

# College of Micronesia-FSM



## Institutional Assessment Report AY 2020-2021

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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.

[Instructional program review](#) (IPR) assesses students' learning and achievement. The results of program review are used to continually refine and improve program practices resulting in appropriate improvement in student achievement and learning. [Administrative unit program review](#) (AUPR) assesses how well units are providing their services to students, staff and faculty, and the broad college community as a whole.

Completion of program reviews were delayed due to the many challenges associated with the COVID-19 pandemic, including the shortened spring 2020 semester and sudden shift to online learning in the summer 2020 semester.

This report consists of two parts.

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 and General Education Student Learning Outcomes 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.

The ISLO assessment calendar for Academic Years 2020 to 2023, presented in the table below, identified specific ISLO for each assessment period. *ISLO 3 Critical Thinking* and *ISLO 4 Problem Solving* were assessed in this assessment period (AY2020-021). This report presents the assessment activities at the institutional level as assessed by related program student learning outcomes (PSLOs) and course student learning outcomes (CSLOs). Evidence of assessment activities at the program level is also presented.

## ISLO Assessment Calendar

Academic Year	Assessment Targets
AY2020	ISLO_3 Critical Thinking, ISLO_4 Problem Solving
AY2021	ISLO_5 Intercultural Knowledge and Competence, ISLO_8 Quantitative Reasoning
AY2022	ISLO_6 Information Literacy, ISLO_7 Foundations and Skills for Life-long Learning
AY2023	ISLO_1 Effective Oral Communication, ISLO_2 Effective Written Communication

## PSLOs and CSLOs linked to ISLO 3 and ISLO 4

The 11 instructional programs and associated PSLOs and CSLOs applied in the assessment of ISLO 3 and ISLO 4 are shown in Table 1. ISLO 3 was assessed by AA Liberal Arts (LA), AS Marine Science (MRSC) and ISLO 4 by AS Computer Information Systems (CIS), AA L/A Health Career Opportunity Program (LA/HCOP), BS Education (BSED). Programs that completed assessment of both ISLOs include AS Business Administration (BUA), AS Hospitality & Tourism Management (HTM), AS Nursing (NU), AA Pre-teacher Preparation (PTP), TYC Teacher Preparation-Elementary (TPE), and General Education (GE).

**Table 1. Programs and Courses Linked to ISLO 3 and ISLO 4<sup>1</sup>**

ISLO 3				ISLO 4			
Programs	PSLO	Course	CSLO	Programs	PSLO	Course	CSLO
BUA	1	AC131	2	BUA	2	AC250	3
		AC220	3			BU/MS110	1-3
		BU101	1-5	CIS	4	IS220	2
		BU250	2			IS230	7
		BU260	2			IS240	4
		BU270	3			IS280	6
HTM	4	HTM250	1-3	HCOP	2	SC122A	1
LA	3	EN/CO205	1			SC180	1, 3-10
MRSC	1	MR120	7	BS ED	1	ED434	7.1
		MR240	1	HTM	2	HTM150	1-3
NU	2	NU245	1-7				6
		NU133	1-6	NU	4	NU245	
	NU134	1-7	NU133			1-6	
	NU135	1-6	NU134			1-7	
	NU235	1-7	NU135			1-6	
	NU245	1-7	NU245	1-7			
PTP	1	ED215	2	TPE	1-5	ED392	1-5
		ED292	2, 3, 8		1	ED301B	1
TPE	1-5	ED392	2-5	PTP	1-3	ED292	1-3
GE	2.1	EN120A	1-3	GE	4.3	MU101	3
		MU101	1, 2, 4			SC/SS115	1
						SS150	1-5

## Assessment results of CSLOs linked to ISLO 3 and ISLO 4<sup>2</sup>

As presented in Table 2 below, seventy-two (72) CSLOs were intended for assessing ISLO 3 in AY2020. Assessment of 71 or 99% out of the 72 CSLOs were completed in Fall 2020 of which 63 (89%) either met or exceeded the established benchmarks. In Spring 2021, 63 (88%) CSLOs completed the assessment of ISLO 3 and 58 (92%) either met or exceeded the established benchmarks.

ISLO 4 was assessed by 72 or 99% out of the 73 CSLOs planned to assess the ISLO; 63 or 88% of the CSLOs assessed met the benchmark. In Spring 2021, 54 or 74% CSLOs out of the 73 were assessed and 49 (91%) out of the 54 met the benchmark for success.

<sup>1</sup> Detailed descriptions are provided in Appendix 1

<sup>2</sup> Detailed assessment results are in Appendices 2a, 2b

**Table 2. ISLO 3 and ISLO 4 Assessment Results**

	<b>CSLO assessed (n)</b>	<b>Assessment completed (n)</b>	<b>Completion rate (%)</b>	<b>Benchmark Met (n)</b>	<b>Success rate (%)</b>
<b>ISLO 3</b>					
Fall 2020	72	71	99	63	89
Spring 2021	72	63	88	58	92
<b>ISLO 4</b>					
Fall 2020	73	72	99	63	88
Spring 2021	73	54	74	49	91

### **Student Success Assessment Results for ISLO 3 and ISLO 4<sup>3</sup>**

Table 3 presents the assessment results of student success. Out of the 536 students who completed the assessment of ISLO 3 in Fall 2020, 381 or 71% (267 Females, 114 Males) met or exceeded the target rate for success. In Spring 2021, 244 students completed the assessment of which 175 (72%) were successful with 124 females and 51 males.

ISLO 4 assessment results for Fall 2020 as shown in the same table, 472 students were assessed. 353 (75%) successfully completed this ISLO of which 238 were females and 115 were males. Of the 177 students who were assessed in Spring 2021, 124 (70%) were successful in demonstrating problem solving skills with 66 females and 58 males.

The variation between female and male success rate could be the result of more females were enrolled in the programs that were used for assessing the ISLO. The data showed a big drop in number of students in Spring 2021 which could have various reasons. One factor is the lack of assessment data due to incomplete assessment work. A comprehensive study is needed to identify the factors so that solutions could be provided.

**Table 3. ISLO 3 and ISLO 4 Student Success Assessment Results AY2020**

	<b>Students assessed (n)</b>	<b>Students successful (n)</b>	<b>Female successful (n)</b>	<b>Males successful (n)</b>	<b>Student success rate (%)</b>
<b>ISLO 3</b>					
Fall 2020	536	381	267	114	71
Spring 2021	244	175	124	51	72
<b>ISLO 4</b>					
Fall 2020	472	353	238	111	75
Spring 2021	177	124	66	62	70

<sup>3</sup> Detailed assessment results are located in Appendices 3a, 3b

## General Education Assessment

The General Education (GE) Assessment Calendar presented the PSLOs for assessment cycle for the four academic years starting in AY2020 to AY2023.

### General Education Assessment Calendar

Academic Year	Assessment Targets
AY2020	PSLO_2 Critical Thinking and Problem Solving
AY2021	PSLO_3 Quantitative and Scientific Reasoning PSLO_4 Ethics and Culture (Civic Responsibility)
AY2022	PSLO_2 Critical Thinking and Problem Solving, PSLO_5 Workforce Readiness
AY2023	PSLO_1 Effective Oral Communication

General Education PSLO 2 (GE\_PSLO\_2) *Critical Thinking and Problem Solving* was assessed during this assessment cycle. GE\_PSLO\_2 consists of two subsections; PSLO\_2.1 *Demonstrate the ability for independent thought and expression* and PSLO\_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.*

Table 4 presents the courses with course student learning outcomes (CSLOs) that are linked to GE\_PSLO\_2.1 and GE\_PSLO\_2.2. *EN120A Expository Writing I* and *EN120B Expository Writing II* are linked to both PSLOs and *MU101 Introduction to Music* is also linked to GE\_PSLO\_2.1 while *CA100 Computer Literacy* is also linked to GE\_PSLO\_2.2.

**Table 4. GE Courses Linked to GE PSLO 2 Critical Thinking and Problem Solving**

PSLO_2.1	<i>EN120A Expository Writing I</i>	<i>EN120A_CSLO_1 Utilize all stages of the writing process; drafting, revising, when composing academic papers</i> <i>EN120A_CSLO_2 Write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis.</i> <i>EN120A_CSLO_3 Establish and defend a position in an argumentative essay.</i>
	<i>EN120B Expository Writing II</i>	<i>EN120B_CSLO_1 Investigate research topics in a variety of disciplines.</i> <i>EN120B_CSLO_2 Write research-supported papers in the humanities, natural sciences, and social sciences.</i> <i>EN120B_CSLO_3 Establish and defend a position in an argumentative research paper.</i>
	<i>MU101 Introduction to Music</i>	<i>MU_CSLO_1 Demonstrate an understanding of the elements of music: melody, harmony, rhythm, and simple compositional forms.</i> <i>MU_CSLO_2 Demonstrate the ability to use basic skills in operating a keyboard and other instruments for beginners if available such as harmonica, guitar, ukulele, and recorder.</i>
PSLO_2.2	<i>CA100 Computer Literacy</i>	<i>CA100_CSLO_4 Demonstrate basic skill in using Internet</i>
	<i>EN120A Expository Writing I</i>	<i>EN120A_CSLO_1, 2, 3</i>
	<i>EN120B Expository Writing II</i>	<i>EN120B_CSLO_1, 2, 3</i>

## General Education Student Success Assessment Results<sup>4</sup>

Out of the 1,618 students who completed the assessment of GE\_PSLO\_2.1, 987 or 61% (681 females and 306 males) successfully *demonstrated the ability for independent thought and expression*. 887 (618 females and 269 males) or 62% out of the 1,426 students successfully completed PSLO\_2.2.

One course (CA100) met or exceeded the target rate for success. COVID-19 emergency which caused a sudden change from face-to-face instructions to online was one of the causes for the minimal student success rates. Students were unfamiliar with online classes and had challenges with internet access and acquisition of necessary equipment for online classes. In addition, the spring 2020 semester was shortened which led to incomplete assessments and data collection.

**Table 5 GE\_PSLOs 2.1 and 2.2 Student Success Assessment Results**

GE_PSLO_2.1	n=assessed	n=successful	n=Female	n=Male	Success Rate (%)
EN120A	654	451	326	125	69
EN120B	604	292	216	76	48
MU101	360	244	139	105	68
	<b>1618</b>	<b>987</b>	<b>681</b>	<b>306</b>	<b>61</b>

  

GE_PSLO_2.2	n=assessed	n=successful	n=Female	n=Male	Success Rate (%)
CA100	168	138	76	62	82
EN120A	654	454	326	128	69
EN120B	604	292	216	76	48
	<b>1426</b>	<b>884</b>	<b>618</b>	<b>266</b>	<b>62</b>

## Program Assessment Summary

The instructional faculty completes assessment of program learning outcomes (PSLOs) on a yearly basis and summaries of the results are presented at the beginning of the fall semester. Results and recommendations from these program assessments inform improvement and implementation plans for the subsequent assessment cycle.

Every campus is required to complete program assessment summaries for the programs offered at the respective campuses. Table below presents the current programs of study by degree or certificate level located at the five COM-FSM campuses.

<sup>4</sup> Detailed assessment results are located in Appendix 4



**Table 6 Degree and Certificate Programs by Location**

<b>Degree</b>	<b>Campus</b>	<b>Certificate</b>	<b>Campus</b>
1. Liberal Arts	NC	1. 3rd-yr Accounting	NC
2. Liberal Arts/HCOP	NC	2. 3rd-yr General Business	NC
3. Micronesian Studies	NC	3. 3rd-yr Specialist in Public Health	NC
4. Pre-Teacher Preparation	CC, KC, NC	4. 3-yr Teacher Prep. Elementary	CC, KC, NC, YC
5. Agriculture and Natural Resources	NC	5. Agriculture and Food Technology	KC, CTEC
6. Business Administration	NC	6. Bookkeeping	CC, CTEC, YC
7. Computer Information Systems	NC	7. Community Health Assistant Training	YC
8. Hospitality and Tourism Management	CTEC	8. Basic Public Health	CC, KC, NC, YC
9. Marine Science	NC	9. Secretarial Science	CC, CTEC, YC
10. Public Health	NC	10. Trial Counselor	CC, NC
11. Nursing	NC	11. Cabinet/Furniture Making	CTEC
12. Building Technology	CTEC	12. Motor Vehicle Mechanics	CTEC
13. Electronic Technology	KC, CTEC, YC	13. Carpentry	CTEC
14. Telecommunications Technology	CTEC	14. Construction Electricity	CTEC
15. BS Elementary Education	CC, KC, NC, YC	15. Electronic Engineering Technology	KC, CTEC, YC
Campus Abbreviation Key: CC=Chuuk Campus; FMI = Fisheries; KC=Kosrae Campus; NC=National Campus; CTEC=Career & Technical Education Center; YC=Yap Campus		16. Refrigeration and Air Conditioning	CTEC
		17. Nursing Assistant	CC, KC, NC, YC
*The Fisheries and Maritime Institute in Yap offers non-credit programs. Students are awarded a certificate of completion.		*Navigation	FMI
		*Fishing Technology	FMI
		*Marine Engineering	FMI

Out of the 56 programs, 26 (46%) [program assessment summaries](#) were completed. National Campus completed 13 (72%) program assessments summaries out of the 18 programs offered. Out of the nine (9) programs offered at Chuuk Campus four (44%) program assessment summaries were completed.

CTEC completed six (46) program assessment summaries out of 13. Three (33%) of the nine programs offered at Kosrae campus completed assessment summaries. Yap Campus complete zero program summaries out of the 11 programs offered. Assessment summaries as generated from TracDat can be found at this link [https://www.dropbox.com/s/jay51zte3kqtjum/Program Assessment Summary%28PAS%29 Report Fall 2020-Spring 2021-1.pdf?dl=0](https://www.dropbox.com/s/jay51zte3kqtjum/Program%20Assessment%20Summary%28PAS%29%20Report%20Fall%202020-Spring%202021-1.pdf?dl=0)

## Part II: Administrative Units Program Reviews

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.

The Emergency Management Team was assembled in February 2020 once the FSM National Government declared a public health emergency. An administrative unit program review was completed to assess the team’s activities implementation of Phase II ‘Management and Response’ of COM-FSM’s [Emergency Management Plan](#).

During 2020, workshops planned to support the completion of AUPRs were delayed due to the many challenges associated with the COVID-19 pandemic, including the college’s rapid shift to online learning in summer semester 2020. Priority was placed on completing the program of workshops to support instructional program reviews.

<b>Administrative Unit Program Review Workshops for AUPRs Due 2020</b>
<ul style="list-style-type: none"><li>• 2020.09.30 Reading AUPRs</li><li>• 2021.02.10 ICs AUPR Workshop 1</li><li>• 2021.03.04 AUPR workshop</li><li>• 2021.03.22 Deans AUPR Workshop</li></ul>

*Table 1: AUPR workshops for AUPRs due 2020, as reported in Assessment Team minutes*

AUPRs due in 2020, in addition to Deans’ AUPRs, are presented here.

The table below summarizes the completeness and timeliness of the program reviews due 2020. 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.

		AUPR Content & Supporting Evidence Complete	Submitted on Time
Due 2020	Learning Resources Center		No
	Instructional Affairs	Yes	No
	Admissions and Records	Yes	No
	CTEC Dean		
	FSM-FMI Dean		
	Office of Institutional Advancement and External Affairs	Yes	Yes
Other AUPRs	Instructional Coordinators		
	Kosrae Campus Dean		
	Yap Campus Dean		
	President's Office		
	EMT	Yes	Yes

4-Year Cycle for Administrative Units			
Fall 2017 <sup>5</sup>	Fall 2018 <sup>6</sup>	Fall 2019	Fall 2020 <sup>7</sup>
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 2020

### Instructional Affairs

#### Mission

The office of Instructional Affairs is committed to student success through continually improving the quality of instructional programs and services, strengthening faculty, and collaborating with internal and external stakeholders.

### Administrative Unit Objectives

AUO1: Coordinate improvement of the developmental education programs at all campuses.	
AUO-2016_DAP	Oversee assessment of ACE and developmental courses and improvement plans including submission of requisitions for personnel and materials needed.
	Renew NOSS institutional membership which includes access to professional journals on developmental education.
AUO2: Facilitate improvement and monitoring and collection of program assessment and review for all instructional programs across all campuses.	
AUO_2016_D AP	Schedule and conduct assessment plan writing workshops once a week in April.
AUO3: Improve student achievement and learning (course completion rate)	
AUO_2016_I A	Assessment of student achievement in core writing and mathematics courses
AUO_2017_I A	Provide faculty professional development based on needs survey at each campus at least one time each academic year; provide resources for improving teaching strategies; and mentor new faculty.
AUO_2018_I A	Provide faculty professional development based on needs survey at each campus at least one time each academic year; provide resources for improving teaching strategies; and mentor new faculty.
AUO_2019_I A	Provide faculty professional development based on needs survey at each campus at least one time each academic year; provide resources for improving teaching strategies; and mentor new faculty.
	Provide flexible scheduling of classes to met student needs – block scheduling and compressed scheduling.
AUO4: Career and Technical programs will offer certification, licensing exams or an appropriate substitute.	
AUO_4_2016-2020_IA	Work with US Dept. of Labor, GCC and professional CTE organizations to determine who (local or off-island) can administer certification/licensing exams.
AUO5: Create 2 pathways to completion	
AUO_2016-202_IA	Conduct meetings with faculty to revise 1 certificate program to be a “feeder program for the directly related associate degree.

### Summary of Assessment Results

Administrative Unit Instructional Affairs had 5 outcomes to reach during this assessment cycle. Three outcomes were achieved and the other 2 outcomes were partially met.

Outcome	Summary of Findings	What was learned	Improvement
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AUO1	Mentors in math and English were hired for each campus. College wide coordinator identified, and site coordinators identified. This completed the staffing for ACE. The college also maintained membership in the professional organization, National Organization for Student Success, that provided current information in teaching developmental education courses.	The mentors proved to be valuable assets to the program since they also acted as tutors in the classroom demonstrating a best practice that proved to work in college level courses as well.	Mentors were moved from special contract to full-time positions. Mentors help with other classes when not working with ACE. The ACE coordinator and VPIA attended one NOSS conference, gained valuable connections and resources.
AUO2	Program Assessment Summary writing workshops were scheduled in spring.	Scheduling days for assessment help faculty focus and plan time for assessment. Reports were submitted on time.	Program assessment summaries help inform allocation of resources. The budget process starts in April so it is important to have the assessment reports on time.
AUO3	Assessment of student achievement in core writing and math courses started out with common assessment assignments. Then course outline format was changed to include assessment strategies in the outline linked to program student learning outcomes and ISLOs. Faculty professional development is scheduled for 1-2 days each fall and one day during the spring semester. Several types of scheduling proved to be successful – block scheduling and compressed schedules.	Assessment continues to be a learning and evolving process, but course level assessment is strong. Faculty continue to learn new strategies and modes of delivery such as culturally relevant pedagogy moving to distance learning. Block scheduling for new students simplified the process of registration and created learning communities. Compressed scheduling improves course completion rates.	Faculty are following the same assessment strategy for slos and this makes it easier to compare from campus to campus or course section to course section. Faculty have implemented the use of relevant literature, films, and teaching strategies, and were able to move quickly to online mode of delivery after a series of workshops in online teaching. Training continues in this area. New students found it easier to register.

AUO4	CTEC is now certified ETA testing facilitator site and CISCO trainer certified.	The electronics program is a popular choice and graduates have a high rate of employment.	The electronics program was modified to meet current industry standard and ETA requirements.
AUO5	AFT certificate program was modified to ease transfer to ANRM degree program. Developmental math revision still in progress.  The college implemented its first baccalaureate degree in elementary education. (This was in the Integrated Education Master Plan but never listed as an AUO)	66% of AFT program completers transferred to ANRM in 2018 and 69% of AFT program completers transferred to ANRM in 2019. The pathway to a 4-year program was simplified by first implementing a 3 <sup>rd</sup> year certificate in education. ACCJC was authorized by U.S. Dept. of Education to approve more than one baccalaureate program for a two-year college.	Students are able to move to degree program and be successful. This is a good model for other certificate programs.  The college could continue to develop and implement other 3 <sup>rd</sup> year certificates and then baccalaureate programs.

## Admissions and Records

### Mission

It is the mission of the Office of Admissions, Records and Retention (OARR) to serve its patrons in a professional, courteous, and timely manner which will enable them to meet their goals while upholding college policies. As such, OARR is committed to make its services continuously accessible to all its patrons through improved, dedicated, motivated, and skillful employees that guarantee the integrity, confidentiality, and security of all academic records.

### Administrative Unit Objectives

OARR Outcome 1 - Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.

OARR Outcome 2 - Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees ; (g) enrollment certifications for former US servicemen or US veterans; (g) data requests; and (h) other core functions.

OARR Outcome 3 - Students will demonstrate understanding of academic and matriculation policies and procedures, and cognizance of academic deadlines as published in the schedule, academic calendars, and other documents.

[From 2018-2019] OARR Outcome 3 - Improved coordinated marketing, recruitment and outreach program to increase enrollment of targeted priority groups, i.e., traditional firsttime freshman, transfer, continuing and returning students. Increased visibility, awareness, and knowledge about the college, and opportunities available to students. Improved execution of multi-Modal enrollment, marketing, and communication services to increase touch point with students. Alternative scheduling to improve student success and persistence is developed and implemented.

### **Summary of Assessment Results**

Through equipment upgrades and new technologies, AU continues to be effective and efficient. Turn-around time of processing of documents were significantly reduced (e.g., transcripts can be processed and released from then five working days upon receipt by AU of the request to now only one to three working days), and are at an acceptable amount of time.

Support for academic advising is improved. Academic advisors can immediately view the list of their advisees that are on midterm deficiency once midterm grades are posted. This would allow enough time for them to contact their advisee before the last day to withdraw with “W” or if they need to be recommended for tutorial services and others. Contact information of advisee can now be seen by academic advisors on myShark.

Information is accessible by students no matter which campus or status they have. Forms, tutorials, student guide, student handbook and others continue to be updated and uploaded in the college website to be accessible by students. Student orientation are provided at all campus.

Students access to registration continue to be flexible with special registrations being scheduled for new students and transfer students. Online registration for continuing students is open from early registration date up to the end of the semester.

Records continue to be complete, with grades being submitted on time or during due date.

## **Office of Institutional Advancement and External Affairs**

OIAEA submitted their program review early, in 2019 and their results included in the 2019 Institutional Assessment Report. They are duplicated here for the reader’s convenience.

### **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.

## **Emergency Management Team**

### **Mission**

The purpose of the Emergency Management Team is to protect the lives and property of the college community during emergencies; to preserve the orderly functioning of the college community during emergencies; to coordinate decision making and effective use of available manpower and resources in the event of an emergency; to identify the college's role in coordinating emergency operations with outside agencies; to establish clear lines of authority and communication within the college and with outside agencies during an emergency.

### **Administrative Unit Objectives**

**2020EMT\_AUO2.1** Plan, command and control - [Activate the Emergency Management Plan]

**2020EMT\_AUO2.2** Notification Procedure [Potential EMT members' contact details are known. All individuals are notified of situation]

**2020EMT\_AUO2.3** Emergency Management Team [EMT Members are Identified at any Campus(es) Affected]

**2020EMT\_AUO2.4** Emergency actions [EMT completes 100% of the (7) actions listed in 'Assembly & First Steps' of EMP]



**2020EMT\_AUO2.5** Unit Responsibilities [Assign responsibilities to operating departments and offices.]  
**2020EMT\_AUO2.6** Communication & Coordination [Emergency information is effectively disseminated using Announce-Direct-Repeat mode]

### Summary of Assessment Results

Due to the ongoing COVID-19 pandemic and the many challenges a rapid shift to online learning presents, this assessment prioritized assessment of phase II “Management and Response” of the Emergency Management Plan. Evidence was lacking on implementation of phase I “Preparation and Training”. This resulted in various people not feeling familiar enough with the EMP prior to its activation, people were learning while doing. Normally, phase III “Assessment and Monitoring” takes place after the end of an emergency. However, with the pandemic ongoing, this review constitutes the first assessment of EMTs activities during 2020.

	# of targets	# of targets <b>met</b>	# of targets <b>not met</b>	Recommendation # (see page 5 of current report)
AUO 2.1	2	1	1	1 & 2
AUO 2.2	1	0	1	1
AUO 2.3	1	0	1	1
AUO 2.4	7	2	5	2, 4 & 5
AUO 2.5	4	2	2	5
AUO 2.6	3	3	0	
<b>TOTAL</b>	<b>18</b>	<b>8</b>	<b>10</b>	

Of 18 targets, 8 (44%) were met and 10 were not met (66%). Five recommendations are presented to improve upon this”

Recommendation 1: Meeting minutes for all EMTs should include a clear list of EMT members and their roles.

Recommendation 2: Schedule Phase I (Training and Awareness) of EMP into annual college calendars

Recommendation 3: Add “Health emergencies such as virus or disease outbreaks” into scenario planning of EMP

Recommendation 4: EMTs to meet once monthly in 2021 until ‘de-escalation’ of emergency is declared.

Recommendation 5: Departments to create workplans in case of change of COVID-19 readiness condition

## Appendix

### Appendix 1 CSLOs and PSLOs Linked to ISLO 3 and ISLO 4

<b>ISLO_3 Critical Thinking</b>	
<b>Program and PSLO</b>	<b>Course and Student Learning Outcome</b>
<p>AS Business Administration</p> <p><i>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.</i></p>	<p><i>AC131_CSLO_2 Demonstrate skills to perform basic accounting functions.</i></p> <p><i>AC220_CSLO_3 Demonstrate the basic understanding of the accounting process.</i></p> <p><i>BU101_CSLO_1 Demonstrate basic understanding of basic business and economic concepts, business ownership, entrepreneurship and franchising.</i></p> <p><i>BU101_CSLO_2 Demonstrate basic understanding of management and organization, the concepts in the production of goods and services and the human resources management process.</i></p> <p><i>BU101_CSLO_3 Demonstrate basic understanding of marketing concepts and activities.</i></p> <p><i>BU101_CSLO_4 Demonstrate basic understanding of the basic financial management.</i></p> <p><i>BU101_CSLO_5 Demonstrate knowledge and ability of developing a business plan.</i></p> <p><i>BU250_CSLO_2 Apply the concept of the time value of money in the valuation of securities and the evaluation of investment projects expected to provide benefits over a number of years, and understand the concept of risks in finance as well as the relationship between risk, required return, and the shareholder wealth maximization goal of the firm.</i></p> <p><i>BU260_CSLO_2 Demonstrate a basic understanding of the functions of management, to include planning, organizing, leading, and controlling.</i></p> <p><i>BU270_CSLO_3 Demonstrate knowledge and understanding of the principles of marketing by preparing a simple marketing plan for a local business.</i></p>
<p>AS Hospitality and Tourism Management</p> <p><i>HTM_PSLO_4 Demonstrate front of the house technical and supervision techniques.</i></p>	<p><i>HTM250_CSLO_1 Identify the key elements of the human resource function and employment opportunities within the hospitality industry.</i></p> <p><i>HTM250_CSLO_2 Demonstrate quality hospitality service and professional work place habits.</i></p> <p><i>HTM250_CSLO_3 Identify professional work place habits.</i></p>
<p>AS Marine Science</p> <p><i>MR_PSLO_1 Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography.</i></p>	<p><i>MR120_CSLO_7 Demonstrate knowledge of the diversity of marine life.</i></p>
<p>AS Nursing</p> <p><i>NU_PSLO_2 Incorporate nursing knowledge to assess, plan, deliver, and</i></p>	<p><i>NU245 Leadership in Clinical Practice.</i></p>

<p><i>evaluate care within the context of the inter-professional health team.</i></p> <p><i>NU_PSLO_4 Demonstrate a spirit of inquiry to manage and improve the quality of care and outcomes for individuals, families, and communities.</i></p>	<p>NU133 Pharmacology  NU134 Pathophysiology  NU135 Nursing in Health &amp; Illness I  NU235 Nursing in Health &amp; Illness III</p>
<p>AA Pre-Teacher Preparation</p> <p><i>PTP_PSLO_1 Demonstrate basic knowledge of the foundations and concepts related to elementary education.</i></p>	<p><i>ED215_CSLO_2 Review the history of special education and describe the impact of special education laws, regulations, and community values on children with exceptionalities in the FSM.</i></p> <p><i>ED292_CSLO_2 Prepare appropriate lesson plans based on FSM or State approved minimum curriculum standards. Deliver at least four lessons in an elementary school classroom.</i></p> <p><i>ED292_CSLO_3 Demonstrate understand of how to use assessment instruments to detect student-learning (strengths and weaknesses)</i></p> <p><i>ED292_CSLO_8 The student will demonstrate the necessary skills and habits of the professional teach.</i></p>
<p>3<sup>rd</sup> Year Teacher Preparation-Elementary</p> <p><i>TPE_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.</i></p> <p><i>TPE_PSLO_3. Assess and evaluate student learning at both the formative and summative levels;</i></p> <p><i>TPE_PSLO_4. Organize and manage an elementary classroom environment for learning; and</i></p> <p><i>TPE_PSLO_5. Demonstrate professionalism.</i></p>	<p><i>ED392_CSLO_2 Develop lesson materials.</i></p> <p><i>ED392_CSLO_3 Deliver elementary level lessons plans.</i></p> <p><i>ED392_CSLO_4 Assess student learning.</i></p> <p><i>ED392_CSLO_5 Self-reflect on lesson delivery.</i></p>
<p>General Education</p> <p><i>GE_PSLO_2.1 Demonstrate the ability for independent thought and expression.</i></p>	<p><i>EN120A_CSLO_1 Utilize all stages of the writing process: pre-writing, drafting, revising when composing academic papers.</i></p> <p><i>EN120A_CSLO_2 Write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis.</i></p>

	<p><i>EN120A_CSLO_3 Establish and defend a position in an argumentative essay.</i></p> <p><i>EN120B_CSLO_1 Investigate research topics in a variety of disciplines.</i></p> <p><i>EN120B_CSLO_2 Write research-supported papers in the humanities, natural sciences, and social sciences.</i></p> <p><i>EN120B_CSLO_3 Establish and defend a position in an argumentative research paper.</i></p> <p><i>MU101_CSLO_1 Demonstrate an understanding of the elements of music: melody, harmony, rhythm, and simple compositional forms.</i></p> <p><i>MU101_CSLO_2 Show basic skills in operating a keyboard and other instruments, such as bass guitar, ukulele, and drums.</i></p> <p><i>MU101_CSLO_4 Perform in public with self-confidence, when singing or playing an instrument.</i></p>
<b>ISLO_4 Problem Solving</b>	
<p>AS Business Administration</p> <p><i>BUA_PSLO_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.</i></p>	<p><i>AC250_CSLO_3 Demonstrate skill in budgeting and performing analysis to assist in the planning, controlling and in the decision-making process.</i></p> <p><i>BU/MS110_CSLO_1 Demonstrate basic skills in business applications.</i></p> <p><i>BU/MS110_CSLO_2 Demonstrate basic skills in business retailing.</i></p> <p><i>BU/MS110_CSLO_3 Demonstrate basic skills in business finance and accounting.</i></p>
<p>AS Computer Information System</p> <p><i>CIS_PSLO_4 Demonstrate solid foundation skills in database design and management, web engineering, programming, and networking.</i></p>	<p><i>IS220_CSLO_2 Demonstrate project (program) development skills.</i></p> <p><i>IS230_CSLO_7 Create an actual database using a conceptual model and normalization concepts.</i></p> <p><i>IS240_CSLO_4 Demonstrate the best practices of web design especially in relation to CSS.</i></p> <p><i>IS280_CSLO_6 Explain how IP addressing works.</i></p>
<p>Hospitality and Tourism Management</p> <p><i>HTM_PSLO_2 Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.</i></p>	<p><i>HTM150_CSLO_1 Explain the history of the lodging industry and relate current world lodging to this history.</i></p> <p><i>HTM150_CSLO_2 Identify and describe different lodging types ranging from sole proprietorship through chain affiliation and the interdependent components of the multi function of lodging facilities.</i></p> <p><i>HTM150_CSLO_3 Demonstrate the application of hotel operations used in the lodging industry.</i></p> <p><i>HTM250_CSLO_1 Identify the key elements of the human resource function and employment opportunities within the hospitality industry.</i></p>

<p>HTM_PSLO_6 Describe the importance of developing the FSM as a sustainable tourism destination.</p>	<p>HTM250_CSLO_2 Demonstrate quality hospitality service and professional work place habits.</p> <p>HTM250_CSLO_3 Identify professional work place habits</p> <p>HTM110_CSLO_2 Identify and explain the economic, cultural and environmental impacts of the hospitality and tourism industries.</p> <p>HTM110_CSLO_3 Describe the role of international hospitality and tourism organizations, bureaus, authorities.</p>
<p>AS Nursing</p> <p>NU_PSLO_2 Incorporate nursing knowledge to assess, plan, deliver, and evaluate care within the context of the inter-professional health team.</p> <p>NU_PSLO_4 Demonstrate a spirit of inquiry to manage and improve the quality of care and outcomes for individuals, families, and communities.</p>	<p>NU245 Leadership in Clinical Practice.</p> <p>NU133 Pharmacology  NU134 Pathophysiology  NU135 Nursing in Health &amp; Illness I  NU235 Nursing in Health &amp; Illness III</p>
<p>AA Pre-Teacher Preparation</p> <p>PTP_PSLO_1 Demonstrate basic knowledge of the foundations and concepts related to elementary education.</p> <p>PTP_PSLO_2 Demonstrate familiarity with a variety of instructional strategies for elementary school students.</p> <p>PTP_PSLO_3 Demonstrate knowledge in the following areas: art, communication, humanities, language, literature, science and social sciences.</p>	<p>ED292_CSLO_1 Demonstrate basic knowledge and concepts related to elementary education.</p> <p>ED292_CSLO_2 Prepare appropriate lesson plans based on FSM or State approved minimum curriculum standards. Deliver at least four lessons in an elementary school classroom.</p> <p>ED292_CSLO_3 Demonstrate understand of how to use assessment instruments to detect student-learning (strengths and weaknesses)</p>
<p>TYC Teacher Preparation-Elementary</p> <p>TPE_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</p>	<p>ED392_CSLO_1 Develop elementary level lesson plans.</p> <p>ED392_CSLO_2 Develop lesson materials.</p> <p>ED392_CSLO_3 Deliver elementary level lessons.</p> <p>ED392_CSLO_4 Assess student learning.</p> <p>ED392_CSLO_5 Self-reflect on lesson delivery.</p>

<p><i>link the concepts to the students' environment.</i></p> <p><i>TPE_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.</i></p> <p><i>TPE_PSLO_3. Assess and evaluate student learning at both the formative and summative levels;</i></p> <p><i>TPE_PSLO_4. Organize and manage an elementary classroom environment for learning; and</i></p> <p><i>TPE_PSLO_5. Demonstrate professionalism.</i></p>	
<p>Bachelor of Science in Elementary Education</p> <p><i>BSED_PSLO_1 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 (paraphrased).</i></p>	<p><i>ED434_CSLO_7.1 Present case studies that include the implementation and evaluation of Behavior Intervention Plans based on the results of Functional Behavioral Assessments for students exhibiting more serious off-task behavior such as distractibility, cheating, being excessively absent, acting bored/apathetic, swearing, stealing, tattling, exhibiting helplessness, vandalizing, exhibiting extreme shyness, bullying, teasing, and showing disrespect to the teacher.</i></p>
<p>General Education</p> <p><i>GE_PSLO_4.3 Demonstrate knowledge of the cultural issues of a person's own culture and other cultures.</i></p>	<p><i>MU101_CSLO_3 Ability to discuss music in an informed way, through familiarity with musical terms, major genres, and significant musicians.</i></p> <p><i>SC115_CSLO_1 Identify local plants, their reproductive strategies, and morphology.</i></p> <p><i>SS150_CSLO_1 Describe the four island groups in Micronesia and the formation of islands in Micronesia.</i></p> <p><i>SS150_CSLO_2 Explain the patterns of prehistoric migration and settlement of the islands, including development and establishment of traditional cultures.</i></p> <p><i>SS150_CSLO_3 Identify foreign contact and its impact during major historical periods from 1521 to the present, such as the China trade, early exploration, missionization, whaling, beachcombing, copra industrialization, colonialism and decolonization, the Trust Territory of the Pacific Islands era, self-government and independence, and other social, economic, and political trends in the early 21st century.</i></p>

*SS150\_CSLO\_4 Explain historical and contemporary geopolitical issues, including major ethical concerns, related to the Micronesian region.*

*SS150\_CSLO\_5 Explain how historical events shape current political, economic, or social processes.*

Appendix 2a. CSLO Assessment Result for ISLO 3 AY2020

Program/PSLO	Course	Target (%)	Success rate(%) Fall 2020	Success rate(%) Spring 2021
<b>BUA/PSLO_1</b>	AC131_CSLO_2	70	60	44
	AC220_CSLO_3	70	56	76
	BU101_CSLO_1	70	82	81
	BU101_CSLO_2	70	84	82
	BU101_CSLO_3	70	73	80
	BU101_CSLO_4	70	92	86
	BU101_CSLO_5	70	71	79
	BU250_CSLO_2	70	100	66
	BU260_CSLO_2	70	73	88
	BU270_CSLO_3	60	70	78
<b>HTM/PSLO_4</b>	HTM250_CSLO_1-3	90	100	100
<b>MRSC/PSLO_1</b>	MR120_CSLO_7	70	80	-
	MR240_CSLO_1	70	-	78
<b>NU/PSLO_2</b>	NU245_CSLO_1-7	70	100	100
<b>NU/PSLO_4</b>	NU133_CSLO_1-6	70	93	93
	NU134_CSLO_1-7	70	85	85
	NU135_CSLO_1-6	70	70	70
	NU235_CSLO_1-7	70	100	100
	NU245_CSLO_1-7	70	100	100
<b>PTP/PSLO_1</b>	ED215_CSLO_2	70	100	-
	ED292_CSLO_2,3,8	70	100	100
<b>TPE/PSLO_1-5</b>	ED392_CSLO_2-5	70	100	94
<b>GE_PSLO_2.1</b>	EN120A_CSLO_1-3	70	73	63
	EN120B_CSLO_1-3	70	50	-
	MU101_CSLO_1,2,4	70	68	-



Appendix 2b CSLO Assessment Results for ISLO 4 AY2020

Program/PSLO	Course/CSLO	Target (%)	Success rate(%) Fall 2020	Success rate(%) Spring 2021
<b>BUA_PSLO_2</b>	AC250_CSLO_3	70	80	71
	BU/MS110_CSLO_1	60	77	60
	BU/MS110_CSLO_2	60	75	83
	BU/MS110_CSLO_3	60	87	91
<b>CIS_PSLO_4</b>	IS220_CSLO_2	60	36	-
	IS230_CSLO_7	60	80	88
	IS240_CSLO_4	60	43	100
	IS280_CSLO_6	60	70	80
<b>HCOP_PSLO_2</b>	SC180_CSLO_3	70	-	100
<b>HTM_PSLO_2</b>	HTM150_CSLO_1-3	70	94	-
	HTM250_CSLO_1-3	90	100	100
<b>HTM_PSLO_6</b>	HTM110_CSLO_2,3	70	47	47
<b>NU/PSLO_2</b>	NU245_CSLO_1-7	70	100	100
<b>NU/PSLO_4</b>	NU133_CSLO_1-6	70	90	90
	NU134_CSLO_1-7	70	85	85
	NU135_CSLO_1-6	70	90	90
	NU235_CSLO_1-7	70	100	100
	NU245_CSLO_1-7	70	100	100
<b>PTP/PSLO_1-3</b>	ED292_CSLO_1-3	70	100	-
<b>TYCTPE/PSLO_1-5</b>	ED392_CSLO_1-5	70	100	-
<b>BSED/PSLO_1</b>	ED434_CSLO_7.1	70	71	-
<b>GE_PSLO_4.3</b>	MU101_CSLO_3	70	73	66
	SC/SS115_CSLO_1	70	95	43
	SS150_CSLO_1-5	70	69	-
	n=73		N=72 Target met =63 <target =9	N=54 Target met=49 <target=5

Appendix 3a. ISLO 3 Critical Thinking Student Success Results AY2020

Program/PSLO	Course	No. of Students Assessed	No. of Students Successful	No. of Females Successful	No. of Males Successful	Success rate (%)	Target (%)
BUA/PSLO_1	AC131, AC220, BU101, BU250, BU260, BU270	221	151	100	51	68	70
HTM/PSLO_4	HTM250	17	17	14	3	100	90
MRSC/PSLO_1	MR120	19	15	13	2	80	70
NU/PSLO_2, 4	NU133, NU134, NU135, NU235, NU245	64	58	55	3	89	70
PTP/PSLO_1	ED215, ED292	19	19	13	6	100	70
GBU_PSLO_4	MGT360	11	11	6	5	100	70
TPE/PSLO_1-5	ED392	32	31	21	10	100	70
GE_PSLO_2.1	EN120A	222	153	109	44	73	70
	EN120B	102	51	31	20	50	70
	MU101	73	50	29	21	68	70
	<b>Total</b>	<b>780</b>	<b>556</b>	<b>391</b>	<b>165</b>	<b>71</b>	

Appendix 3b. ISLO 4 Problem Solving Student Success Results AY2020

Program/PSLO	Course/CSLO	No. of Students Assessed	No. of Students Successful	No. of Females Successful	No. of Males Successful	Success rate(%)	Target (%)
BUA/PSLO_2	AC250, BU/MS110	69	53	30	23	77	70
CIS/PSLO_4	IS220, IS230, IS240, IS280	61	41	19	22	56	60
HTM/PSLO_2, 6	HTM110, HTM150, HTM250	58	43	32	15	97	70
HCOP_PSLO_2	SC180	10	10	5	5	100	70
NU/PSLO_2, 4	NU133, NU134, NU135, NU235, NU245	64	56	53	3	85	70
PTP/PSLO_1-3	ED292	12	11	7	4	92	70
TYCTPE/PSLO_1-5	ED392	13	13	8	5	100	70
BSED/PSLO_1	ED434	24	17	14	3	71	70
GE_PSLO_4.3	MU101	160	111	66	45	73	70
	SC/SS115	43	29	15	14	95	70
	SS150	135	93	55	34	69	70
	<b>Total</b>	<b>649</b>	<b>477</b>	<b>304</b>	<b>173</b>	<b>73</b>	

Appendix 4. General Education PSLO 2.1 and 2.2 Student Success Results Fall 2020-Spring 2021

PSLO 2.1		No. of Students Assessed		No. of Students Successful		No. of Females Successful		No. of Males Successful		Success rate (%)		Target (%)
Course	CSLO	F20	SP21	F20	SP21	F20	SP21	F20	SP21	F20	SP21	
EN120A	CSLO_1	151	93	114	56	87	42	27	14	75	60	70
	CSLO_2	121	85	91	57	61	40	30	17	75	67	
	CSLO_3	119	85	81	52	55	41	26	11	68	65	
EN120B	CSLO_1	119	105	61	53	38	45	23	8	51	50	70
	CSLO_2	91	91	42	47	30	39	12	8	46	52	
	CSLO_3	91	107	41	48	24	40	17	8	45	45	
MU101	CSLO_1	120	80	87	55	49	31	38	24	72	69	TBA
	CSLO_2	80	80	55	47	31	28	24	19	69	59	
PSLO_2.2		F20	SP21	F20	SP21	F20	SP21	F20	SP21	F20	SP21	Target (%)
CA100	CSLO_4	138	30	111	27	60	16	51	11	80	90	70
EN120A	CSLO_1	151	93	117	56	87	42	33	14	77	60	70
	CSLO_2	121	85	91	57	61	40	30	17	75	67	
	CSLO_3	119	85	81	52	55	41	26	11	68	61	
EN120B	CSLO_1	119	105	61	53	38	45	23	8	51	50	70
	CSLO_2	91	91	42	47	30	39	12	8	46	52	
	CSLO_3	91	107	41	48	24	40	17	8	45	45	

