



**College of Micronesia-FSM
Academic Assessment Report
AY 2016-2017**

March 6, 2018

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Background

The College of Micronesia-FSM (COM-FSM) Academic Assessment Report is an annual compilation of assessment activities in all the instructional programs of the college. The report constitutes a reflection of the academic programs 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 programs continued to assess institutional learning outcomes. Such efforts toward continuing assessments have made this report possible.

Summary

This report presents the assessment of student learning outcomes at the College of Micronesia-FSM (COM-FSM) for the academic year 2016-2017. The assessment results contained in this report derive from data collected from TracDat and program assessment summaries (PAS).

There are four parts to this report.

Part I – Program Review Cycles and Timeline

- Associate Degree and Certificate Program Review Cycles: 2018-2022
- Stages and Due Dates

Part II – General Education Student Learning Outcomes (GE-PSLOs)

- Assessment Calendar AY2016-AY2019
- Quantitative and Scientific Reasoning
- Workforce Readiness

Part III – Institutional Student Learning Outcomes (ISLOs)

- Assessment Calendar AY2016-2019
- Critical Thinking
- Foundations of Skills for Lifelong Learning

Part IV - Program Assessment Summaries (PASs) for AY2016-2017

I. Program Review Cycles and Timelines

In concert with new structures and procedures for program reviews, the college has developed a regular cycle for those reviews at both the associate degree and certificate levels. Table 1 displays that cycle from 2018-2021. Associate programs are reviewed on a four-year cycle; certificate programs are reviewed on a two-year cycle.

Table 1. COM-FSM Program Review Cycles: 2018-2022

Period	Program Level	Programs Reviewed	Notes
<i>Spring 2018</i>	<i>Associate</i>	<ul style="list-style-type: none">- Liberal Arts/Health Care Opportunities- Marine Science- Public Health- Nursing	<i>Spring 2018.</i> Degree programs follow one more year under the previous cycle (2 years) and would have their next program review in spring 2022 (4 years).

Period	Program Level	Programs Reviewed	Notes
<i>Spring 2018 & 2020</i>	<i>Certificate</i>	<ul style="list-style-type: none"> - Nursing Assistant Certificate - Basic Public Health - 3rd-Year Specialist in Public Health - Community Health Assistant Training - Trial Counselor - Building maintenance and Repair - Cabinet Making/Furniture Making - Construction Electricity - Electrical Engineering Technology - ACE 	
<i>Spring 2019</i>	<i>Associate</i>	<ul style="list-style-type: none"> - Liberal Arts - Micronesian Studies - Agricultural and Natural Resources - General Education - FMI Navigation 	<i>Spring 2019.</i> Degree programs will conduct this program review on year three and will commence the four-year cycle with the subsequent program review due in spring 2023.
<i>Spring 2019 & 2021</i>	<i>Certificate</i>	<ul style="list-style-type: none"> - 3rd-Year Teacher Prep-Elementary - Agriculture and Food Technology - Bookkeeping - 3rd-Year Accounting - 3rd-Year General Business - Secretarial Science - Carpentry - Motor Vehicle Maintenance - Refrigeration and Air Conditioning 	
<i>Spring 2020</i>	<i>Associate</i>	<ul style="list-style-type: none"> - Business Administration - Computer Information Systems - Hospitality and Tourism Management - FMI Fishing Technology 	
<i>Spring 2021</i>	<i>Associate</i>	<ul style="list-style-type: none"> - Building Technology - Electronic Technology - Telecommunications Technology - Pre-Teacher Preparation - FMI Marine Engineering 	

Table 2 lists the scheduled stages for program review along with their corresponding due dates.

Table 2. Stages and Due Date for Program Reviews

Stage	Due Date
1. Draft of Program Review shared with all program faculty	End of fall semester.
2. Immediate supervisor reviews draft Program Review	Mid-January
3. Assessment Team evaluates Program Review and provides feedback.	First two weeks of February
4. VPIA reviews Program Review and summarizes any trends to inform actions, decisions, budgets and planning.	End of February
5. Cabinet and EC informed of trends and recommendations for action, planning and resource allocation.	March
6. Recommendations sent to curriculum coordinator (CC) for implementation of course and program modifications.	March
7. Final Program Review posted on the college website.	End of April

General Education Program Student Learning Outcomes

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.

Table 3. General Education Assessment Calendar: AY 2016-2019

Assessment Targets	AY 2016	AY2017	AY2018	AY 2019
PSLOs	<ul style="list-style-type: none"> Quantitative and Scientific Reasoning Workforce Readiness 	<ul style="list-style-type: none"> Critical Thinking and Problem Solving Ethics and Culture (civic responsibility) 	<ul style="list-style-type: none"> Effective Communication Workforce Readiness 	<ul style="list-style-type: none"> Quantitative and Scientific Reasoning Critical Thinking

Table 4. General Education Assessment Calendar for this Reporting Period

General Education Program Learning Outcomes	Course	Types of Assessment Used (Methodology)
3. Quantitative and Scientific Reasoning	SC 111	Tests, research report, group projects, presentations
	SC 115	Tests, field trip reports, essay on selected topic, presentations
	SC 130	Item analysis on final exam, lab reports, pre-post tests
	SC 220	Tests, presentations, written assignments
	SC 255	Tests presentations, written assignments, lab reports team projects
5. Workforce Readiness	All ESS courses	Attendance, observation of performance scored with a rubric, final exam

*Outcomes selected for this assessment report are based on data collected from course level assessments.

General Education Assessment Results

Assessment Results for the selected General Education outcomes appear in Table 5.

Table 5. Course Level Assessment Results for General Education Outcomes 3.4, 3.5 & 5.1: Fall 2016 and Spring 2017

Outcomes	Course	Term	N=	Target (%)	Result (%)	Female N=	Male N=	Methods/Performance Category
3.4 Define and explain scientific concepts, principles, and theories of a field of study.	SC111	F16	96	70%	81%	46	32	Tests, research report, group projects, presentations
		Sp17	94		84%	45	34	
3.5 Perform experiments that use scientific	SC115	F16	26	70%	77%	14	6	Tests, field trip reports, essay on selected topic, presentations
		Sp17	24		88%	9	12	
	SC130	F16	39	70%	90%	16	19	Final exam (item analysis), lab reports, pre-post tests, field

Outcomes	Course	Term	N=	Target (%)	Result (%)	Female N=	Male N=	Methods/Performance Category
methods as part of the inquiry process.		Sp17	81		75%	36	25	projects
	SC220	F16	18	70%	78%	9	5	Tests, presentations, written assignments
		Sp17	25		80%	12	8	
	SC255	F16	19	70%	90%	7	10	Tests, presentations, written assignments, lab reports, team projects
		Sp17	14		93%	2	11	
	5.1 Determine healthy lifestyles by describing the value of physical activity to healthful lifestyle and participating in regular physical activity for at least one semester.	ESS102B ESS 102F ESS102TT ESS102V ESS102W ESS101W	F16	188	70%	93%	100	75
Sp17			142	91%		79	50	

Conclusions

The three General Education PSLOs have student success rates above the 70% target. Generally the success rates are higher during the spring semester, except for SC130 and ESS courses. More females are successful in outcomes 3.4 and 3.5, except for SC255. More males are successful in the outcome 5.1.

Embedded common assessment could have provided more comprehensive information on the General Education program.

Recommendations

- Consider raising the target for student learning for the outcomes 3.4, 3.5, and 5.1
- Identify ownership for the General Education Program.
- Data for General Education courses to be automated, like the Program Data Sheets (PDSs) provided for all instructional programs of study.
- Revisit and update the AY2013-2014 IAR recommendations for improvements:
 - Common embedded assessment assignments for the General Education courses to assess CSLOs, PSLOs, and ISLOs. This should be an ongoing project to ensure that the data collected is valid, reliable, and actionable.
 - Create a focus group representing the different General Education PSLOs and have discussions about the effectiveness of the assessment strategies and an analysis of the results to see what improvements need to be made to increase student learning.
 - Modify the current GE PSLOs to reflect the current ISLOs to ensure analysis of data for subpopulation.

- Continue to modify course outlines to the current format to provide a mapping from course level outcomes to the ISLOs. If the GE PSLOs were modified as mentioned above, GE courses that are in the current outline format would already provide a mapping from the course level to an ISLO which will also be the GE PSLO.

III. Institutional Student Learning Outcomes (ISLOs)

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.

Table 6. ISLO Assessment Calendar

Assessment Targets	AY 2016	AY2017	AY2018	AY 2019
ISLOs	<ul style="list-style-type: none"> • Critical Thinking • Foundations and Skills for Life-long Learning 	<ul style="list-style-type: none"> • Intercultural Knowledge and Competence • Quantitative Reasoning 	<ul style="list-style-type: none"> • Information Literacy • Problem Solving 	<ul style="list-style-type: none"> • Effective Oral Communication • Effective Written Communication

Results of ISLO Assessments in this Period

The college identifies specific ISLOs for each reporting period. Table 7 lists these ISLOs, along with the programs and courses reporting assessment data.

Table 7. List of ISLOs Assessed in this Reporting Period

ISLOs	Programs	Courses
Critical Thinking	Business Administration	AC 250, BU 250
	Micronesia Studies	SS 200, SS 280
Foundations and Skills for Life-long Learning	Computer Information Systems	IS 245, IS 260
	Pre-Teacher Preparation	ED 292

*Programs assessed are based on data collected from TracDat.

Critical thinking (ISLO 3)

In the Business Administration Program, Critical Thinking was assessed in AC250 (Managerial Accounting) and BU250 (Principles of Finance). Critical Thinking was also assessed in SS200 (Research Methods) and SS280 (Directed Study). Both courses are required in the Micronesia Studies program.

Foundations and Skills for Life-long Learning (ISLO 7)

In the Computer Information Systems program, ISLO 7 was assessed in IS245 (Desktop Publishing) and IS260 (Business Information Systems). In the Pre-Teacher Preparation program, ISLO 7 was assessed in ED292 (Practicum and Seminar). Summary ISLO assessment results for this period appear in Table 6.

Table 6. COM-FSM Summary ISLO Assessment Results for this Period

	Program	Course	Term	N=	Target (%)	Result (%)*	Female N=	Male N=	Methods/Performance Category	
ISLO 3. Critical Thinking	Business Administration	AC250	F16	17	70%	71%	8	4	Exam, group project and presentation associated with the F4, assessed with a rubric.	
			Sp17	18		78%	7	7		
		BU250	F16	23	60%	87%	13	7		Business plan development and participation in the F4 project assessed with a performance rubric.
			Sp17	19		95%	8	10		
	Micronesia Studies	SS200	F16	25	70%	92%	13	10	Tests, class work, formulating research papers, portfolio.	
			Sp17	17		100%	13	4		
		SS280	F16	9	70%	67%	4	2		Research project on selected topics, presentation
			Sp17	15		86%	9	4		
ISLO 7: Skills for Life-Long Learning	Computer Information Systems	IS245	F16	16	60%	63%	4	6	Individual case project, performance portfolio.	
			Sp17	24		54%	4	9		
		IS260	F16	12	60%	58%	3	4	Individual simulation case project – development of a small-scale IS and IT related project.	
			Sp17			75%	5	7		
	Pre-Teacher Preparation	ED292	F16	24	70%	96%	16	7	Written assignment/project – producing measurable & observable SLO's, lesson	
			Sp17	23		87%	16	4		

	Program	Course	Term	N=	Target (%)	Result (%)*	Female N=	Male N=	Methods/Performance Category
									plans based on FSM & State curriculum, and presentation and delivering of lesson plans.

*Results falling below target levels are shown in red.

Source: TracDat and program/course assessment results.

Conclusions

Critical Thinking

- The success rate in AC 250 and BU 250 for Critical Thinking is slightly higher in spring 2017 than it was in fall 2016. This could be the result of the student achievement workshops and collaboration between the Business Administration faculty and the Center for Entrepreneurship. Given the F4 project, skills in management, marketing, economics, finance and accounting were assessed.
- Of the 25 students assessed in SS200 for fall 2016, 23 (92%) were successful, exceeding the target by 22%. In spring 2017, 100% of the 17 students in SS200 achieved this ISLO. The success rate for SS280 in fall 2016 was 67%, not quite meeting the 70% target. However, in spring 2017, 86% of the students assessed were successful. Performance categories used for assessing Critical Thinking in these two courses were, thesis formation, information seeking, analysis, synthesis, documentation, and process.

Foundations and Skills for Life-long Learning

- A capstone project was used to assess students' performance in IS245. The overall success rate is 63% in fall 2016 and 54% in spring 2017. A grading rubric was used to assess students' ability to adapt to latest technologies using foundation knowledge and skills acquired in the program. This being a capstone course, consideration should be given to raising the 60% target rate.
- Hands-on individual project was used in IS260 to assess students' achievement of ISLO 7.
- Result based on a grading rubric showed the number of students successful at these levels, Capstone – 0, Milestone 3 – 0, Milestone 2 – 12, Benchmark – 12, Below Benchmark – 1.
- This being a course that students must take during the second and final year of the CIS program, consideration should be given to raising the 60% target rate.

Process

Assessments of other ISLOs that might have been completed by other programs are not presented in this report as it did not involve as much coordination as previous cycles.

Recommendations

- As noted above, consider raising the target for student success from 60% for IS245 and IS260.
- With the high rate of student success in BU250 and this being a second-year course it is reasonable to set the target to 75% at the least.
- Improve consistency of coordination of ISLO assessment. An effort will be made to on the upcoming reporting cycle to re-engage at the levels the institution had in the past.

IV. Program Student Learning Outcomes Assessment Summaries (PAS)

All instructional programs have been completing program assessment summaries at the end of every academic year. Programs assessment summaries are randomly selected and presented during the faculty workshop week in August. During this workshop faculty have the opportunity to modify their respective program assessment summaries before submission to the instructional affairs office. In addition to providing PAS's, instructional faculty continue to input program assessment results into TracDat by individual course.

Areas of Improvement: As recommended by the last Assessment Coordinator, assessment results need to be inputted to TracDat in an aggregated format instead of by individual course for each PSLO. This recommendation was made four years ago and is yet to be fully realized. Some faculty continued to report PSLOs by individual courses. Workshops on TracDat assessment and PASs report writing will continue to be integral components of the annual professional development day and the faculty workshop week every spring semester.

Another area of improvement is to map the CSLOs to PSLOs and on to ISLOs. This feature is available in TracDat and is yet to be utilized. Work on modifying course outlines is ongoing and one of the new improvements is on mapping the three levels of student learning outcomes. The same mapping could be incorporated into TracDat.

Agriculture and Natural Resource Management (AS)

Program Student Learning Outcomes (PSLOs):

At the completion of **Agriculture and Natural Resources Program** the student will be able to:

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 (PAS)

What we looked at:

The Agriculture & Natural Resources Management Program assessment focused on ANR_PSLO 1, ANR_PSLO 2, ANR_PLSO3, ANR_PSLO4:

What we found:

ANR_PSLO_1: Acquire fundamental concepts and principles of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia.

Spring 2017 AG 110

84% of the students passed the posttest in Acquire fundamental concepts and principles of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia.

ANR_PSLO_4: Acquire a sound scientific background that will allow transfer to a higher degree program related to land resources and food systems.

Summer 2017 AG 101

81% of the students passed the post-test on acquiring 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.

What we are planning to work on:

- We plan to start offering SC 250 General Botany in spring 2018. So we need the support of CC to approve the course outline.
- We Plan to continue to improve student success in our program by providing students support in study skill, tutoring, mentoring and being pro-active in supporting the students in any way possible so that they can succeed. To achieve these improvements, we have planned to have 3-4 1-hour workshops for all ANRM majors. These workshops will include (1) online registration and course completion plan, (2) how students can prepare themselves for classes, (3) Training on attitudes and behavior, and (4) time management; We have also decided to commit 3 hours per week aside from office hours to assist ANRM students in need for tutoring.
- Continue to improve recruitment strategies including visiting high schools. We plan to do outreach in the high schools, both Public and private high schools. Our plan at this time is to focus on the island of Pohnpei, yet we will open ourselves for other states.
- Continue to improve on our course assessment, hopefully the results and feedback realized will guide us to improve delivery of our program, so that we can continue to improve and graduate more students from our program.

Recommendations for students:

- Continue working with our students to take advantage of advertised tutoring opportunities with the math/science division
- As students take advantage of your Agriculture & Natural Resources Management (ANRM) instruction 3 hour tutoring and see them if you need assistant beyond the classroom.
- Continue to take advantage of your advisor support and get help if you are struggling and ask questions!
- Read your textbooks before coming to class. It will help you understand the lectures better.
- Coming to class on time is very important for student success, some instructor's likes to make daily and weekly announcement and give out quizzes on previous lessons at the begging of class. If you miss these important things, you may get lost with course work.
- Going to classes every day, doing assignments, lab work, studying and being proactive is the key for student success.
- If you are planning to attend College of Micronesia-FSM, please make yourself available during the orientation week. Coming and attending the orientation week will help support you in completing your program here at the College.
- Come and see your instructor's at ANR, we are willing to help you to become an excellent student.

- Join the Agriculture Farmer Future club and actively participate in projects, programs, and activities initiated by the club.
- If you are eligible for work study, select the Agriculture program as your place of work so that you can learn while making some money.

Building Technology Program (AAS)

Program Student Learning Outcomes (PSLOS)

At the completion of **Building Technology Program**, the student will be able to:

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.**

What we looked at:

Courses offered from Fall 2016 to Spring 2017 of Building Technology (BT) Program assessment which focused on PSLO's 7, 8, 9, 11 & 12. During these terms students' competency was assessed on PSLO 8, 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 FA16 – SP17	PSLO's	No. of students	Students Passed	D's	F's
VEE 266	8 & 9	8	8	0	0
VEM 212	11	8	8	0	0
VEM 240	9, 11 & 12	11	11	0	0

- 100% of the students were able to show success in demonstrating basic knowledge and troubleshooting AC & DC motors using performance worksheet and Simutech Troubleshooting Skills report in VEE 266 (Rotating Machinery).
- 100% of the students 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 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:

Modification request for Building Technology major in Electrical program is now in process and awaits approval. Base on that modification, current competencies in-demand for an Electrical technician's qualification will be met and will include PLO's with improvement linkage to CSLO's and by inclusion of Solar PV technology into BT program. Lessen contact hours in academic requirements (GenEd. course) and more focus on hands-on/practical courses and servicing. Also included in the propose program, student industrial immersion (OJT) to practice and enhance mastery of their learned skills in actual workplace setting. Propose articulation of BT courses with regional institution such as PCC, GCC and HCC to recognize mutual benefits of course articulation and transfer of course credits between these institutions. 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.

Business Administration (AS)

Program Student Learning Outcomes (PSLOs)

At the completion of the **Business Administration Program**, the student will be able to:

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

Looking Back:

During assessment cycle 2015-2016, the Business Administration Program assessed PSLO 1, 2, and 4. In early January the faculty met with the students to discuss the results of the program assessment results and to inform them of the improvement plans for the coming semester. The Division also scheduled a separate meeting to discuss improvement plans and decided to schedule student achievement workshops. The Division also met with the Center for Entrepreneurship Director, Mason Wiley, to discuss collaboration with other Programs to join the F4 event, which is a product exhibit activity that helps the Division measure PLSO's.

What we looked at:

In addition to PSLO 1, we also assessed PSLO 3, and PSLO 5.

The collaborative activity, F4, was used to assess PLSO 1 in which it required students to perform the skills they learned from management, marketing, economics, finance, and accounting. Although several courses joined the F4 event, data used to assess the PSLO came from the BU250 (Principles of Finance) students. The success of the collaboration between the students emphasized the importance of each course in the organization and how their interrelationship is important in achieving the organization's objectives.

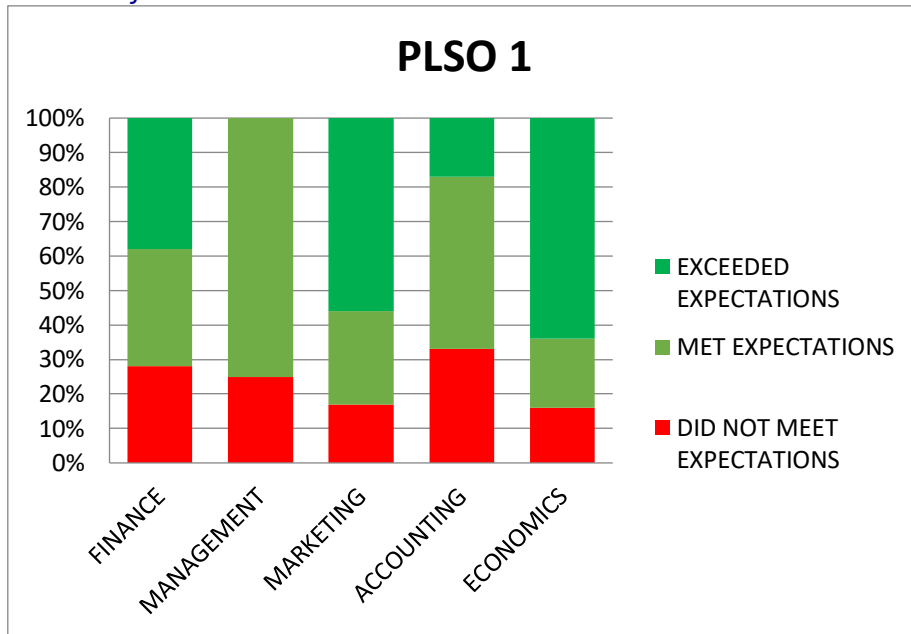
For PSLO 3 students were assessed by participating in a bake sale activity. A Pricing activity under BU/MS110 CSLO 3, where BU/MS110 (Business Math) students will be asked to form groups and organize a bake sale. For this activity students will be using common business computations and analysis to come up with the most profitable price for their products.

Prior to the F4 staging, course topics on retailing that include pricing, markup, markdown and inventory were discussed. These constitute course learning outcome 3. In preparation for the big event (April 14, 2017), BUMS110 class was divided into 4 groups. They brainstormed in coming up with their respective company names, the products that they will sell and how they will design their booths/tables using other business concepts such as marketing and management. They were made aware that after the event, they would come up with a report paper that will be the basis for the assessment. The items in the report form also contain other information that assesses the overall knowledge, retention, and application of the students along business concepts that they have already taken in other business courses. This instills a lifelong learning for them especially that the activity is on actual business setup

PSLO 5

The assessment result of the reporting activities under the BU271 (Business law) class was used to assess PSLO 5. Students were asked to research from the Supreme Court library a case on any of the topics they learned in class. Students were required to submit their own case summaries and were asked to explain their chosen cases in class. Bonus points were given to those who can provide pictures of them interviewing any of the parties involved in the case they were reporting on.

What we found:



Notable improvements

- Improvement in projecting costs and revenues.
- More effective product packaging and promotion.
- Better documentation.
- Improved integration of learning outcomes.

Common Weaknesses

Accounting

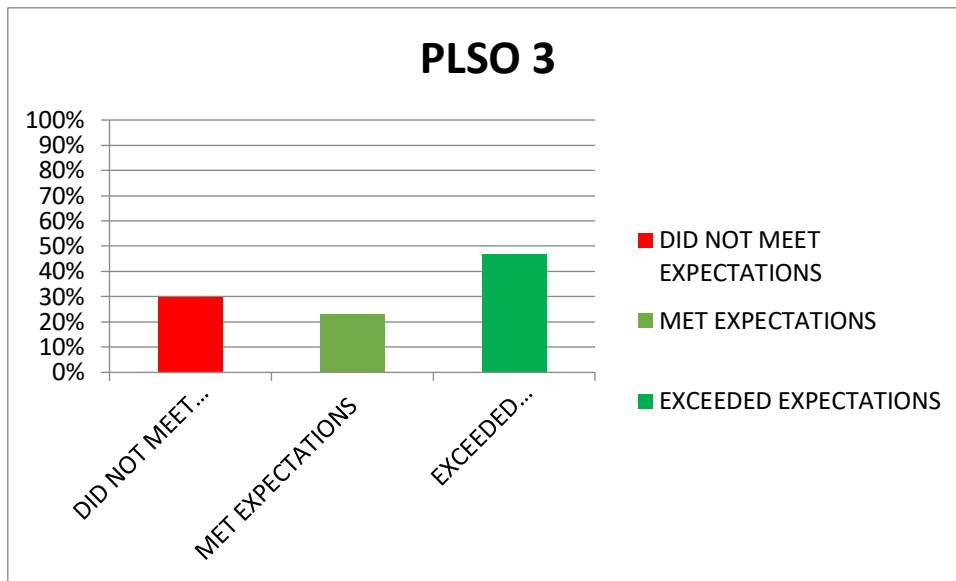
- Accounting cycle
 - Forgot or failed to make best choice among available alternatives
 - For example, using general journal instead of combined journal or other type of special journals to save time in processing accounting data.
- Income Statement
 - Cost of goods sold missing.
- Stockholders' Equity section of the balance sheet
 - Some still confused with difference in terminology for capital
 - For example, instead of capital stock, Owner's name, capital account is used.

Marketing and Economics

- Lack of interest in the activity

Management

- Not following the business plan template.

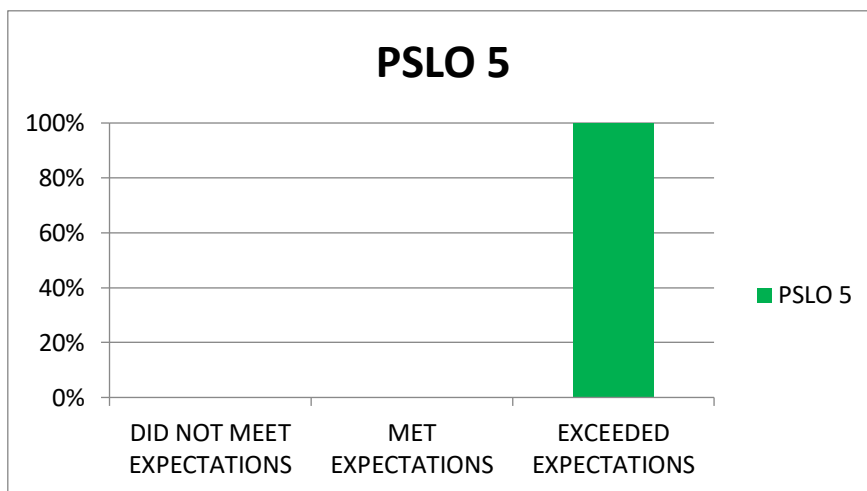


Notable improvements

- Students had a lot of good ideas during their brainstorming session
- Good working relationships were fostered – they were drawn together to work on a common goal
- Not only computational abilities were honed during the staging of F4, but also marketing skills which they learned from their other business courses were applied

Weaknesses

- Non-participation of other group members
- Deviation of products from what was planned
- Lack of projection skills – some groups ran out of products early



Notable improvements

- Displayed satisfactory knowledge on their report.
- Showed interest in making case summaries.

Common Weaknesses

- Difficulty with using proper law terms.

What we are planning to work on:

PSLO 1

- Identify more ways to improve student involvement.
- Drafts should be required before the final paper is submitted, so suggested modifications can be checked if applied or not.
- Increase the number of workshops.
- Modify program learning outcomes to involve at least 2 courses.
- Expanded workshop, with hands-on component.
- Move students' final report submission deadline at least two weeks before final period to permit opportunity to give feedback them feedback.

PSLO 3

- Plan where groups can work together
- Provide ample time for preparations just before the activity
- Acting leaders should be designated to control participation of everyone in the group
- Point deductions should be emphasized to deter non-participation

PSLO 5

- Think of a new assessment strategy.

Recommendations for students:

- Follow the templates given.
- Encourage students to see the 'big picture' by integrating what they have learned in the various business and accounting courses they have already taken, to have a better appreciation of how accounting decisions affect, and are affected by, decisions made under other different functional areas of business, i.e., management, marketing, economics, finance, and even business law.
- Submit all requirements.

Computer Information Systems (AS)

Program Student Learning Outcomes (PSLOs)

At the completion of the **Computer Information System Program**, the student will be able to:

CIS_PSLO_1. Demonstrate an in-depth understanding of technical concepts and ethical issues pertaining to information systems;

CIS_PSLO_2. Demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology;

CIS_PSLO_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;

CIS_PSLO_4. Demonstrate solid foundation skills in database design and management, web engineering, programming, and networking; and

CIS_PSLO_5. Demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS.

PSLO Assessment Report Summary

Introduction:

The Division of Business Administration posted the Associate of Science in **Computer Information Systems (CIS)** program assessment plan in TracDat for assessment cycle 2016-2017. The CIS program assessed **CIS_PSLO_3**, student should be able to 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, and **CIS_PSLO_5**, student should be able to demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS.

During the assessment period, the improvement plans listed in assessment cycle 2014-2015 were implemented. In CIS Program Student Learning Outcome 3 (**CIS_PSLO_3**), the CIS program helped students develop competency with resources – course materials, technology and time. Program faculty emphasized planning skills in relation to preparing, working, and completing case projects. Similar case studies were given with clear directions and improve the grading rubric. In CIS Program Student Learning Outcome 5 (**CIS_PSLO_5**), the CIS program helped students to think critically so they may adjust to change. Program faculty seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay the foundation for lifelong learning.

COM-FSM CIS Program Assessment Summary Report AC2016-2017

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 rubric¹ (See **Table A1**) as measured by individual hands-on project. The assessment of CIS_PSLO_3 used **CA105 Data Analysis** and **IS230 Database Design Management**'s embedded assessment strategies to 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 (see Table A2). The assessment of CIS_PSLO_5 used **IS245 Desktop Publishing** and **IS260 Business Information Systems**' embedded assessment strategies to demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS(see **Table A2**). Collection of data was done during fall 2016 and spring 2017 period.

Table A1

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

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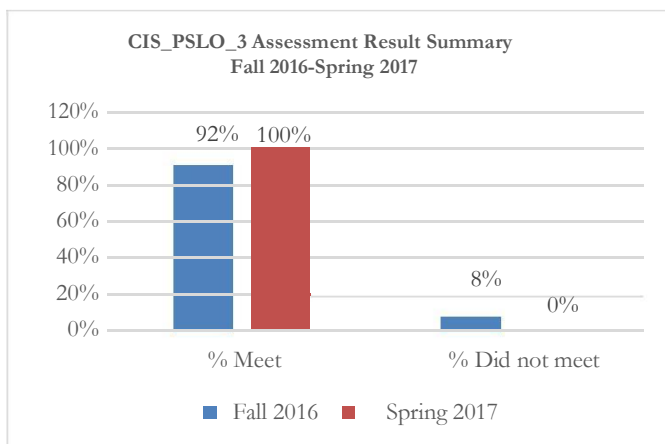
Table A2

ASSESSED CIS PSLO NUMBER	MAPPED COURSES	CSLO NUMBER
CIS_PSLO_3	IS230 – Database Design	IS230_CSLO_4
	CA105 – Data Analysis	CA105_CSLO_3
CIS_PSLO_5	IS245 – Desktop Publishing	IS245_CSLO_3
	IS260 – Business Info System	IS260_CSLO_3

What we found:

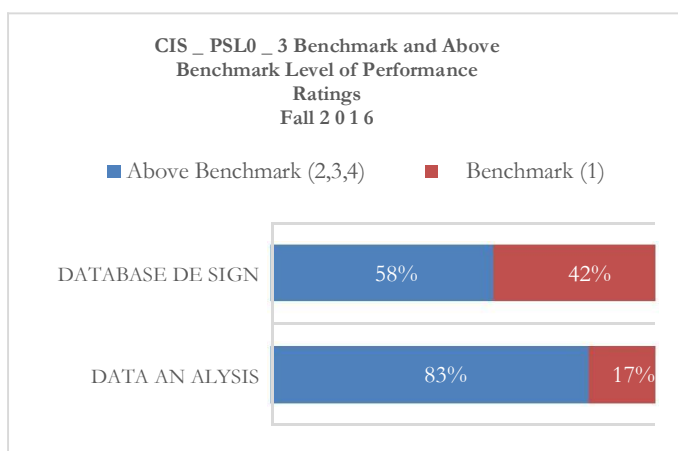
The assessment results of **CIS_PSLO_3** based on the grading rubric, ninety-two percent (92%) or **33 out of 36** students met at least or above benchmark and eight percent (8%) or **3 out of 36** students were below the benchmark during *fall 2016 assessment period* (see **Chart A1**). One-hundred percent (100%) or **31 out of 31** students met at least or above the benchmark level of performance during *spring 2017 assessment period* (see **Chart A1**).

Chart A1



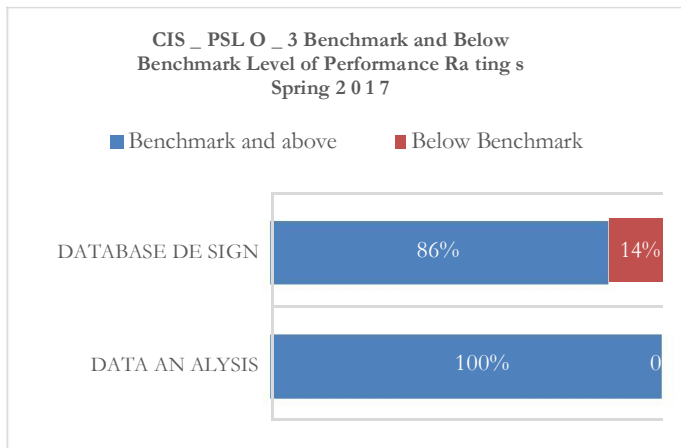
During **fall 2016** period, **Chart A2** shows the embedded assessment results of mapped course - *Database Design (IS230_CSLO_4)* with fifty-eight percent (**58%**) or **11 out of 19** students rated above benchmark level of performance and forty-two percent (**42%**) or **8 out of 19** students rated benchmark level of performance, and the embedded assessment results of mapped course - *Data Analysis (CA105_CSLO_3)* with eighty-three percent (**83%**) or **19 out of 22** students rated above benchmark level of performance and seventeen percent (**17%**) or **4 out of 22** students rated benchmark level of performance. (see **Chart A2**).

Chart A2



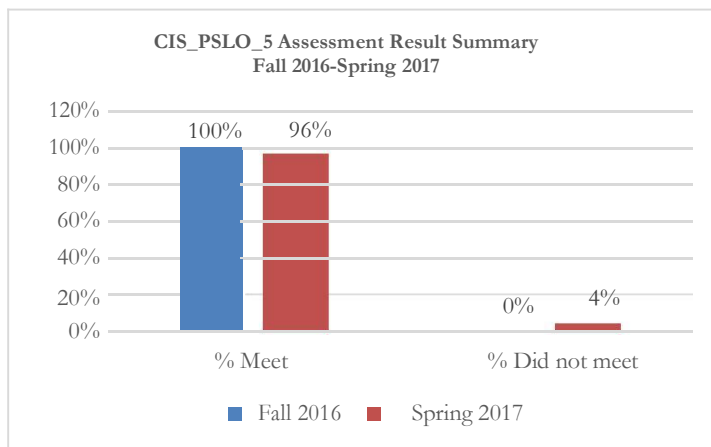
During **spring 2017** period, chart A3 shows the embedded assessment results of mapped course - *Database Design (IS230_CSLO_4)* with eighty-six percent (**86%**) or **11 out of 19** students rated above benchmark level of performance and fourteen percent (**14%**) or **3 out of 22** students rated benchmark level of performance. The embedded assessment results of mapped course - *Data Analysis (CA105_CSLO_3)* with one-hundred percent (**100%**) or **22 out of 22** students rated above benchmark level of performance (see **Chart A3**).

Chart A3



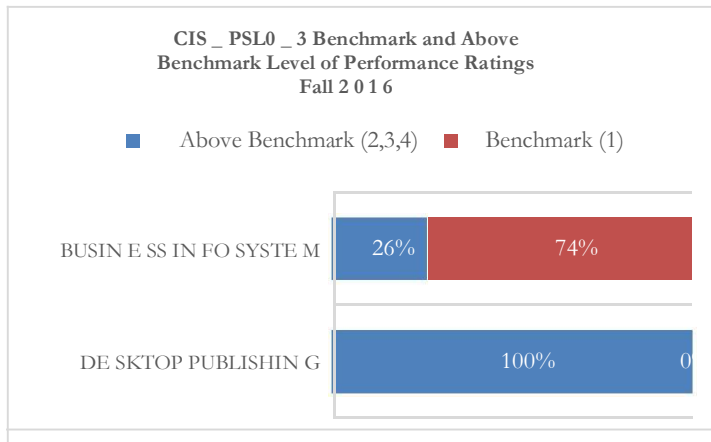
The assessment results of **CIS_PSLO_5** based on the grading rubric, one-hundred percent (**100%**) or **21 out of 21** students met at least or above benchmark during *fall 2016*(see **Chart B1**). Ninety-six percent (**96%**) or **24 out of 25** students meet at least or above the benchmark and four percent (**4%**) or **1 out of 25** students was below benchmark during *spring2017*(see **Chart B1**).

Chart B1



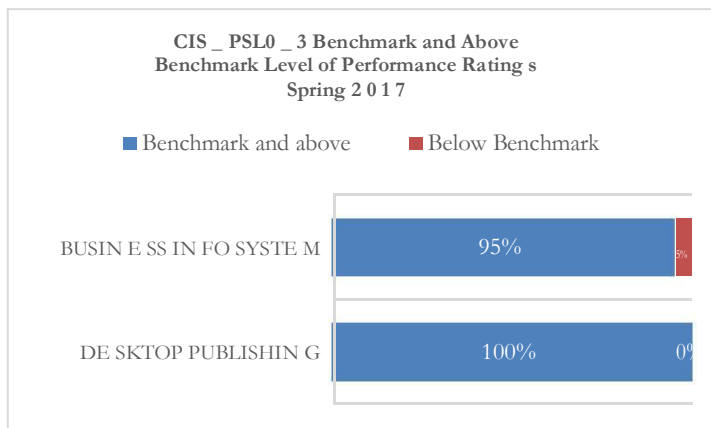
During **fall 2016** period, **Chart B2** shows the embedded assessment results of mapped course - *Business Information Systems(BU260_CSLO_3)* with twenty-six percent (**26%**) or **5 out of 19** students rated above benchmark level of performance and seventy-four percent (**74%**) or **14 out of 19** students rated benchmark level of performance. The embedded assessment results of mapped course - *Desktop Publishing(IS245_CSLO_3)* with one-hundred percent (**100%**) or **19 out of 19** students rated above benchmark level of performance (see **Chart B2**).

Chart B2



During **spring 2017** period, **Chart B3** shows the embedded assessment results of mapped course - *Business Information Systems*(BU260_CSLO_3) with ninety-five percent (**95%**) or **19 out of 20** students rated above benchmark level of performance and five percent (**5%**) or **1 out of 20** students rated below benchmark level of performance. The embedded assessment results of mapped course - *Desktop Publishing*(IS245_CSLO_3) with one-hundred percent (**100%**) or **19 out of 19** students rated above benchmark level of performance (see **Chart B3**).

Chart B3



What we are planning to work on:

- Increase the percentage or the number of students in milestone level of performance to demonstrate initiative in completing required work, identifies and pursues opportunities to expand knowledge, skills, and abilities by:
 - Providing additional opportunities for learning *IS230_CSLO_4* mapped in *CIS_PSL0_3* thru take home mock exam for *SQL* (Structured Query Language) topic.

- o Providing additional opportunities for learning *CA105_CSLO_3 mapped in CIS_PSLO_3* thru topic on *Business Intelligence* using a simply spreadsheet software (e.g. MS Excel). It will be recommended to revise one of the CSLOs.
 - o Giving ample time for completing the case project in *IS260_CSLO_3 mapped in CIS_PSLO_5* by allowing students to polish their project.
 - o Reminding the timeframe for completing the case project in *IS245_CSLO_3 mapped in CIS_PSLO_5* by allowing students to polish their project.
- Increase the percentage or the number of students in above benchmark level of performance to demonstrate in making references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations by:
- o Using a different case study in *IS230_CSLO_4 mapped in CIS_PSLO_3* but with similar problem domain in take home mock exam for *SQL* (Structured Query Language) topic.
 - o Assisting in the project plan in *IS260_CSLO_3 mapped in CIS_PSLO_5* thru inputting creative and innovative ideas.

Recommendations for students:

- Acquire own computer to be used to work on their hands-on project even outside class time to increase proficiency in soft skills.
- Do not rely simply on lab works but students should work in their own time outside the lab since there are many concepts and skills in ICT (Information and Communications Technology) that needs to be done repeatedly and consistently in order to master it.
- Anticipate a series of rigorous hands-on activities as expected in this field of specialization.
- 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.
- Come on time and come ready by reviewing previous discussions/materials and reading ahead for the next material or topic.

Electronics Technology (AAS)

Program Student Learning Outcomes (PSLOs)

At the completion of the **(AAS) Electronics Technology**, the student will be able to:

- 1 Perform troubleshooting techniques to maintain and resolve hardware/software related problems in a personal computer system.

- 2 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:

In VEE 224 (Video Product Servicing), 11 out of 11 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 VTE 225 (Business Machine Servicing) 13 out of 13 or 100 % of the students pass the assessment and were able to trouble and repair Fax machine, Computer printer, Cash register and Microwave oven

What we are planning to work on:

Include audio servicing in the program.

Video circuits now are getting smaller and integrated removal of components on a double-sided board need special tool such as infra-red solder workstation, soldering pumps and tweezers. At the moment we don't have such special tool. But planning to purchase.

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.

Recommendations for students:

Students must have a grade of "C" or better in Math and English courses, this proficiency level help the student to meet the course work in Electronics Technology courses. Likewise, should meet every course prerequisite of each courses in the program to assure program completion in two years.

Liberal Arts/Health Careers Opportunity Program (AA)

Program Student Learning Outcomes (PSLOs)

At the completion of the **Liberal Arts/ Health Careers Opportunity Program**, the student will be able to:

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

PSLO Assessment Report Summary

What we looked at:

The Liberal Arts/ Health Careers Opportunity Program assessment focused on all four HCOP_PSLOs during the academic year 2016-2017 (Fall 16 & Spring 17).

What we found:

- **HCOP_PSLO_1:** *Describe the structure and function of organ systems in the human body.* ^[1]_[SEP] Fall 2016-Anatomy & Physiology I (SC 122A)^[1]_[SEP] 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 2017-Anatomy & Physiology II (SC 122A)^[1]_[SEP] Over 95% 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.* ^[1]_[SEP] SPRING 2017-Microbiology (SC 180)^[1]_[SEP] 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.
- **HCOP_PSLO_3:** *Identify and describe different career opportunities in health care and allied professions.* ^[1]_[SEP] FALL 2016-Human Nutrition (SC 112)^[1]_[SEP] Over 81% of students were able to identify and describe different career opportunities in health care and allied professions based on the number of students passing the Human Nutrition course with a score of 70% or better.
- **HCOP_PSLO_4:** *Identify, describe, and/or analyze issues relevant to human health.* ^[1]_[SEP] SPRING 2017-Microbiology (SC 180)^[1]_[SEP] Over 95% of students were able to identify, describe, and/or analyze issues relevant to human health based on the number of students passing the Microbiology course with a score of 70% or better.
-

What we are planning to work on:

- HCOP Program Student Learning Outcomes (PSLOs) have been reworded to better reflect the content of all courses that make up the program.
- Dialog with faculty of Public Health, and Nursing programs is 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 faculty of the 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.
- HCOP faculty members are working to improve survey tactics to determine the number of students who are currently seeking advance degrees related to HCOP.
- 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.

Recommendations for students:

- Take advantage of advertised tutoring opportunities with the Math & Science Division.
- Review and revise notes after class.
- Submit all assignments in time.
- Interact meaningfully with faculty.
- Attend class regularly and arrive on time.
- Continue to work with advisors, get help if you need, and ask questions.
- 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 before taking the advance courses in telecommunication program.

Hospitality & Tourism Management (AS)

Program Student Learning Outcomes (PSLOs)

At the completion of the **Hospitality & Tourism Management Program**, the student will be able to:

1. Explain the interdependent components of the international hospitality and tourism industry including transportation, customer service, food service, lodging, recreation management, roles of national and state visitors' authorities, marketing and sales.
2. Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.
3. Explain the types and elements of food service operations.
4. Demonstrate front of the house technical and supervision techniques.
5. Describe tourism attraction support services and related business opportunities.
6. Describe the importance of developing the FSM as a sustainable tourism destination.
7. Communicate in basic Japanese for lodging, food service and tourism provider guest services.

PSLO Assessment Report Summary

What we looked at:

PSLOs 1, 2, 3, 4, 6, & 7 focusing our assessments on students' writing and math skills in the following courses:

- HTM110-*Introduction to Hospitality & Tourism Management*; HTM120-*Introduction to World Tourism*; HTM150-*Hospitality Supervision*; HTM165-*Food Fundamentals & Quantity Cooking*; HTM170-*Front Office Management*; HTM220-*Food & Beverage Management*; HTM250-*Facilities Management & Practicum* (Capstone Course).

What we found:

PSLO#1: [TARGET: 70% to achieve a good rating (70-79%) or better.]

- HTM110- Written essay assignment on the student's perspective on tourism development and the cultural and environmental impacts in the FSM, 80% or 20/25 achieved a rating of 'good' (70-79%) or 'satisfactory' (80-89%). Fall 2016.
- HTM120- Written assignment explaining how the food service industry is part of the component that interrelates to the improvement to the FSM tourism sector, 100% or 19/19 achieved a rating of 'good' (70-79%) or 'satisfactory' (80-89) in Spring 2017.

- HTM 250[TARGET: 100% to achieve at least satisfactory (80-89%) rating.]-Written report of the functions or duties performed in the different departments at the student's work-sites including hotel/lodgings, restaurant/food services, and travel/tourism agencies, 50% or 1/2 received a satisfactory rating in Fall 2016; 100% or 2/2 achieved a rating of 'satisfactory' (80-89%) in Spring 2017.

PSLO#2:

- Review a case study on the application of yield management in the lodging industries. HTM 150 (Fall 2016)-100% or 10/10 achieved a score of 35/50 (70%) or better. [TARGET: 70% to achieve 70% or better.]
- Demonstration exercise on calculation of guest accommodation charges, receipt of payments, and reconciling the accounts receivables. [TARGET: 70% to achieve at least 70% accuracy.]
 - HTM150 (Fall 2016)- 100% or 10/10 achieved at least 70% accuracy in calculations.
 - HTM170 (Spring2017) 100% or 10/10 achieved at least 70% accuracy in calculations.
- Case scenario activities to perform the night audit functions. [TARGET: 60% to achieve at least a good rating (70-79%).]
 - HTM150 (Fall 2016)- 100% or 10/10 achieved a rating of 'good' (70-79%).
 - HTM170 (Spring 2017)- 100% or 10/10 achieved a rating of 'good' (70-79%).

PSLO#3:

- Demonstration of learned knowledge on basic culinary techniques and skills in a full service public teaching restaurant setting; including food costing, menu planning, quantity cooking, portioning, guest check calculating, and cashiering.
 - HTM165 (Fall 2016)-93% or 13/143 achieved a rating of 'good' (70-79%). [TARGET: 60% to achieve a rating of good (70-79%) or better.]
 - HTM250 (Spring 2017) [TARGET: 100% to achieve a rating of good (70-79%) or better.]-100% or 2/2 achieved a rating of 'satisfactory' (80-89%) or 'exemplary' (90-100%).
- Laboratory exercises demonstrating proper food handling safety with regards to storage and cooking temperatures; and illustrating the common standard meat cuts, poultry cuts, and seafood portioning standards.
 - HTM165 (Fall 2016)-93% or 13/14 achieved a rating of 'good' or 'satisfactory'.
 - HTM165 (Spring 2017)-92% or 11/12 achieved a rating of 'good'.
 - HTM250 (Fall 2016)-100% or 2/2 achieved a rating of 'satisfactory'.
 - HTM250 (Spring 2017)-100% or 2/2 achieved a rating of 'satisfactory' (80-89%) or 'exemplary' (90-100%). [TARGET: 100% to achieve a rating of good (70-79%) or better.]

PSLO#4:

- Demonstrate front of the house technical and supervision techniques at work-sites.
 - HTM250 (Fall 2016)-100% or 1/1 achieved high ratings from site supervisors.
 - HTM250 (Spring 2017)-50% or 1/2 achieved high ratings from site supervisors.

PSLO#6:

- Conduct marketing specific research and statistical data analysis in the formulation of a marketing plan.
 - HTM230 (Fall 2016)-100% or 8/8 achieved rating of 75%.

PSLO#7:

- Students practice conversation in Japanese including greetings and other expressions necessary to serve customers.
 - FL120 (Fall 2016) 92% or 12/13 students achieved rating of 70% or better.

What we are planning to work on:

- PSLO#6 and HTM230-improve on providing support in terms of coaching and tutoring students on research methods and data analysis and interpretation.
- Improving on increasing ratings from good or satisfactory to meeting exemplary through added exercises on both math related problems and writing assignments.

Recommendations for students:

- Students are advised to successfully complete EN110, EN120, and at least MS099 by the first semester.
- Students are advised to successfully complete AC131 prior to taking HTM150 or HTM170.

Liberal Arts (AA)

Program Student Learning Outcomes (PSLOs)

At the completion of **Liberal Arts Program**, the student will be able to:

1. Enrich and deepen self-knowledge by exploring different academic experiences.
2. Articulate and understand their experiences through effective writing, reading, speaking and various modes of artistic expression.
3. Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.

PSLO Assessment Report Summary

What we looked at:

ASSESSMENT ACTIVITY: For the 2016-2017SY, the students in two selected sections of the SS/PY 101: Psychology courses were assessed on their ability to comprehend and summarize the reading information from a pre-selected article. Because we had looked at this same ability with students in one of our English courses during the year 2015-2016, we decided to assess students in one of the LA major required non-English classes to see if what we found in our English classes is similar or different in a non-English course. Students had to demonstrate the ability to identify and extract specific information from the reading such as facts, definitions, antonyms and synonyms as well as main ideas and contradictory information based on their readings. These assessment activities covered PSLO 2 of the Liberal Arts program with a specific focus on students' reading abilities. During the Fall 2016 semester, the assessment was done as a summative assessment at the end of the semester. Then the results were analyzed and comparisons were made to the findings of the previous year's English class sample.

TARGET: 100% of all students who took the SS/PY 101 classes during the Fall 2016 semester were assessed. Since this class is both a required Liberal Arts class as well as a general education class, it allowed us to look at all the students in general as well as how students from different majors were doing in comparison to Liberal Arts students.

Listed below are the results of the assessment of 47 students who were assessed in our Psychology courses during the 2016-2017 School Year.

What we found:

For the summative assessment, 47 students were assessed in two sections of SS/PY 101. The assessment tool consisted of a pre-selected reading article as well as a quiz about the reading. The quiz consisted of six specific questions that assessed students' abilities of distinguishing, identifying and showing understanding of the following information:

1. Main Idea; 2. Purpose; 3. Cause/Effect; 4. Contradictory Information; 5. FACTs; and 6. Theme.

Here is what we found:

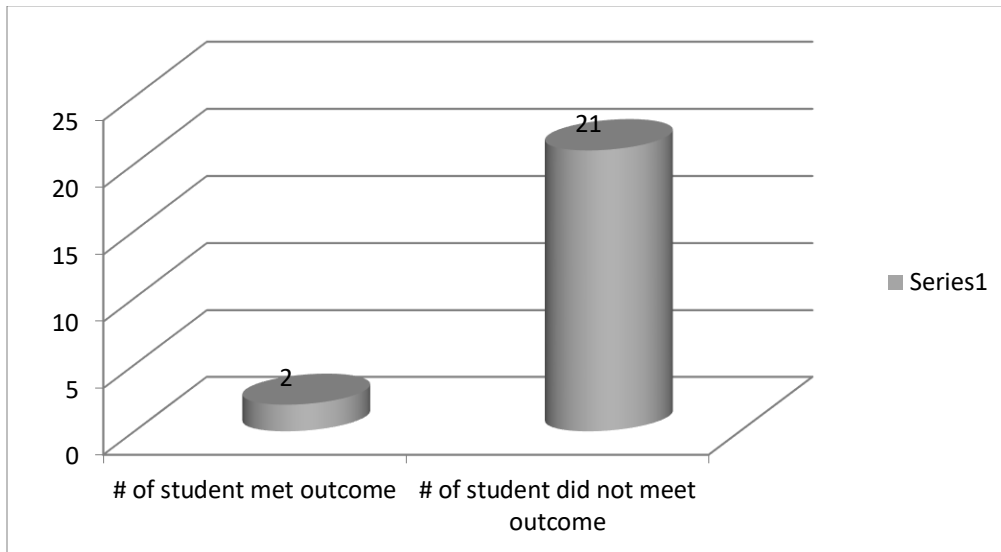


Fig. 1: Overall Performance for Section 1 of SS/PY 101

Overall outcomes for section 1:

In section 1, only 2 out of 23 students (9% of all of the students in this section) was able to meet our goal of scoring 70% or above on this assessment. 70% basically meant that a student answered correctly 5 out of the 6 questions. Seven students or 30% of the students scored 67% on this assessment which meant that they answered correctly two-thirds of the questions or 4 out of the 6 questions. So about 39% were within reach of our 70% goal expectation. More than half of the class (61%) performed at either half or less than half of the level expected.

Class composition: The class composition for section 1 consisted of 13 HCOP/Nursing students (54% of the class), 6 students Liberal Arts (25%) and 4 students other (21% -2 PreTP, 1 not stated and 1 CIS).

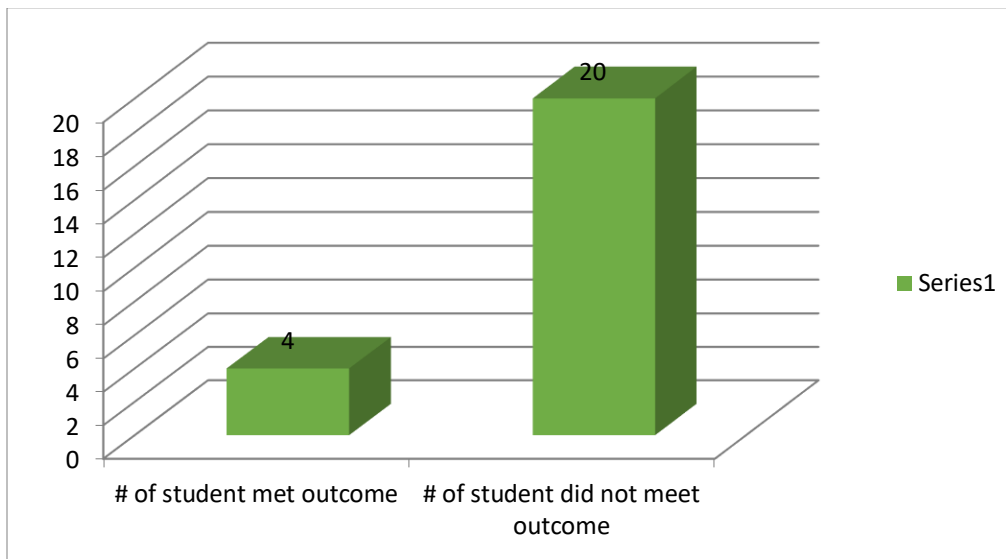


Fig. 2: Overall performance for section 2 of SS/PY 101

Overall outcomes for section 2:

Figure 2 shows that in section 2, only 4 out of 24 students (17% of all of the students in this section) were able to meet our goal of scoring 70% or above on this assessment. 70% basically meant that a student answered correctly 5 out of the 6 questions. Five students (21% of the students) scored 67% on this assessment which meant that they answered correctly two-thirds of the questions or 4 out of the 6 questions. So about 38% were within reach of our 70% goal expectation. More than half of the class (62%) performed at either half or less than half of the level expected.

Class composition: The class composition for section 2 consisted of 12 LA students (50% of the class), 8 Pre TP students (33%) and 4 students HCOP/Nursing (12%).

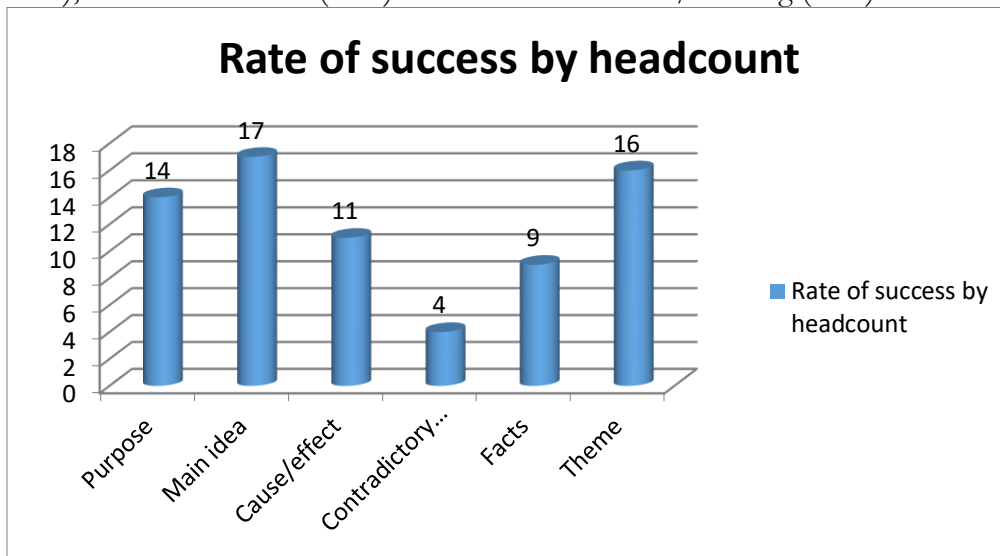


Fig. 1.2: Rate of success by headcount for each question/area for section 1 of SS/PY 101

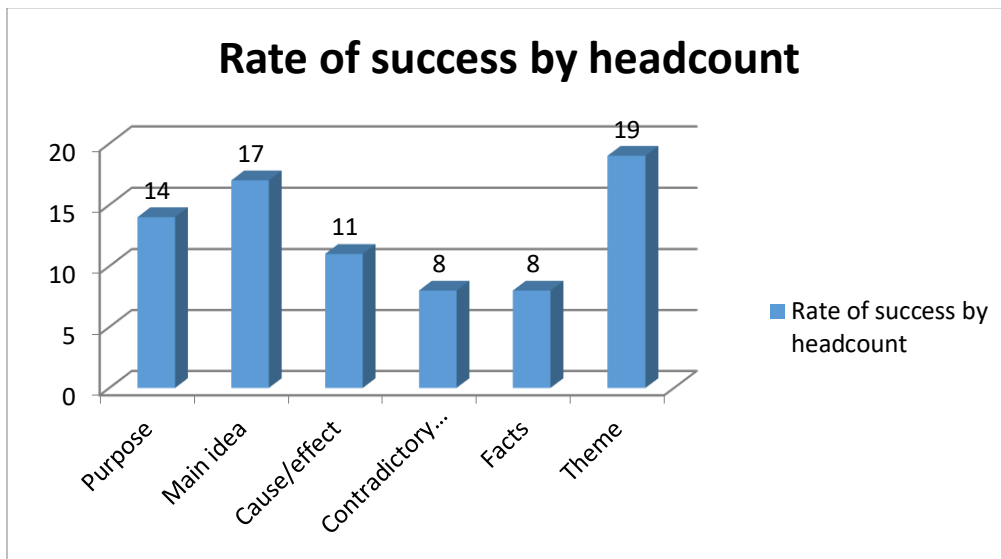


Fig. 2.2: Rate of success by headcount for each question/area for section 2 of SS/PY 101

Trends and Observations:

- Regardless of course (whether it is an English course or non-English course), our students are reading at a very low level and are not able to effectively comprehend nor extract information from their reading.
- In both sections assessed, an equal number of LA students scored above and below the median.
- In section one, an equal number of HCOP/Nursing students scored above and below the median compared with 3 Pre-TP students who scored above 50% and 5 students who scored below the median.
- Three areas of strength: **Purpose, Main idea and Theme**. Note that in the 2015-2016 assessment, Theme was an area of weakness while facts was an area of strength. In general, students got the gist of the reading selection and could identify the main points being presented.
- Three areas of weakness: **cause/effect; contradictory information and facts**. This shows a weakness in identifying relationships and analyzing of information. Students also need to work on differentiating between opinion and fact.
- Identifying “contradictory information” from the reading was the weakest area in both this year’s assessment and in the 2015-2016 assessment. There is a possibility that the issue here could be more because of the terminology used (students not clearly understanding the term ‘contradictory’) rather than their actual comprehension of the question.

What we are planning to work on:

For the 2017-2018 SY, the division will be assessing the transfer ability of our students in the Liberal Arts program. These assessment activities will help us to assess PSLO # 3 which is: ***Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.***

- 100% of all of our current Liberal Arts students will be assessed.
- The assessment will be three-fold: one-all of the instructors will analyze their advisee GPAs and identify how many students are able to transfer based only on their GPA. We will be looking to see how many students have a GPA above and below 3.0, which is a typically

acceptable level for transfers. For new in-coming freshmen, their GPAs will be looked at by the end of the year to identify if they earned GPA levels that will allow them to transfer as well.

- The second part will be the administration of a survey for all LA students to identify factors that affect a student's ability to transfer, their future goals, and their understanding of what it takes to transfer successfully to another college. Survey questions have already been drafted by the LA faculty and a tentative timeline has been established.
- The third and final part will be to use this data collected from the survey and hold workshops both at the end of the Fall semester as well as the beginning of the Spring semester to help address the issues identified, build skill/knowledge and to also introduce students to scholarships, tips and advice to actually help them transfer. Potential presenters have been identified and some areas to be addressed have been suggested. Other areas to be addressed will be identified based on the survey data.
- Advisors will work specifically with our potential graduates in assisting them to attempt to complete all tasks needed to transfer when graduating; the workshops will also be a means for the advisors to meet regularly with the new cohort of students to ensure that their courses selected and taken follow a specific transfer pathway based on their goals. Instructors will help the LA majors identify and develop specific pathways for transfer as well as help them graduate within the 100%-150% timeframe.

Recommendations for students:

- Read regularly: To help aid in coherence, comprehension and to expand background knowledge on content, students need to make reading a regular part of their everyday practice. Reading will help them more in their English courses and in any other courses in college since this will help to expand vocabulary and increase understanding of usage and will build knowledge of different subjects. To be successful in the Liberal Arts program, students need to read often and read regularly. Students should make it a habit to read ahead in their textbooks rather than relying on their instructors to provide all the information they need.
- Writing and Reflection: To become better at writing, students do need to practice writing. Putting thoughts into writing, reading what they write and reflecting on their writing is good practice. Writing about their reading can also help to aid understanding of unfamiliar subjects. For students to be proficient in writing, they must write.
- Students need to already start thinking and learning about their future careers so that when they enter into the Liberal Arts program, they will be informed about what types of skills and knowledge they will need for their future careers. Being aware of this will help students better plan their education and their career paths and will allow them to make good decisions when selecting classes and electives in the major.

Micronesian Studies (AA)

Program Student Learning Outcomes (PSLOs)

At the completion of the **Micronesian Studies Program**, the student will be able to:

13. Demonstrate the ability to read, speak and write critically and effectively in English about Micronesian Studies Program course content.
14. Demonstrate proficiency in the geographical, historical, and cultural literacy of the Micronesian region.
15. Demonstrate proficient knowledge of the structure and functions of the government and social, political, and economic issues concerning the Micronesian Studies course content.

16. Demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technologies.
17. Demonstrate an appreciation of the requirements of good citizenship in the FSM.

PSLO Assessment Report Summary

What we looked at:

PSLO 4 was identified to be assessed for the 2016-2017 cycle based on the previous assessments and recommendations.

PSLO 4 was assessed, 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.

What we found:

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

The target for successful achievement was that 70% of the class met the outcome with a score of 70% or higher. Figures 1 & 2 show the results.

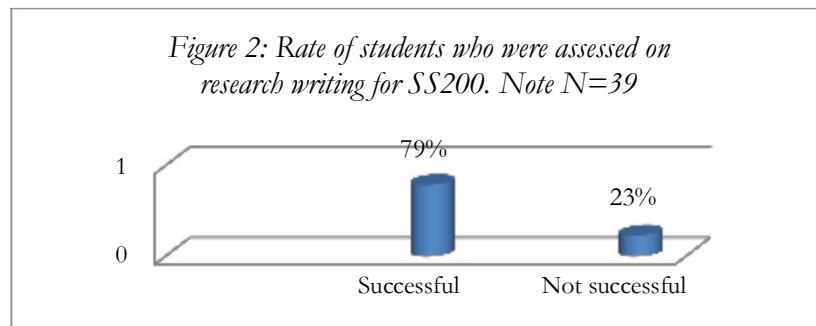
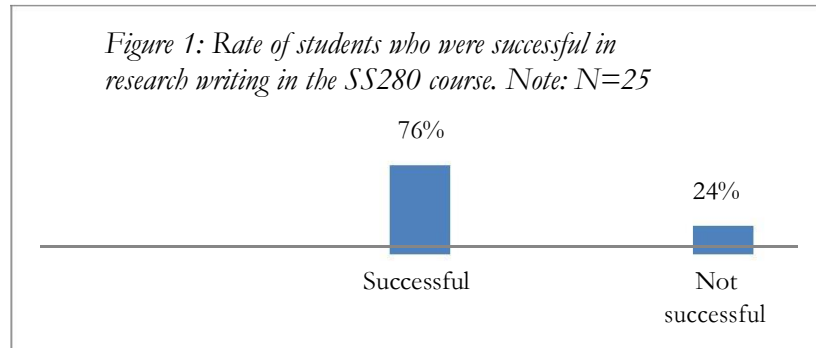


Table 1 shows average scores on each performance category for Research writing for SS280 Directed study course for both Fall 2016 and Spring 2017 semesters.

<i>Fall2016</i> <i>N=11</i>	<i>Spring 2017</i> <i>N=14</i>	Performance category
75%	80%	Thesis formulation
75%	68%	Information seeking
56%	70%	Analysis
56%	67%	Synthesis
67%	64%	Documentation
90%	80%	Process

Assessment results in both semesters reveal that Analysis continues to be the weakest area, while Thesis formulation remains the strongest area. Detailed results of students rating on the seven areas are stated in Tables 1 & 2.

Results show an improvement in both analysis and synthesis performances. Although the average score for synthesis category is at 67%, the outlook is positive because the performance is much higher than what was seen in Fall2016, which was a 56%. The slight improvement can be attributed to the change instructors made by giving more critical thinking exercises, beginning in the SS200 Research methods course. The change to focus on building critical thinking skills culminated from several earlier program assessment results, both from common essay assessment and research papers. It is also positive to note that the students' ability to formulate thesis remains the strongest (80%) area of performance. Interestingly, there is a slight decrease on how students handled the use of sources, as indicated by the results for the categories on Information seeking and documentation. A possible guess for this could be the confusion students have between using MLA format from their expository writing courses, and APA format in the Social Science research courses.

Table 2 shows average scores on Assessment of Research writing for SS200 Research methods course for both Fall2016 and spring 2017 semesters.

<i>Fall2016</i> <i>N=22 for 2 sections of SS200</i>		<i>Spring 2017</i> <i>N=17</i>		Performance category
<i>Section1</i>	<i>Section2</i>	<i>Section 1</i>	Avg. scores	
79%	72%	79%	77%	Thesis formulation
73%	75%	74%	74%	Information seeking
54%	56%	69%	59.6%	Analysis
56%	56%	68%	60%	Synthesis
56%	67%	64%	62%	Documentation
79%	90%	80%	83%	Process

Students repeatedly show weakest performance in Analysis and Synthesis (59.6% and 60%) as average scores, as Thesis formulation and Process remain the strongest areas (77%, 83%) respectively. It has been observed that students come in with either little or no analytical skill. Another observation is that even collecting the correct sources of information is already a challenging task for students who enroll in the course. As a result, much of the tasks in the earlier weeks of the course are spent on helping students collecting and evaluating sources. The tasks involve collecting sources, and then determining the type of source, its validity, and reliability. A set of questions is used to help students perform the tasks.

Other assessment:

Each semester students taking SS280 are given an exit survey questionnaire to assess their overall experiences of the Micronesian studies program. The questions and their results, from both Fall2016 and Spring 2017 are seen on tables 3 & 4. Additional information that was also collected from the survey included students plans after completing the Micronesian studies program. Results are seen in Table 5.

Table 3 shows survey results from SS280 class for Fall 2017.

QUESTIONS	Strongly disa	Disagree	Neutral	Agree	Strongly ag
1. Instructors in your Micronesian studies program courses demonstrated knowledge of content				2	9
2. Instructors in your Micronesian studies program courses seemed to sincerely care about you and your progress in your classes.				1	10
3. Classroom atmosphere in your Micronesian studies classes seemed comfortable and supportive.				3	8
4. Your grades in Micronesian studies program courses were an accurate assessment of your performance and mastery of subjects.				3	8
5. You Micronesian studies program advisor was available to assist you when needed.			1	2	8
6. Your Micronesian studies program advisor seemed to care about you and helped you to meet your academic goals.				2	9
7. Your Micronesian studies program advisor helped you select courses that ensured you met graduation requirements.				2	9
8. Your Micronesian studies program advisor assisted you with continued educational and career planning.				3	8
9. You feel confident with the skills you acquired in the Micronesian studies program AA degree program for successful transfer to a 4-year college/university.				3	8
10. You feel confident with the skills you acquired in the Micronesian studies program AA degree program to successfully obtain and maintain a job in this field.			1	2	8
11. You feel that you increased your ability to design and conduct field studies in Micronesian studies program.				2	9
12. You felt your experience in Micronesian studies program courses was enjoyable.				1	10
13. You feel that the resources (e.g. textbooks, computer lab, classroom, etc.) in the program was adequate.				1	10
14. You feel that you received a broad and adequate introduction to the Micronesian studies program after completing this program.				3	8

Table 4 shows survey results from SS280 class for Spring 2017.

QUESTIONS	Strongly Disagree	Neutral	Agree	Strongly agree
1. Instructors in your Micronesian studies program courses demonstrated knowledge of content				13
2. Instructors in your Micronesian studies program courses seemed to sincerely care about you and your progress in your classes.				13
3. Classroom atmosphere in your Micronesian studies classes seemed comfortable and supportive.		1	2	10
4. Your grades in Micronesian studies program courses were an accurate assessment of your performance and mastery of subjects.			3	10
5. You Micronesian studies program advisor was available to assist you when needed.		1	3	9
6. Your Micronesian studies program advisor seemed to care about you and helped you to meet your academic goals.			2	11
7. Your Micronesian studies program advisor helped you select courses that ensured you met graduation requirements.	1		2	10
8. Your Micronesian studies program advisor assisted you with continued educational and career planning.			3	10
9. You feel confident with the skills you acquired in the Micronesian studies program AA degree program for successful transfer to a 4-year college/university.				13
10. You feel confident with the skills you acquired in the Micronesian studies program AA degree program to successfully obtain and maintain a job in this field.				13
11. You feel that you increased your ability to design and conduct field studies in Micronesian studies program.				13
12. You felt your experience in Micronesian studies program courses was enjoyable.			1	12
13. You feel that the resources (e.g. textbooks, computer lab, classroom, etc.) in the program was adequate.		1	1	11
14. You feel that you received a broad and adequate introduction to the Micronesian studies program after completing this program.			1	12

Table 5 shows student-transfer information

Exit survey	Fall 2016	Spring 2017
Returning to COM-FSM for a 2nd degree	4	4
Transferring to another university	1	5
Joined the US military	1	0
Transferring sometime in the future	5	4
Total	11	13

What we are planning to work on:

- Team-teach one Micronesian studies course as another approach of instruction and assessment. Time of implementation will await outcome of Team teaching currently done in SS150History of Micronesia.
- 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.
- Gen. Ed. Continue assessment of SS150, using team teaching and assessment of 3 key areas of recall (fill-in-blanks), recognition (Matching/multiple choice), and critical thinking (essay questions).
- Organize for activities (i.e., lecture forums, field trips, experiential learning, and others) to engage students in their learning. Need to coordinate with outside community in the planning of activities.

- Assess Outcome#5
- 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 in terms of course-planning

Pre-Teacher Preparation (AA)

Program Student Learning Outcomes (PSLOs)

At the completion of **Pre-Teacher Preparation Program** the student will be able to:

1. Demonstrate basic knowledge of the foundations and concepts related to elementary education.
2. Demonstrate familiarity with a variety of instruction strategies for elementary school students.
3. Demonstrate basic knowledge in the following areas: art, communication, humanities, language, literature, science, and social sciences.

PSLO Assessment Report Summary

What we looked at:

The Education Division's assessment focused on PSLO #2. Listed below is the assessment plan for the PSLO.

- PSLO #2: Review teaching performance of students enrolled in ED 292 using a rubric. (Target 70%)

What we found:

- For PSLO #2:
 1. Fall 2016- 9 (5 females, 4 male) out of 10 (90%) of students successfully completed this CSLO by delivering a lesson in Writing. 8 (5 females, 3 male) out of 10 (80%) of the students successfully completed this CSLO by delivering a lesson in Math. 8 (5 females, 3 male) Out of 10 students (80%) of the students successfully completed this CSLO as measured by delivering a lesson in Social Studies.
 2. Spring 2017 – 10 (8 females; 2 males) out of 11 students (91%) successfully delivered a lesson in writing. 10 (8 females; 2 males) out of 11 students (90%) successfully delivered a complete lesson plan in math. 9 (7 females; 2 males) out of 11 students (82%) successfully delivered a complete lesson plan in social studies.

What we are planning to work on:

- Revise PSLO 1 and 2 to be in line with "Finding and Recommendations Based on Review of the COM-FSM Education Program and Courses," submitted by Susan J. Moses on July 28, 2016

1. Develop long term and short term lesson plans
 2. Deliver, assess and reflect on lesson plans.
- Meet and share teaching strategies to improve student learning.
 - Meet with all education major students (Pre-Teacher Prep. & Teacher Prep.) at the beginning of the school year (semesters) to orient them to education programs
 - Recruit students to the Pre-Teacher Prep major
 - Revise ED210 course outline to include classroom observations and a pre-requisite for ED292.
 - Revise ED292 course outline to include more teaching practices.

Recommendations for students:

- Students should pass (letter grade of "C" or better) EN120b at the end of the first two semesters.
- Students should focus and pass courses with at least a “C” on the first try.
- Students should take ED210 Introduction to Teaching before ED292 Practicum

Telecommunication Program (AAS)

Program Student Learning Outcomes (PSLOs)

At the completion of **Telecommunication Program** the student will be able to:

18. Practice career in telecommunication industry.
19. Troubleshoot microwave, fiber optic, radio communication and telephone system

PSLO Assessment Report Summary

What we looked at:

The Telecommunication Program assessment focused on PSLOs 5 and 6. Students were assessed during their work place immersion 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 for PSLO 4 and 5 is 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 telecomm 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 were able to practice a career in telecommunication and IT facilities by attending on-the-job training.
- VTE 260 (Microwave) 12 out of 12 or 100% of the students got “C” or better on their final grade and able to troubleshoot and repair microwave communication system using NIDA system trainer.
- VTE 261 (Fiber optics) 26 out of 26 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) 12 out of 12 students or 100% of the students got “C” or better on their final grade and able to trace, troubleshoot and repair telephone set using telephone module kit board.
- VTE 281 (Cellphone servicing) 22 out 22 or 100% of the students got “C” or better on their final grade and able to troubleshoot and repair hardware and software related problem of cellular phone.

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.
- Update and revise course content of the program according to certification competency standards.
- Identify and do inventory of telecommunication NIDA cards and trainers that is defective and worn out use for telecommunication instruction for budgeting and purchase schedule.

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 program 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.