided by the manufacturer specifications.

PSLO5: Participate in the trade

4 out of 4 or 100% of students got "C" or better as their final grade in VTM_102_CSLO_4, when the student will perform automobile servicing own by the community.

What we are planning to work on:

- Provide a check- list for PPE for every student to use before lab periods.
- Provide a complete set of tools and equipment for students to practice their estimating skills.

Recommendations for students:

Students must follow the Motor Vehicle Mechanic Program suggested schedule in the COM-FSM General Catalog in order to complete their study in a timely matter. Students enrolled in this programmed should emphasized hands on practical work as regular worker on the auto-mechanic industry.

Certificate of Achievement in Refrigeration and Air Conditioning

Program Student Learning Outcomes:

1. Determine the safety and occupational health requirements in the refrigeration and air conditioning industry.
2. Demonstrate proper use of refrigeration and air conditioning materials, tools, equipment, and instruments.
3. Perform installation, preventive maintenance, and repair of refrigeration and air conditioning units.
4. Participate in the refrigeration and air conditioning trade.

PSLO Assessment Report Summary

What we looked at:

The Refrigeration and Air Conditioning certificate assessment focused on all the program's PSLO's, as mentioned above. Below are the results for each of the PSLOs.

What we found:

PSLO1: Safety

7 (0 female; 7 males) out of 7 students (100%) completed the RAC_101_CSLO_1 as measured by group and class discussions, quizzes, and performances. Given the different types of refrigerants, safety goggles, hand gloves, and manifold gauge, the students will determine the type using the PT chart and electronic refrigerant identifier.

PSLO2: Hand and Power Tools

7 (0 female; 7 males) out of 7 students (100%) successfully completed the RAC_101_CSLO_2 as measured by group and class discussions, quizzes, and performances. The students performed the steps in evacuating a refrigeration unit given a refrigerator, vacuum pump, manifold gauge, digital micron gauge, and toolkit.

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PSLO3: Preventive Maintenance. Installation and Repair

7 (0 female; 7 males) out of 7 students (100%) successfully completed the RAC_101_CSLO_3 as measured by group and class discussions, performances, and quizzes. Given an air conditioning unit, hand tools, and supplies, the students performed general cleaning.

PSLO3: Electrical Wiring

7 (0 female; 7 males) out of 7 students (100%) successfully completed the RAC_101_CSLO_3 as measured by group and class performances and quizzes. The students rewired the units as specified in the schematic diagram given a refrigerator, room air conditioner, multi-meter, and electrical components.

PSLO3: Troubleshooting and Repair

6 (0 female; 6 males) out of 6 students (100%) successfully completed the RAC_102_CSLO_3 as measured by group and class performances and quizzes. Given a defective room air conditioner, refrigerator, recovery machine, vacuum pump, system analyzer, and supplies, the students diagnosed the defects and repaired it with the quality.

PSLO4: Trade Participation

6 (0 female; 6 males) out of 6 students (100%) successfully completed the RAC_102_CSLO_3 as measured by group and class performances and quizzes. They were grouped by two's and assigned to perform refrigeration and air conditioning unit servicing into the campus facilities and in the community with confidence.

What we are planning to work on:

- Continue the RAC equipment servicing in campus/community as part of student's hands-on training.
- Maintain a strong collaboration between the Department of Environment Climate Change Emergency Management (DECCEM) of the national government.
- Offer short term RAC technicians training.
- Develop RAC technician's trade certification test package to be used in the FSM.

Recommendations for students:

- All students in this program must be members of the Refrigeration and Air Conditioning Students Club (RACSC) to promote awareness in the trade.
- The students shall actively participate in all FSM-RAC association projects, workshops, and activities.

Third Year Certificate of Achievement in General Business

Program Student Learning Outcome:

1. Demonstrate an understanding of basic concepts in organizational behavior.
2. Demonstrate an understanding of the intricacies of marketing planning and overall marketing strategy.
3. Demonstrate an understanding of the concepts underlying corporate financial decision-making.
4. Demonstrate an understanding of the role of entrepreneurship and small business in the (FSM) economy.
5. Demonstrate basic knowledge of international business.
6. Demonstrate an understanding of economic development issues.
7. Demonstrate an understanding of statistical methods of sampling and estimating population statistics.

PSLO Assessment Report Summary

As is true in every year, all the seven (7) Program Student Learning Outcomes (PSLOs) covering seven (7) courses taught in Fall 2019 to Spring 2020 of the Third Year Certificate in General Business are assessed in this report.

The data posted in TracDat, were the main source of this report, along with faculty collaboration in the Business Division. Improvement plans and recommendations had to be checked whether these were implemented and somehow affected the program in the assessment cycle 2019-2020.

What we looked at:

1. To assess GBU_PSLO1 covered in the course MGT320 Organizational Behavior offered in Fall 2019, a capstone project, which is a case study of an existing company (local, international, multinational), was used to assess the PSLO. The students enrolled in the course need to reserve a company which they should consider vis-à-vis the concepts discussed in each of the CSLO topics. Using a format guide with specific questions and elements to include, they will evaluate their chosen company and come up with a writeup. The structured writeup should contain a description of what is being practiced, how this matches with a concept discussed, and what could have been done to improve the company's situation. On the last part of the writeup, the students should write their overall impression of the company and what they learned that they can apply later when they would be in a work environment. Their writeups will then be assessed using a grading rubric that will reflect a demonstration of their accomplishment of the CSLO considered.
2. To assess GBU_PSLO2 which should be accomplished in the course MKT311 Marketing Strategy, the assessment result of MKT311_CSLO_1 and MKT311_CSLO_2 using Marketing Plan Project were used. All these plans should have been executed during the staging of a collaborative event, the Friday Food & Fashion Festival (F4).
3. To assess GBU_PSLO3 using the course FIN312 Corporate Finance, the assessment result of FIN312_CSLO_1.4 and FIN312_CSLO_1.10 using major quizzes were used. Student will write an essay that demonstrates the understanding of the concepts underlying corporate financial decision making.
4. GBU_PSLO4 was assessed in the course MGT360 Entrepreneurial/Small Business Management. The assessment results of MGT360_CSLO_2 and MGT360_CSLO_3 using Final Project (Business Plan) were used. Students will write and present a business plan that demonstrates an understanding of the role of entrepreneurship and small business in the FSM economy.
5. GBU_PSLO5 was assessed in the course MGT350 International Business. The assessment result of MGT350_CSLO_1 and MGT350_CSLO_2 using a capstone Final Project were used. Each student chose a country and through a write-up requirement, the student will demonstrate an understanding of the importance of international business, the role of government in international business, cultural, political and legal issues, the theoretical

foundations of international trade and investment and the international economic and financial environment. The student should also recommend a good business prospect in the chosen country including the requirements for entry, which can measure his/her understanding of how an international business goes, and how he/she truly understood his chosen country to focus his/her study.

6. GBU_PSLO6 was assessed in the course EC320 Economic Development. To assess this PSLO, the assessment result of individual projects in ECO320_CSLO_5 was used. Students will be asked to develop a self-designed economic policy that demonstrates an understanding of economic development issues.
7. GBU_PSLO7 was assessed in the course BU/MS310 applied Statistics. The assessment result of examination of BU/MS310_CSLO_1 was looked into. Student will solve and present solutions from the given problems to demonstrate an understanding of statistical methods of sampling and estimating population statistics.

What we found:

The assessments in the seven (7) PSLOs resulted as follows:

1. For GBU_PSLO1, 6 (5 females, 1 male) out of 8 (75%) students were able to demonstrate an understanding of the meaning, nature, and benefits of organizational behavior by earning at least a SATISFACTORY rating based on the grading rubric.
2. GBU_PSLO2 assessment showed 6 (5 females, 1 male) out of 6 (100%) students were able to write a marketing plan and earned at least a DEVELOPING level based on the grading rubric. The result seems excellent, but actually, 14 students enrolled in the course. The course just barely started when the lockdown at the College was enforced because of the COVID-19 Pandemic. Four of the six successful accomplishers were graduating students at the moment. They were required to come up with online tests and turn in their Marketing Plans as minimum requirements. Courses should be designed in such a way that in emergency cases like what happened, alternative ways of completing the requirements could be resorted to.
3. GBU_PSLO3 assessment was not reflected in TracDat.
4. GBU_PSLO4 assessment showed 12 (9 females, 3 males) out of 14 (86%) students were able to at least the BENCHMARK level from the rubric used. Each student wrote and presented a business plan that could be viable in the FSM. The plan should have been executed in the staging of F4 (a collaborative activity), but the lockdown due to COVID-19 Pandemic did not make plans materialize.
5. GBU_PSLO5 assessment showed 8 (6 females, 2 males) out of 10 (80%) met at least the BENCHMARK based on the rubric used.
6. For GBU_PSLO6, no result of the assessment made by the instructor was reflected in TracDat.

7. GBU_PSLO7 assessment resulted with 10 (7 Females; 3 Males) out of 12 students (83%) achieved at least a SATISFACTORY rating. Similar to previous findings, Mindtap's demonstrative step-by-step computation process features was very helpful for the students.

What we are planning to work on:

The 2018-2019 PAS plans should still be workable in the next assessment cycle. These are the following:

1. For all TYC in General Business courses requiring research write up and oral presentations, there should be planned a seminar at the onset of each semester that will help the students in their communication skills, specifically writing and public speaking.
2. For all TYC in General Business courses requiring computational skills, the usage of Mindtap and other modern software should be continuously used.
3. For courses that require collaboration with local resource persons and organizations, explorative meetings should be planned to lay down definite plans so TYC GBU students can respond to the needs of the job market.
4. The TYC in General Business Program Learning Outcomes should be revised so that parallel PSLOs can be aligned and unified into a comprehensive learning outcome so that assessment can be easier and manageable.

Recommendations for students:

Recommendations: (The previous recommendations still apply)

- Still, it is recommended that, the Business Division should have its own computer laboratory so students can always utilize educational technological advancements in different courses.
- As also recommended previously, TYC in General Business Program should come up with a pool of speakers and a system that can facilitate this mode of instruction.
- All the instructors handling the courses should be oriented towards the accomplishment of assessment. This should be especially done to those who are newly assigned to teach the courses so they would know the program and assessment plans and the implementation of the improvement plan. From the reflections, two courses were not assessed in TracDat due to the absence of orientation or training to the new instructor who handled two courses of the program.
- Since most of TYC General Business courses require writing research and oral presentations, there should be an entrance test or an assessment of the capabilities of students in regard to writing.

Third Year Certificate of Achievement in Teacher-Prep Elementary

Program Student Learning Outcome:

1. Task analyze FSM and State curriculum standards and benchmarks and develop lesson plans that align with the benchmarks, include strategies for differentiation of learning, integrate two or more subject areas, and link the concepts to the students' environment;
2. Deliver lessons using a variety of teaching approaches, including development of materials and application of technology, to meet the differentiated needs of FSM elementary school students including students with special needs;
3. Assess and evaluate student learning at both the formative and summative levels;
4. Organize and manage an elementary classroom environment for learning;
5. Demonstrate professionalism.

PSLO Assessment Report Summary

What we looked at:

This summary report presents the PSLO assessment data available on TracDat for Fall 2019. Spring 2020 or the data for half of the assessment cycle is not available as of the writing of this report. PSLO's were assessed in each of the courses as highlighted in the table below results of which showed the degree of students' success.

PSLO 1. Task analyze FSM and State curriculum standards and benchmarks and develop lesson plans that align with the benchmarks, include strategies for differentiation of learning, integrate two or more subject areas, and link the concepts to the students' environment.	
Course	CSLO
ED301a	1.1, 2.1, 2.2, 2.3, 3.1, 3.2
ED301b	3.1, 3.2, 5.1, 5.2, 6.1, 6.2
ED302	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5
ED303	1.1, 2.1, 2.2
ED304	1.1, 1.2, 2.1
ED338	3.1, 4.1, 4.2, 5.1
ED392	1.1, 1.2
PSLO 2. Deliver lessons using a variety of teaching approaches, including development of materials and application of technology, to meet the differentiated needs of FSM elementary school students including students with special needs;	
ED301a	4.1
ED301b	1.1, 2.1, 2.2, 4.1, 4.2
ED302	4.1, 4.2
ED303	1.1, 2.1, 2.2
ED304	3.1
ED338	2.1, 2.2, 4.2
ED392	2, 3.1 (Yap)
PSLO 3. Assess and evaluate student learning at both the formative and summative levels;	
ED301a	5.1
ED301b	7.1, 7.2, 7.3
ED302	5.1, 5.2
ED303	2.1, 2.2, 3.1, 4.1, 5.1, 5.2
ED304	3.1, 4.1
ED330	2.2

ED338	1.1, 1.2, 1.3, 5.1
ED392	4.1
PSLO 4. Organize and manage an elementary classroom environment for learning;	
ED301a	5.2
ED301b	7.3
ED302	3.3, 3.4, 3.5, 4.1, 4.2
ED303	2.1, 2.2, 3.1
ED304	3.1
ED330	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1
ED338	3.1
ED392	3.2
PSLO 5. Demonstrate professionalism.	
ED301a	6.1
ED301b	n/a
ED302	3.3, 3.4, 3.5, 5.1, 5.2, 6.1, 6.2
ED303	2.1, 2.2, 5.1
ED304	3.1, 5.1
ED338	5.1
ED392	5.1

What we found:

PSLO 1

ED 301b CSLO 3: Develop strategies for teaching decoding/word recognition skills, including guided story reading and fluency, aligned with the FSM Vernacular (heritage language) Reading benchmarks for the elementary grades. (Target = 90% of the students score 70% or better)

- 13 (12 females; 1 male) out of 15 students (87%) successfully completed this CSLO.

ED 301b CSLO 5: Demonstrate strategies for teaching reading comprehension skills, including vocabulary, text comprehension, guided story reading, and fluency, aligned with the Vernacular (heritage language) Reading benchmarks for the elementary grades. (Target = 90% of the students score 70% or better)

- 13 students (12 females; 1male) out of 15 students (87%) successfully completed this CSLO.

ED 301b CSLO 6: Develop lesson plans to teaching reading in both English and the heritage language that are aligned with the FSM Reading benchmarks.

- 11 (10 females; 1 male) out of 15 students (73%) successfully completed this CSLO.

ED 302 CSLO 1: Task analyze FSM and State elementary social studies curriculum standards and benchmarks.

Yap Campus

- (Yap Campus) 3 (2 females; 1 male) out of 3 students (100%) successfully completed this CSLO.

National Campus

- Objective test on comparison and contrast of the two social studies curriculum and benchmarks. 6 (5 females; 1 male) out of 7 students (86%) successfully completed this CSLO.
- Objective test on terminology. 6 (5 females; 1 male) out of 7 students (86%) successfully completed this CSLO.
- Graphic organizer (multi-flow thinking map) of the process of task analysis scored by rubric. 6 (5 females; 1 male) out of 7 students (86%) successfully completed this CSLO.
- Objective test on how key words in a benchmark set up parameters of teaching and learning in the classroom. 7 (6 females; 1 male) successfully completed this CSLO.

ED 302 CSLO 2: Apply teaching methods and strategies to social studies strands and themes.

Yap Campus

- Portfolio of Student Collection – 3 (2 females; 1 male) out of 3 students (100%) successfully completed this CSLO.

National Campus

- Classification charts on appropriate social studies teaching methods and strategies as benchmark indicators, by grade level and by content relevance; class activity scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Classification charts on appropriate social studies skills as performance indicators, by grade level and by content relevance; class activity scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Curriculum map; class activity scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 302 CSLO 3: Develop social studies lesson plans with supplementary materials.

Yap Campus

- Portfolio Review – 3 (2 females; 1 male) out of 3 students (100%) successfully completed this CSLO.

National Campus

- Written project on supplementary instructional materials that differentiate learning; scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Written lesson plans that differentiate learning; scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

- Written checklist; scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 303 CSLO 1: Task analyzes FSM and state math curriculum standards and benchmarks.

- (Yap Campus) 3 (2 females; 1 male) out of 3 students (100%) successfully completed this CSLO.
- (National Campus) 13 (12 females; 1 male) out of 15 students (86%) successfully completed this CSLO

ED 303 CSLO 2.1: Develop math lessons with supplementary materials.

- 14 (12 females; 2 male) out of 15 students (93%) successfully completed this CSLO.

ED 392 CSLO 1: Develop elementary level lesson plans.

- (Yap Campus) 8 (7 females; 1 male) out of 8 students (100%) successfully completed this CSLO at Yap Campus.

PSLO 2

ED 301b CSLO 1: Differentiate among various philosophical approaches to the teaching of reading in the elementary classroom.

- 14 (13 females; 1 male) out of 15 students (93%) successfully completed this CSLO.

ED 301b CSLO 2: Demonstrate strategies for teaching decoding/word recognition skills, including guided story reading and fluency, aligned with the FSM English Reading benchmarks for the elementary grades.

- Students say the sounds of written letters and letter combinations in English. 15 (14 females; 1 male) out of 15 (100%) successfully completed this CSLO.
- Students role play teaching phonemic awareness skills in English. 12 (11 females and 1 male) out of 15 students (80%) successfully completed this CSLO.
- Students role play strategies for teaching regular words, sight words, irregular words, sound combinations, silent-e words, soft g/c words, and words with CVCe derivatives. 14 (13 females and 1 male) out of 15 students (93%) successfully completed this CSLO.
- Students role-play teaching guided story reading at various levels. 15 (14 females and 1 male) out of 15 students (100%) successfully completed this CSLO.

ED 301b CSLO 4: Demonstrate strategies for teaching reading comprehension skills, including vocabulary, text comprehension, guided story reading, and fluency, aligned with the SM English Reading benchmarks for the elementary grades.

- Students role play teaching reading comprehension skills in English. 11 (10 females and 1 male) out of 15 students (73%) successfully completed this CSLO.
- Students role play teaching comprehension through guided story reading in English. 12 (11 females and one male) out of 15 students (80%) successfully completed this CSLO.

ED 302 CSLO 4: Deliver social studies lessons to peers.

- Presentation evaluated by peers and instructor scored by rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 303 CSLO 1: Task analyzes FSM and state math curriculum standards and benchmarks.

- Same as under PSLO 1

ED 303 CSLO 2: Develop math lessons with supplementary materials.

- Same as under PSLO 1

ED 392 CSLO 2: Develop elementary level lesson materials.

- (Yap Campus) 8 (7 females; 1 male) out of 8 students (100%) successfully completed this CSLO.

ED 392 CSLO 3: Deliver elementary level lesson plans.

- (Yap Campus) 8 (7 females; 1 male) out of 8 students (100%) successfully completed this CSLO.

PSLO 3

ED 301b CSLO 7: Demonstrate strategies for assessing reading skills, placing students in appropriate reading levels, and grouping students for instruction.

- Students role play assessing English reading skills. 13 (12 females; 1 male) out of 15 students (87%) successfully completed this CSLO.
- Students take a written exam on which they define an Informal Reading Inventory, score an IRI, and determine appropriate placement. 13 (13 females) out of 15 students (87%) successfully completed this CSLO.
- Students group elementary students for reading instruction according to their placement test scores. 15 (14 females; 1 male) out of 15 students (100%) successfully completed this CSLO.

ED 302 CSLO 5: Demonstrate habits and skills of the professional teacher.

- (Yap Campus) 3 (2 females; 1 male) out of 3 students (100%) successfully completed this CSLO.

ED 303 CSLO 2: Apply teaching methods and strategies to social studies strands and themes.

- Students develop classification charts on appropriate social studies teaching methods and strategies as benchmark indicators, by grad level and by content relevance. 7 (6 females; 1 male out of 7 students (100%) successfully completed this CSLO.
- Students apply classification charts on appropriate social studies skills as performance indicators, by grade level and by content relevance. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Students develop curriculum map. 7 (6 females; 1 male) out of 7 students (100%) successfully complete this CSLO.

ED 303 CSLO 3: Develop social studies lesson plans with supplementary materials.

- Student develop supplementary instructional materials that differentiate learning. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Students develop lesson plans that differentiate learning. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Students develop checklist for supplementary instructional materials. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 303 CSLO 4: Deliver social studies lessons to peers.

- 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 303 CSLO 5: Assess student learning of social studies benchmarks.

- Written set of assessment instruments scored with a rubric. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.
- Peer evaluation of checklist. 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 330 CSLO 2: Motivate engagement in learning, give clear directions for learning activities, and design and conduct engaging learning activities to prevent behavior problems from occurring.

- Students design activities to keep students involved in learning. 10 (8 females; 2 males) out of 14 students (71%) successfully completed this CSLO.
- Give clear directions. 11 (9 females; 2 males) out of 14 students (84%) successfully completed this CSLO.

ED 392 CSLO 4: Assess student learning.

- (Yap Campus) 8 (7 females; 1 male) out of 8 students (100%) successfully complete this CSLO.

PSLO 4

ED 301b CSLO 7: Demonstrate strategies for assessing reading skills, placing students in appropriate reading levels, and grouping students for instruction.

- Students role play assessing English reading skills. 13 (12 females; 1 male) out of 15 students (87%) successfully completed this CSLO.

- Students take a written exam on which they define an Informal Reading Inventory, score an IRI, and determine appropriate placement. 13 (13 females) out of 15 students (87%) successfully completed this CSLO.
- Students group elementary students for reading instruction according to their placement test scores. 15 (14 females; 1 male) out of 15 students (100%) successfully completed this CSLO.

ED 302 CSLO 3: Identify suitable teaching approaches to meet learning needs of students in the five thematic strands of Social Studies.

- (Yap Campus) Portfolio of student collection. 3 (2 female; 1 male) out of 3 students (100%) successfully completed this CSLO.

ED 302 CLSO 4: Identify strategies/methods of assessing students' progress.

- (Yap Campus) 3 (2 female; 1 male) out of 3 students (100%) successfully completed this CSLO.

ED 303 CSLO 2: Develop math lessons with supplementary materials.

- 14 (12 females; 2 males) out of 15 students (93%) successfully completed this CSLO.

ED 392 CSLO 5: Self-reflect on lesson delivery.

- (Yap Campus) 8 (7 females; 1 male) out of 8 students (100%) successfully completed this CSLO.

PSLO 5

ED 302 CSLO 3:

- Same as under PLSO 2.

ED 302 CSLO 5: Assess student learning of social studies benchmarks.

- 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 302 CSLO 6: Self-reflection on social studies lesson delivery.

- 7 (6 females; 1 male) out of 7 students (100%) successfully completed this CSLO.

ED 303 CSLO 2: Develop math lessons with supplementary materials.

- CSLO 2.1: 14 (12 females; 2 males) out of 15 students (93%) successfully completed this CSLO.
- CSLO 2.2: 14 (12 females; 2 males) out of 15 students (93%) successfully completed this CSLO.

ED 303 CSLO 5: Self-reflection on math lesson delivery.

- 15 (13 females; 2 males) out of 15 students (100%) successfully completed this CSLO.

ED 392 CSLO 5: Self-reflection of lesson delivery.

- (Yap Campus) 8 (7 females; 1 male) out of 8 students (100%) successfully completed this CSLO.

What we are planning to work on:

Better coordination of the assessment process by setting aside time at the end of every Spring semester for a divisional meeting where assessment results could be discussed and entered into TracDat and a plan is developed for the next academic year. In addition, instructors could discuss solutions on how to improve student learning, as recommended by an instructor.

Recommendations for students:

No recommendations for students or improvement was available at the writing of this report.

Part II: Administrative Units Program Review

The assessment procedures for all administrative units are presented on page 22 of the [Program Assessment and Program Review Manual](#). Whereas instructional program review assesses how well students are learning, administrative unit program review assesses how well units are providing their services, to students, staff and faculty, and the broad college community as a whole.

During 2018, the VPIEQA role overseeing the process was vacated. During 2019, the new VPIEQA learnt with and supported writers of administrative unit program reviews. Since AUPRs were not included in the college’s 2018 Assessment Report, the results from AUPRs submitted in 2018 and 2019 are presented here.

A critical self-assessment of the administrative unit program review process was conducted as the final project in VPIEQA’s participation in the WASC’s *Assessment Leadership Academy* in 2019. The report from that project can be accessed [here](#). Deans were included in Group 2, as their administrative unit program reviews assess operations on their campus only, and are quite different from other unit’s program reviews which assess the services provided collegewide.

A community of practice was set up to facilitate completion of administrative unit program reviews. This grouped together units to support them through the process.

Administrative Unit Program Review Workshops 2019
<ul style="list-style-type: none"> • 2019.07.18 • 2019.08.06 & 07 • 2019.11.21 • 2020.03.09

Table 1: AUPR workshops during 2019, as reported in [Board of Regents Meeting](#)

The table below summarizes the completeness and timeliness of the program reviews due 2018 and 2019. Finalized program reviews are saved in the Assessment Team’s Dropbox folder, under the appropriate folder and year in which they were due, together with associated TracDat reports for the years assessed.

The problems associated with the Assessment Management Software TracDat ‘Nuventive’ continue to pose obstacles to lead writers faced with writing program reviews.

		AUPR Content & Supporting Evidence Complete	Submitted on Time
Due 2018	IT	No	No
	Facilities and Maintenance	No	No
	Guidance and Counselling	Yes	No

	Admin Services	Yes	No
	Kosrae Campus		
	Center for Entrepreneurship	<i>AUPR postponed until 4 years after foundation</i>	
Due 2019	IEQA	Yes	No
	Human Resources	No	No
	Financial Aid	Yes	No
	EMSS	Yes	No
	Yap Campus		
	President's Office		

4-Year Cycle for Administrative Units			
Fall 2017⁵	Fall 2018⁶	Fall 2019	Fall 2020⁷
Office of Institutional Effectiveness	Information Technology	Institutional Effectiveness and Quality Assurance	Learning Resources Center
Comptroller and Financial Services	Facilities and Maintenance	Human Resources	Instructional Affairs
Campus Security and Safety	Guidance and Counseling	Financial Aid	Admission and Records
Student Life	Administrative Services	Enrollment Management and Student Services	Career and Technical Education (Pohnpei Campus)
Chuuk Campus	Kosrae Campus	Yap Campus	FMI
	Centre for Entrepreneurship	President's Office	Office of Institutional Advancement and External Affairs

Table 2: Calendar of Administrative Unit Program Review 2017-2020

Administrative Units Due 2018

Information Technology

Mission

The IT Office provides **secure, reliable, and performant** technology services to COM-FSM communities.

Administrative Unit Objectives

Objectives 2014 – 2015

AUO1 – IT Core services: Support seamless operations for college network, backups, email and core database functions.

AUO2 – IT Support services: Support IT services at the college with timely maintenance, response to services requests, training assistance for effective and efficient usage of technology and research on trends in technology that will support the college mission for continuous improvement.

Objectives 2015 – 2018

AUO1 – Foster effective communication: Provisions for IT Core services

AUO2 - Foster effective communication: Support IT services at the college with timely maintenance, response to services requests, training assistance for effective and efficient usage of technology and research on trends in technology that will support the college mission for continuous improvement.

Summary of Assessment Results

[10-page TracDat report](#)

Facilities and Maintenance

Mission

The Facilities and Maintenance Office provides and maintains safe and sufficient facilities for academic and career and technical educational programs characterized by continuous improvement and best practices. We also support all administrative offices and student support services in delivery of their programs and service.

Administrative Unit Objectives

Outcomes 2014 – 2015

Outcome 1 – Improve preventive Maintenance programs and reporting at all sites.

Outcome 2 – Improve energy conservation programs and reporting at all sites.

Outcome 3 – Improve security reporting and operations at all sites.

Outcome 4 – Simulate Emergency Response Plan at all sites.

2014-01 – Develop a facilities master plan that is linked to the IEMP with prioritized list of projects.

2014-02 - Implement construction of approved and funded projects as listed in the FMP and other approved projects.

2014-03 – Implement preventative maintenance programs and reporting at all sites.

2014-04 – Implement energy use monitoring and reporting at all sites.

2014-05 – Implement monthly crime statistics and security reports and perform emergency drill at all sites.

Outcomes 2016 – 2017

AUO1 – 2016-2017 – Provide Facilities and Equipment Maintenance

AUO2 – 2016-2017 – Provide Campus Security

AUO3 – 2016-2017 – Provide transportation service

AUO4 – 2016-2017 – Construction of New Facilities

AUO 5 – 2016-2017 – Provide energy conservation and reduction program

Outcomes 2017 – 2018

AUO 1 – 2017-2018 – Implement first five years facilities master plan.

AUO 2 – 2017-2018 – Provide maintenance of facilities and equipment

AUO 3 – 2017-2018 – Provide Inter Campus shuttle service for school year 2018

AUO 4 – 2017-2018 – Reduce power consumption in kilo watt hours by 5% in FY2018

Summary of Assessment Results

[TracDat 10-page report](#)

Guidance and Counselling

Mission

The Counseling Services mission statement is to encourage, support, and assist students in their pursuit of higher education by providing counseling and educational services to deal with personal, interpersonal, professional, and academic issues.

Administrative Unit Objectives

Promote student success by providing programs and services that support the delivery of quality academics in a mission-driven, learner-centered environment.

2015-2016 Cycle

1. Students who utilize the tutorial services shall pass the course(s) tutored by the end of the academic term.
2. Students who received transfer advising through the college's counseling services and the EducationUSA Center will exhibit increased awareness about the admission requirement and processes of higher education institutions in the US.
3. Students will engage in workshops, lectures, and programs (co-curricular) to enhance their personal academic growth.

2016-2017 Cycle

1. Students who utilize the tutorial services shall pass the course(s) tutored by the end of the academic term.
2. Students who received transfer advising through the college's counseling services and the EducationUSA Center will exhibit increased awareness about the admission requirement and processes of higher education institutions in the US.
3. Students will engage in workshops, lectures, and programs (co-curricular) to enhance their personal academic growth.

2017-2018 Cycle

1. Students who utilize the tutorial services shall pass the course(s) tutored by the end of the academic term.
2. Students will engage in workshops, lectures, and programs (co-curricular) to enhance their personal and academic growth and development.

Summary of Assessment Results

From the data collected it was learned that tutoring and counseling educational activities have a positive impact on student success as shown in the AU's assessment reports 2016-2018. There's collaborative efforts among staff within the division.

There is an increase in communication and collaboration between counselors and faculty through the hiring of instructors as tutors and frequent communication between counselors and the instructional coordinator. Tutors are more visible due to their reaching out to the students by approaching them rather than waiting for students to seek them out. Enhanced workshops and collaboration with faculty resulted in more student engagement in workshops, lectures, and programs to enhance their personal and academic growth and development.

Latest goals:

Increase student retention with the following:

1. Continue to support, enhance, and promote tutoring services.
2. Enhance trainings conducted per semester on effective tutoring service to tutors to ensure efficient and quality services.
3. Improve coordination and collaboration with faculty and other support services staff to further develop, improve and implement effective tutoring services including timely referrals or academically at-risk-students for appropriate intervention.
4. Continue to provide routine advertisements and other similar forms of announcements about tutoring services by posting either electronic or print forms of media for increased awareness of the stakeholders.
5. Hiring of tutors will continue to be based on a tutor's ability to tutor in multi subject areas to minimize number of tutors hired but increase the number of subject areas tutored.

With the assistance of tutoring services, students will be able to pass their courses, therefore, contributing to student success and retention.

Promote career awareness for professional growth and development to support student success with the following:

1. Facilitate at least one career workshop per semester designed to introduce to students the different career they can pursue based on their chosen majors.
2. Facilitate at least one resume-writing and interview workshop per semester for students that will include the Do's and Don'ts of completing job applications, resume writing (curriculum vitae), and interview skills necessary to prepare for Employment process.
3. Facilitate at least one job fair activity to assist students to employment opportunities available.

Administrative Services

Mission

AU supports the institutional mission by ensuring sufficient human resources capacity, a healthy and safe working and learning environment, and sufficient and well managed fiscal resources that will maintain financial stability to support the academic mission of the college.

AU ensures continuous improvement in support of quality support services in terms of physical, fiscal, and human resources at the college to students, faculty, staff and the community the college serves.

Administrative Unit Objectives

2019-2020 Space utilization and Energy at the college – Improve space utilization and energy use at the college.

2019-2020 Improving administrative services – continuous improvement of administrative services to support instructional programs

2019-2020 AUOFY 2022 Budget development – Coordinate the overall planning and development of FY2022 budget

2019 – 2020 AUO Preventive Maintenance Plan – update and implement preventive maintenance plan annually.

2019-2020 AUO 2020 Planning and Development – coordinate the overall planning and development of FY 2021 budget with the VPs and heads of offices

2019-2020 – AUO 2021 Budget development – coordinate the overall planning and development of 2022 budget

Summary of Assessment Results

Annual assessments using records of office logs, surveys, and frequency counts. Annual assessment of the budget process has been the primary function of this AU.

In indicated level of performances in each areas of oversights for instance it measures the number of meetings conducted, effectiveness of how the various outcomes were achieved. These were recorded in the annual assessment reports for AU's 2016-2017, 2017-2018 and 2018-2019.

AU coordinate department's efforts in timely completion of reports and other submissions as required for accreditation and other purposes.

Based on the outcome of the assessment plans, we determine level of accomplishments for each area and then revise work plans to deal with them. For example, full use of the MIP for HR component of the Program was not fully implemented but has been recorded in the Tracdat as action items to be followed through in the next cycle of the program review. In 2018, the MIP HR component was inputted by one of the HRO staff that she eventually left the office so the work was still left unfinished.

The space utilization and energy plan at the college was completed with full endorsement of this unit and invested time and efforts to its successful completion. This plan will be used to inform us on budgeting and planning for future facility's needs. Other facilities designs and energy conservation has become part of the department effort to plan accordingly to keep up with the changing needs emanating from costs of materials and energy use at all campuses.

Each year the budget development process is being revised to improve planning and involvement of all stakeholders.

Kosrae Campus

As part of the self-assessment of the AUPR process, in discussions in August 2019, the complexity of Admin Unit Program Reviews was discussed, including whether or not Deans should include all operations within their program reviews.

Kosrae Campus Dean program review was postponed until all Campus Deans form a second community of practice to complete the process together.

Mission

In line with the overall mission of College of Micronesia-FSM, Kosrae Campus is to serve the unique needs, circumstances, and goals of Kosrae State in teacher education; vocational; and career and technical training. COM-FSM Kosrae Campus must adopt a program involving both research and services that serves government agencies, schools, village communities, and local organizations which in turn serves the interests of the public.

Center for Entrepreneurship

The Center For Entrepreneurship began operations in 2016. Though it was scheduled for program review in 2018 according to the Program Assessment and Program Review Manual, it was agreed to postpone until at least four years assessment data had been collected – 2022.

Mission

To recognize and foster the entrepreneurial spirit and innovation within the FSM in order to stimulate economic growth.

Administrative Units Due 2019

Institutional Effectiveness and Quality Assurance

Mission

Institutional Effectiveness & Quality Assurance assesses and supports the capacity and extent to which the college fulfills and maintains its mission; while fostering and embedding a college culture of sustainable continuous quality improvement and collaboration at all institutional levels. Leadership and guidance are provided to the college community to ensure accountability as accreditation and regulatory standards are understood and met, and/or exceeded at all times. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success.

The mission statement is to be updated to the following, to reflect the change in role of ALO. The previous VPIEQA was ALO but since mid-2018, VPIA is ALO.

Updated mission statement:

Institutional Effectiveness and Quality Assurance makes sure COM-FSM is achieving its mission. We achieve this by ensuring all college stakeholders are basing decisions on reliable evidence. This information is communicated with all college stakeholders to assure an effective, fair and transparent decision-making process. At the core of effectiveness and ongoing quality improvement is a focus on student learning and student success.

Under VPIEQA's responsibility is the department of IT, who support the objective of effective communication among all college stakeholders, and the Office of Institutional Effectiveness, who support the creation, collection, analysis, and communication of reliable evidence regarding the functioning of all elements of college operations.

Administrative Unit Objectives

FY2016 Training. The VPIEQA, ALO will conduct site visits and college wide training.

FY2016 Accreditation Reporting. The VPIEQA, ALO will facilitate completion and timely submission of the ACCJC Self Evaluation Report, Annual Reports, and any Supplemental, Follow-Up, or Special Reports as a result of the spring 2016 team visit.

FY2016 Participatory Governance. VPIEQA, ALO will facilitate assessment of the participatory governance system.

FY2016 Visioning Summit. The VPIEQA, ALO will design and lead the fall 2017 visioning summit for mission, vision, and strategic plan review.

FY 2017 Accreditation Requirements. The Accreditation Liaison Officer will promote an understanding of accreditation requirements, quality assurance, and institutional effectiveness among constituencies at the college during FY2017

FY 2017 Accreditation Communications and Depository: The Accreditation Liaison Officer will communicate information about accreditation and institutional quality that is available from ACCJC, including letters sent to the institution and materials posted to the ACCJC's website during FY2017.

FY 2017: AUO3: Accreditation ALO Knowledgeable, Trained, Serving. The ALO will stay knowledgeable about accreditation, including the Eligibility Requirements, Accreditation Standards and Commission policies; and attend ALO training during FY2017.

FY 2017: AUO3: Accreditation: The ALO will maintain regular communication with the CEO, BOR, and the college on accreditation matters during FY2017.

FY 2017: Accreditation reports to ACCJC. The ALO will facilitate timely reports to the Commission, including Annual Reports (AR) and Substantive Change Proposals in FY2017.

FY 2017: Visioning Process IEQA will leaf a visioning process to determine the college's position, to develop strategies, build a three/five-year strategic plan, and determine measures of success by May 30, 2017.

IEQA AUO1 2019: College is achieving its mission [Planning & Continuous Improvement]: Understand and adhere to existing mission, strategy, and planning processes.

IEQA AUO2 2019: All college stakeholders are basing their decision on evidence [Administration & Assessment]: Understand and adhere to existing assessment practices.

IEQA AUO3 2019: Assure an effective, fair and transparent decision-making process [Governance & Integrity]: Understand and adhere to existing governance structure.

IEQA AUO4 2019: Communicate information with all college stakeholders [Community engagement]: Understand and adhere to existing communicate engagement processes.

Summary of Assessment Results

33 assessment strategies are presented between 2016 and 2019, with 44 results.

36 results are met. 8 are not met = 82% achieved

Review the previous goals and assessment strategies, satisfaction surveys after a training occurred were a commonly used assessment strategy. This does not measure the longer-term impact of work. Therefore, rather than measuring satisfaction of all events and workshops, instead, we will measure the percentage complete on time and another criteria of success to measure their quality. This will likely lower 'success' scores and number of goals met.

No data was input into TracDat 2018. This was the final term of the previous VPIEQA and included the work when Director of the Office of Institutional Effectiveness and Dean of Assessment were first absorbed by that role.

2019 goals were largely achieved in the sense of gaining an understanding of the existing practices, processes and cultures within the college. This provides the starting point from which to move forward and were used to create the 2020 goals.

While the VPIEQA office has college-wide oversight, the assessment results include little information from the State campuses. How can their work and results be better integrated into this department?

Proposed spending 2-3 months in each State to better understand their work, but this proposal has been postponed until a new President can make that decision.

Human Resources

Mission

Human Resources Office provides guidance and administrative oversight for all employment related matters to support fulfillment of the college mission and to maintain its accreditation.

Administrative Unit Objectives

HR AUO-2015: Human Resources areas of priorities

AUO1_2015_HRO	Collect and provide employment data to support retention and recruitment, accreditation standard III.A.1 and policy development.
AUO2_2015_HRO	Implement professional development initiatives to improve skills and knowledge of managers and support staff, supports standard III.A.
AUO3_2015_HRO	Enable the college to meets standard III.A and campus and office human resources needs.
AUO4_2015_HRO	Keep policies updated and meet established review timelines.

HR AUO-2016: Human Resources areas of priorities	
AUO1_2016_HRO	Reduce cost and enhance quality of interview experience for better results.
AUO2_2016_HRO	Maintain a 3 day response time for reviewing part time contracts for efficiently and ensuring personnel needs are met timely.
AUO3_2016_HRO	Improve a consistent timelines of new hire orientation across the campuses to ensure policy and benefits information are presented to them early in their new positions-improving their ability to make decision and increase their knowledge/awareness of HR policies/procedures.
AUO4_2016_HRO	Continue to implement assessment results workshop for employee development and skills. Standard III.A
AUO5_2016_HRO	Keep HR staff informed across the campuses and answer questions, provide feedback and guidance to HR at remote campuses to support consistency of HR services delivered. Enhance, communication.

HR AUO-2017: Human Resources areas of priorities	
AUO1_2017_HRO	Establish reliable benchmarks for hiring process for full time positions.
AUO2_2017_HRO	Provide administrative support to on-going structural changes, professional development and evaluation of personnel.
AUO3_2017_HRO	Use technology appropriate to improve communications within the college for normal business transactions and HR data to enhance access and decision making in a timely manner
AUO4_2017_HRO	Establish benchmarks for processing of employment verification requests to support HR's decision and priority planning.
AUO5_2017_HRO	Increase the % of new hires oriented by HRO staff within 3 weeks form DOH
AUO6_2017_HRO	Increase % of HR Monthly meetings with full quorum to achieve efficiency.

HR AUO-2018: Human Resources areas of priorities	
AUO1_2018_HRO	Coordinate and facilitate professional development opportunities to support and strengthen faculty, staff, and administrators. Standard III.A.
AUO2_2018_HRO	Coordinate the hiring process to ensure policy compliance and hiring of the ablest and qualified candidates to support student success and personnel needs.
AUO3_2018_HRO	Provide support to the employee performance management program to ensure personnel is evaluated timeline and supervisors are notified at least twice.

HR AUO-2019: Human Resources areas of priorities	
AUO1_2019_HRO	Provide and Plan Professional Development Activities for degree and short term programs to support achievement for job qualification and improve skills and knowledge in work functions. Standard III.A.
AUO2_2019_HRO	Manage, coordinate employment contracts and work permit applications and provide notices of employee evaluations to supervisors twice a year.
AUO3_2019_HRO	Prepare, update, and maintain statistical information required for IPEDS, TracDat, FSM Government, and College Report to support decision making and policy development
AUO4_2019_HRO	Update HR Manual for improvement, selected Policies per AY 2018-2019 Policy Development Plan, and other necessary procedures. Standard III.A.
AUO5_2019_HRO	Conduct review and analysis of current compensation policy, compensation plan for improvement to increase retention and recruitment.
AUO6_2019_HRO	Provide consistent and college wide administrative support for screening for vacant positions to ensure compliance with policies and regulations and quality of hires and improve timelines of the process.

Summary of Assessment Results

HRO is efficient and effective despite limited budget and staffing. With this, it means that HRO functions could realize even better results and 3X efficient with the necessary budget and required human resources to carry out the college wide responsibilities. It is amazing that despite the necessary resources, HRO completes its responsibilities and enables the college to meet the 15 accreditation standards.

It is also most helpful to put together these information in one place especially the addition of the accreditation standards.

Enrollment Management and Student Services

Mission

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.

Administrative Unit Objectives

2015-2016 VPEMSS Outcome 1 -Student support services including recognized student clubs will demonstrate commitment and active engagement to fostering the culture of quality and continuous improvement

2015-2016 VPEMSS Outcome 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.

2015-2016 VPEMSS Outcome 3 - Stabilize (or exceed) enrollment projections in head counts, registered credits, and full-time equivalent students.

2015-2016 VPEMSS Outcome 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 VPEMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent

2016-2017 VPEMSS Outcome 2 - Formalize a career counselling and job placement program

2016-2017 VPEMSS Outcome 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 VPEMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit load.

2017-2018 VPEMSS Outcome 2 - Improve execution of multi-modal enrollment, marketing, and communication services to increase touch points with students, and use relationship cultivation and targeted approach.

2017-2018 VPEMSS Outcome 3 - Formalize a career counseling and job placement program

2018-2019 VPEMSS Outcome 1 - Stabilize (or exceed) enrollment targets in head counts, registered credits, and full-time equivalent students, including average credit loads.

2018-2019 VPEMSS Outcome 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.

Summary of Assessment Results

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Strengths:

AU provides a wide variety of student support programs and services that support learning and enhance the accomplishment of its mission.

AU promotes and practices a culture of continuous learning, flexibility and change, evidence-based practices, and quality improvement within the practices.

Assessment of student learning outcomes in the student support programs and services.

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.

Comprehensive student life program.

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.

AU promotes organizational synergy and interdependence.
AU has a team of committed and dedicated staff.

Weaknesses:

Budget cutbacks

Inadequate staffing-level in some units under the AU's purview.

The AU's department "reporting to" structure, especially on student support programs and services at the state campuses.

Assessment and review processes for student support programs and services lack integration.

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.

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 I² 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 annum². 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.*

Opportunities:

AU to engage in research, evaluation, assessment, and strategic planning on student support programs and services: beyond the routine program assessment and program review.

Capacity building for student support services staff. Expanding the AU's in-house and cross-training program for its student support services staff.

A one-stop student center at each campus location. Currently, only CTEC and Yap Campus have facilities that house all student support functions.

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.

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.

Fill-up vacant positions.

Challenges:

Declining enrollment leading to reduced appropriations and possibly staff reduction.

See all listed under the "Weaknesses" section.

Yap Campus

As part of the self-assessment of the AUPR process, in discussions in August 2019, the complexity of Admin Unit Program Reviews was discussed, including whether or not Deans should include all operations within their program reviews.

Yap Campus Dean program review was postponed until all Campus Deans form a second community of practice to complete the process together.

²<https://web.archive.org/web/20060721040541/http://www.comfsm.fm/jobs/2006-078.htm>

³<http://www.comfsm.fm/jobs/positions/2021/2021-030.html>

President's Office

Mission

The Office of the President provides the leadership and direction for achieving the mission of the college and is responsible for the quality, integrity and success of the college.

Administrative Unit Objectives

Outcome 1 – To be fully accredited and without major recommendations from ACCJC/WASC

Outcome 2 – To have a strategic plan with clear directions and priorities for the college and master plans with well-defined implementation plans to deliver the strategic goals and objectives.

Outcome 3 – To maintain a financial plan which considers current and projected financial environment and determine best practices to keep the college solvent.

Outcome 4 – To establish a culture of continuous improvement in all aspects of the college.

Outcome 5 – To generate confidence in the college both internally and externally.

Summary of Assessment Results

Office of Institutional Advancement and External Affairs

The OIAEA was scheduled to submit a program review in 2020 but chose to participate in the 2019 workshops and submitted early.

Mission

The mission of IAEA is to strengthen the long-term financial stability of the College through fundraising, engaging alumni in college activities, and fostering positive connections between COM-FSM and all its stakeholders both in communities across FSM and overseas.

Administrative Unit Objectives

AUO1: Foster positive connections between COM-FSM and all stakeholders

AUO2: Fundraising for endowment fund

AUO3: Engage alumni in COM-FSM activities

AUO4: Strengthen relations between COM-FSM and FSM National Government

AUO5 Strengthen relations between COM-FSM and institutions overseas

Summary of Assessment Results

From the documents and information compiled, we have mixed results; fundraising has been successful so far but alumni relations needs real improvements.

We need to be informed of plans or policy changes and participate in discussions relevant to our program/Unit such as this exercise and share relevant information with people involved.

Fundraising has been successful so far and we expect greater successes in the future but certain adjustments need to be made in the policies to directly link them to the strategic plan and second to

reassess the Naming Opportunity in order to be consistent with the economic reality in the FSM. We especially need to do better in managing the Alumni program especially on updating alumni's records, tracking their whereabouts and motivating them to support the College.

Being the link between the College and its alumni, we need to improve and maintain a robust relationship between the College and its Alumni. We need to inject activities that will motivate individuals to be active members. Question is, what activities can motivate individual members to be active.