College of Micronesia-FSM
Academic Assessment Report
AY 2017-2018

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Overview

Assessment at the college is an ongoing process of "establishing clear, measurable expected outcomes of student learning; ensuring that students have sufficient opportunities to achieve those outcomes; systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and using the resulting information to understand and improve student learning." (Suskie, 2009, p. 8)

The goal of this annual *Institutional Assessment Report* is to provide evidence of assessment work performed during academic year 2017, covering fall 2017 through spring 2018. However, based on the assessment challenges that the college has faced within the last few years, this report will instead revisit the assessment process from previous years and make the necessary improvements.

Institutional Student Learning Outcomes (ISLOs)

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

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

ISLO Assessment Plan AY 2017-18

In AY 2017-2018, the college planned to assess two ISLOs:
- ISLO 5. Intercultural Knowledge and Competence, and

- ISLO 8. Quantitative Reasoning

Seven programs were identified to assess ISLO 5, and eight were to assess ISLO 8 however, programs such as Hospitality & Tourism Management and Telecommunications were assessing ISLO 7 (Foundations and skills for life-long learning). Furthermore, some of the courses in Business Administration originally identified to assess the two ISLOs, were also assessing ISLO 7. Nevertheless, every effort was made to consolidate the results of the assessments provided by the different programs and present a summary in this report.

Coordination of the Assessment Reporting

In the past years, assessment officials have coordinated instructional assessment activities; as a result assessment of student learning outcomes was systematically organized. Institutional, program, and course learning outcomes were assessed on schedule. Coordination of assessment work at the college had lagged in recent years due to frequent changes in personnel within the assessment unit. Nonetheless, instructional faculty continued to assess student learning outcomes and produce assessment results at both the course and program levels. A few programs continued to assess institutional learning outcomes. Such faculty's efforts toward continuing assessments have made this report possible.

For this assessment cycle, the dean of academic programs (DAP) discussed the assessment plan with the campus instructional coordinators and provided through email the directions and associated documents for the two ISLO's. The instructional coordinators then provided the information to the relevant faculty at respective campuses, collected the assessment results and forwarded them to the dean of academic programs. Assessment results were also collected directly from instructors, office of institutional effectiveness staff, and TracDat.

Program Level Performance for Fall 2017 and Spring 2018

Programs use many and varied approaches to assessing student learning as shown in Table 1. The most commonly and frequently used measures of success in the four programs include exams, tests, and quizzes. In Micronesian Studies students were assessed largely on their performance in the research process, submitting a written report, and oral presentation on their research findings. Pre-Teacher Prep, Hospitality and Tourism, and Telecommunications programs use performance and demonstration of skills as primary measures for student success. The most frequently used measure in Business Administration and Computer Information Systems is the group project, in which students were given group assignments leading up to the presentation and submission of the final report.

Table 1. ISLO's 5, 7, & 8 Programs & Courses

ISLO	Programs	Courses	Assessment Methods
5	Micronesian Studies	SS 200 Research Methods	Portfolio, research project
		SS 280 Directed Studies	Final research paper, project

ISLO	Programs	Courses	Assessment Methods
Cultural Knowledge	Pre-teacher Preparation	ED 292 Practicum	Performance, presentation, student self-evaluation
		ED 210 Intro. to Professional Teaching	Locally developed tests/exams, observation, final project
	Hospitality & Tourism Management	FL 160 Situational Japanese for Hospitality and Tourism	In-class discussion, exam, demonstration
7 Foundation and Skills for Lifelong Learning	Business Administration	BU 260 Fundamentals of Management	Exam of subject area knowledge, group project, demonstration
		EC 220 Microeconomics	Exam, written assignment, research paper
		EC 230 Macroeconomics	Exam. Group project, research
	Computer Information Systems	IS 260 Business Information Systems	Exam, group project, portfolio
	Hospitality & Tourism Management	HTM 250 Facilities Management & Practicum	Performance, demonstration, observation
	Telecommunications	VTE 270 Telecommunication Systems	Embedded quizzes & exams, performance & simulation
8 Quantitative Reasoning	Business Administration	AC 250 Managerial Accounting	Exam of the subject area knowledge, group project, demonstration
		BU 250 Principles of Finance	Pre- and post-tests, case studies, application
	Pre-teacher Preparation	BU/MS 110 Business Math	Pre-and post-tests of subject area knowledge, group project, demonstration
		MS/ED 210A Math for Teachers	Performance, demonstration of knowledge & skills, in-class discussion
	Public Health	PH 251 Management of Health Info. Systems and Epidemiology	Group discussion, oral reports, individual assignments, quizzes, tests
	Liberal Arts/HCOP	SC 230 Chemistry	Exam, poster/oral presentation, case study

Because programs use many and varied approaches to assessing student learning, results of those assessments cannot be aggregated across programs. Table 2 presents the assessment results for individual programs in each ISLO.

Table 2. ISLO'S 5, 7, & 8 Assessment Results

ISLO	Program	Course	Number Students Assessed	Number Students Successful	Success Rate	Target
5	Micronesian Studies	SS 200	47	30	64%	70%
		SS 280	31	30	97%	100%
	Pre-teacher Preparation	ED 292	62	53	85%	90%
		ED 210	72	54	75%	90%
	Hospitality & Tourism Mgt.	FL 160	22	15	68%	70%
7	Business Administration	BU 260	34	25	74%	70%
		EC 220	43	34	71%	70%
		EC 230	36	26	72%	70%
	Computer Information Systems	IS 260	22	15	68%	60%
	Hospitality & Tourism Management	HTM 250	5	5	100%	100%
	Telecommunications	VTE 270	14	14	100%	70%
8	Business Administration	AC 250	41	28	68%	70%
		BU 250	39	29	74%	70%
		BUMS 110	47	36	76%	60%
	Pre-teacher Preparation	MSED 210A	25	19	75%	70%
	Public Health	PH 251	12	10	83%	80%
	LA/HCOP	SC 230	64	54	84%	75%

In general, 11 (65%) of the 17 courses assessed met or exceeded the target for success while 6 (35%) was below the target. The two career and technical courses, HTM 250 and VTE 270, in Hospitality & Tourism Management and Telecommunications had 100% success rate. All the courses in Business Administration and CIS, except AC 250 exceeded their target for success. According to reports by the faculty for the courses the main factor for students not meeting the criteria for success is absenteeism.

Summary of ISLO Assessment

Review of the assessment process uncovered areas of needed improvement, such as insufficient data reporting, missing curriculum maps, and coordination of a unified assessment process. Assessment at the program and institutional level was either incomplete or inexistence. For this reason, writing a meaningful report is made impossible.

Comparative Results

Over the past several years, several factors have presented challenges to conducting an orderly assessment regime.

- Assessment work at the college was well coordinated until 2014 when the assessment coordinator position became vacant. Efforts have been made for continuity; however, the frequent changes in personnel and responsibility have eventually resulted in a fragmented and ineffective assessment routine.
- Assessment information has been submitted in different platforms. Some are submitted on Wiki and others were on TracDat and still others are submitted on paper. Outcomes are assessed by different methods within each program. Assessment strategies for courses on TracDat are different from those in the course outlines. It becomes nearly impossible to aggregate data across programs or to establish trends over time.
- Course outlines are yet to be updated to map course level outcomes to program level which then links to institutional level outcomes.

ISLO Assessment Recommendations and Improvements

- Coordinate a unified assessment process.
    - Identify responsible person(s) for program assessment and clarify responsibilities.
    - All assessment data at the course level and program level must be entered into TracDat rather than on the paper template or elsewhere.
    - Develop rubrics for assessing learning outcomes that fit the community college level (the AAC&U value rubrics adapted to fit COM-FSM programs?)
- Increase rigor of expectations for learning outcomes that have been met or exceeded.
- Develop curriculum maps to help program faculty coordinate their instruction so that there are no gaps or unnecessary redundancies in the curriculum.
- Ensure that assessment reports are complete, timely, and reflect thoughtful program-level analysis.

General Education Program Student Learning Outcomes (PSLO)

1. **Effective Communication**
    1.1. Write a clear, well-organized paper using documentation and quantitative tools when appropriate.
    1.2. Make a clear, well-organized verbal presentation.
2. **Critical Thinking and Problem Solving**
    2.1 Demonstrate the ability for independent thought and expression.

2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.
3. **Quantitative and Scientific Reasoning**
   3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day to-day activities.
   3.2 Present and interpret numeric information in graphic forms.
   3.3 Communicate thoughts and ideas effectively using proper mathematical terms.
   3.4 Define and explain scientific concepts, principles, and theories of a field of science.
   3.5 Perform experiments that use scientific methods as part of the inquiry process.
4. **Ethics and Culture**
   4.1 Demonstrate a fundamental knowledge of world geography.
   4.2 Demonstrate knowledge of the main cultural issues of a person's own culture and other cultures.
   4.3 Demonstrate knowledge of major historical events affecting one's culture and other cultures.
   4.4 Demonstrate familiarity with contemporary global issues.
   4.5 Demonstrate an understanding of major ethical concerns.
5. **Workforce Readiness**
   5.1 Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester.
   5.2 Demonstrate professionalism, interpersonal skills, teamwork, and leadership and decision-making skills.

General Education Assessment Plan AY 2017-2018

The General Education program learning outcomes planned for this assessment period are:

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.

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.

General Education Assessment

Four courses were identified to assess PSLO 2 Critical Thinking and Problem Solving, and another four to assess PSLO 4. Table 4 presents the course with assessment methods.

Table 3. General Education PSLOs 2 & 4 Courses & Assessment Methods

Outcomes	Course	Assessment Type
2.2	CA 100 Computer Literacy	On-line research
2.1, 2.2	EN 110 Advanced Reading	Quizzes, reading & writing assignments
2.1, 2.2	EN 120A Expository Writing I	Classwork, paragraphs, essays
2.1, 2.2	EN 120B Expository Writing II	Classwork, research paper,
4.2, 4.3, 4.4	SS 150 History of Micronesia	Post-test, reflection paper, research paper on contemporary issues, participation in a campus activity
4.1, 4.2	SS 111 Cultural Anthropology	Essay questions, comprehensive exams, written critical review/reflection
4.1	SS 120 Intro. to Geography	
4.1, 4.2, 4.3, 4.4	SS 170/171 World History I&II	Tests, group project, presentation

CA 100 Computer Literacy used on-line research to assess PSLO 2.2 by which students were assigned to work on a project individually to assess skills to access needed information online, use information effectively to accomplish a specific purpose, and use information ethically and legally.

EN 110 Advanced Reading – Students were given reading assignment to critique, analyze, summarize, and revise and edit the story to relate to self.

EN 120A Expository Writing I – Student learning was assessed by utilizing the writing process in researching a topic which culminated into submission of a written argumentative essay with supporting research and documentation of MLA style.

EN 120B Expository Writing II – Student learning was assessed through successful completion of an investigative research and establishing and defend a position in an argumentative research paper.

SS 150 History of Micronesia – Civic responsibility was defined by Chuuk Campus as participation in campus clean-up. Research activities on relevant topics leading up to presentation and submission of a written report is commonly used by other instructors and in SS 111, SS 120, SS 170.

Table 4. General Education PSLO 2 & 4 Results

Outcomes	Course	No. Students Assessed	No. Students Successful	Target (%)	Success Rate[1]	Female Success Rate	Male Success Rate
2	CA 100	511	299	60%	59%	62%	38%
	EN 110	465	328	70%	71%	62%	38%
	EN 120A	469	296	70%	63%	62%	38%
	EN 120B	392	265	70%	68%	63%	37%
4	SS 111	51	42	70%	82%	38%	62%
	SS 120	149	96	70%	64%	60%	40%
	SS 150	485	290	70%	60%	56%	44%
	SS 170	86	58	70%	67%	64%	36%

Only two of the courses met or exceeded the target rate of success. The multiple sections of the courses are offered during the reporting year and some of the sections met the success target, however, when the data is combined, it showed differently. For PSLO 2, EN 110 exceeded the success rate for success by 1%. SS 111 exceeded the target rate of 70% by 12%. Females were successful at a higher rate as compared to males, except in SS 111.,

General Education Program Assessment Summary

Review of the assessment process uncovered areas of needed improvement, such as insufficient data reporting, missing curriculum maps, and coordination of a unified assessment process. Faculty were able to report assessment data on the course level while assessment at the program level is wanting. Assessment information is available for only a few programs on TracDat and or submitted program assessment summaries for this reporting period.

General Education Analysis

Best practices for assessment were followed in some but not all instances. Regularizing these practices could make assessment results more meaningful.

- Consistently matching outcomes to instruments that can meaningfully measure student proficiency.
- Having norming sessions in advance of assessing student work to improve reliability.
- Developing in advance assessment rubrics for measuring outcomes.

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[1] Though some of the sections met or exceeded the target for success rate, the overall rate showed otherwise.

There are sections of the same course with different target for success which are also inconsistent with the target on TracDat.

General Education Recommendations for Improvements

- Coordinate a unified assessment process.
    - Identify responsible person(s) for program assessment and clarify responsibilities.
    - All assessment data at the course level and program level must be entered into TracDat rather than on the paper template or elsewhere.
    - Develop rubrics for assessing learning outcomes that fit the community college level (adaption of the AAC&U value rubrics?)
- Increase rigor of expectations for learning outcomes that have been met or exceeded.
- Develop a curriculum map to help program faculty coordinate their instruction so that there are no gaps or unnecessary redundancies in the curriculum.
- Modify the assessment schedule to assessing two learning outcomes in the fall semesters and three in spring so that by the end of the two-year program, all the learning outcomes would have been assessed and with available information to compare trends and to inform recommendations.
- Establish consistent target rate of success for course and program outcomes.

General Education TracDat Report for AY 2017-2018

Assessment reports at the program level were not available due to the uncertainty regarding which responsible parties were to input the necessary information on TracDat.

Program Assessment Summaries

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

Overview of Trends and/or Themes

Highlights:

- All but two associate degree program have completed program assessment summaries for AY2017-2018.
- Course level assessments are reported in TracDat.

- Input program assessment results in an aggregated format to TracDat instead of by individual course for each PSLO.
- Develop consistent formatting of the program assessment summaries.
- Identify an assessment leader for each program and provide incentives.

Agriculture & Natural Resource Management

Not available as of the date of this report.

Building Technology

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 2017 to Spring 2018 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	PSLO's	No. of students	Students Passed	D's	F's
VEE 266	8 & 9	2	2	0	0
VEM 212	11	13	13	0	0
VEM 240	9, 11 & 12	12	12	0	0

- 100% of the students got 70% or better and 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 got 70% or better and were able to demonstrate basic knowledge and provide code reference to interpret required electrical applications or standards. Students' performances were assessed by using the worksheets (National Electrical Code Handbook) in VEM 212.
- 100% of the students got 70% or better and were able to show success in demonstrating basic knowledge in installation and troubleshooting of motor controls using performance worksheet and the Simutech Troubleshooting Skills report in VEM 240 (Industrial Wiring).

What we are planning to work on:

Modification request for Building Technology major in Electrical program has been submitted 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 70% 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

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.

Looking Back:

During Assessment Cycle 2016-2017 PSLO 1, PSLO 3, and PSLO 5 were assessed.

What we looked at:

For Assessment Cycle 2017-2018 PSLO 1, PSLO 2, and PSLO 4 were assessed during the Business Administration program's collaborative activity called the Friday Food & Fashion Festival (F4) and other assessment activities throughout the semester.

What we found:

PSLO 1

Spring 2018 - BU260 Fundamentals of Management
- 100% of students were able to demonstrate basic knowledge in functional areas of business and how these functional areas are interrelated within organizations. Student knowledge was demonstrated by developing mini businesses for the F4 Activity in which students were responsible for all business operations, such as planning, organizing, leading, and controlling.

PSLO 2

Fall & Spring 2018 - AC250 Managerial Accounting
- 100% of students were able to identify the kinds of accounting information managers need to carry out three essential functions of planning, controlling, and making decisions.
- An average of at least 91% of students successfully demonstrated basic knowledge and skill in determining and accounting for product costs.

PSLO 4

Fall & Spring 2018 – BU260 Management and BU270 Marketing

- Students were responsible for communicating F4 Activity results in professional documents, such as Annual Reports and Marketing Plans. These report findings from the F4 Activity were presented to peers, faculty, and visitors using visual aids, such as PowerPoint, in a formal business setting.

What we are planning to work on:

- Incorporate field trips and/or guest speakers to connect class learning to real life.
- Revise assessment strategies to reflect updates/changes.
- Take steps to modify program to require BU/MS 110 Business Math as a prerequisite for BU250 Finance
- Modify F4 Activity schedule so that it is held in the community in the spring and a smaller on-campus version in the fall.
- Coordinate F4 activity early in the semester for effective planning.

Recommendations for students:

- Make every effort to attend class regularly and on time.
- Communicate and interact with faculty during class time and office hours.
- Seek help from advisor with questions, concerns, or to coordinate available services, such as tutoring.

Third Year Certificate of Achievement in Accounting

At the completion of the **Third Year Certificate of Achievement in Accounting** the student will be able to:

1. Demonstrate knowledge of intermediate accounting by describing the environment and the conceptual framework of financial reporting; properly preparing and analyzing various financial statements; and show familiarity with the generally accepted accounting principles on cash and receivables, inventories, property, plant and equipment, intangibles, liabilities, stockholders' equity, and other special topics in accounting for private business.
2. Express familiarity with tax concepts, with special focus on the taxation of business entities in the United States and the Federated States of Micronesia and a minor emphasis on individual taxation in the two countries.
3. Exhibit competence in analyzing and recording transactions for state, local and the federal governments; colleges and universities and other nonprofit organizations; in preparing and interpreting financial statements; and in explaining differences in private and public sector accounting.
4. Apply knowledge and skills acquired from accounting and other courses by solving real world accounting and general workplace problems in a participating organization in the COM-FSM internship program.

5. Show an appreciation of statistical methods of sampling and estimating population statistics and competence in using computer software to calculate point estimates and confidence intervals and use statistical methods to test hypotheses, recognize trends and make forecasts to support decisions in the business/economics environment.

What we looked at:
This year, we assessed all of the PSLO's of the program.

What we found:
Shown below is the summary of the PSLO assessment results:

PSLO No.	Modes of Assessment Made:	Results: TARGET MET?	Average Success Rate
1	• Advance Assignments-Pre-test • Quizzes (with certain number of attempts to calculate the correct answer)-Post-Test	Yes	81.25%
2	• Advance Assignments-Pre-test • Quizzes (with certain number of attempts to calculate the correct answer)-Post-Test	Yes	87.50%
3	• Advance Assignments-Pre-test • Quizzes (with certain number of attempts to calculate the correct answer)-Post-Test	Yes	100.00%
4	• Internship Supervisor's Evaluation	Yes	71.42%
5	• Advance Assignments-Pre-test • Quizzes (with certain number of attempts to calculate the correct answer)-Post-Test	Yes	100.00%

Just like what was pointed out in the PAS made in August 2016, internship supervisors still pointed out that interns should come to work regularly and on time. This year, certain supervisors expressed concerns with our interns' inability to inform them if they cannot work for the day; and balancing personal, academic, and health issues with their internship.

This is also further corroborated with stretching deadlines for academic requirements in some courses because students had difficulties meeting these satisfactorily.

What we are planning to work on:
For the past few years, the program consistently met success rate targets and retention rates, and

with almost 100% for all courses. When students in the program were given access to Schoology and classes were conducted in the computer laboratory, it was expected that the rates will go higher, and mastery level will be much better.

But then, this year was the first time that there were courses that almost fell below the 70% targeted retention and meeting success rates. The problem that was identified was students' ability to balance work, life, and studies. These are the recommended plans the college, division, program faculty have to work on:
1. Provide limits to the number of attempts to take classes in the program, whether they avail of grants or not.
2. Explain to the whole institution the meaning of "student-centered"; and not just read the college's mission statement, because some students verbally expressed their feelings that the college is not serving them well if faculty and administration will not cater to what they want, and they think they need.
3. Explain to students and to faculty that students are mainly responsible to demonstrate their learning outcomes; and that faculty is responsible to facilitate learning, the way students best learn.
4. Program faculty and AS Business Faculty (who teach the courses needed to be admitted into this program) all have to consistently apply firmness in imposing penalties for tardiness, too much absences, and inability to meet deadlines for academic requirements.
5. During the very first day of program orientation, inform students in the program that they need to help each other while studying/readying for evaluations so that nobody will be left behind.

Recommendations for students:

In order to succeed with appropriate values in the program, students have to learn the following:
1. Students are primarily responsible for their learning. They will have to take responsibility for results of their learning assessments.
2. Being student-centered does not mean that the entire college will have to accommodate to all that they need and want so that they can have good grades. Instead, to apply this concept, the entire college, especially faculty, shall enable students to learn the way they best learn.
3. In actual business scenario, time is gold and time is of the essence. They have to come to class early and regularly (regardless whether they work or not). If they cannot come to class on time and incur too much absences because of work, they have to accept that they will have to be withdrawn from class even when finals is just a week away. If they cannot meet deadlines for academic requirements, they have to live with non-acceptance of their work.
4. In the actual workplace, the best way is to work as a team for the organization, instead of pulling down each other to get ahead. While in the program, they are also expected to encourage and cheer on those who are lagging behind, so that they will apply teamwork for the college.

Computer Information Systems

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

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

What we looked at:

The CIS program assessed **CIS_PSLO_1**, **CIS_PSLO_2**, and **CIS_PSLO_4**.

The CIS program targeted at least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric as measured by individual hands-on project. The assessment of CIS_PSLO_1 used IS201 Computer Information Systems and IS260 Business Information Systems' embedded assessment strategies to demonstrate an in-depth understanding of technical concepts and ethical issues pertaining to information systems. The assessment of CIS_PSLO_2 also used IS201 Computer Information Systems and IS260 Business Information Systems' embedded assessment strategies to demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology. And finally the assessment of CIS_PSLO_4 also used IS220 Computer Science and Programming, IS230 Database Design, IS240 Web-based Info System and IS280 Introduction to Hardware and Networking. Collection of data was done during Fall 2017 and Spring 2018 period.

What we found:

- The CIS Program assessing **CIS_PSLO_1, CIS_PSLO_2,** and **CIS_PSLO_4** for AY 2017-2018, using rubric-based assessment for each PSLO and its aligning courses, has achieved at least 65% and above success rate percentage as the above table shows. However, there are still areas for improvements in terms of connectivity among courses that are related, refinement of course syllabus in terms of content and learning outcomes and the possibility of offering new elective courses based on current trends and demands in business and computing world.

What we are planning to work on:

- Create more class activities in IS201 (Computer Information Systems) that would align to its connected courses in CIS Program including Computer Programming (IS220), Database (IS230), Web (IS240), Networking (IS280) and Business Information Systems (IS260). IS201

being a gateway course would be a good introductory and springboard course for its subsequent related courses as mentioned above.

- Revise and refine some course outlines and syllabus whose learning outcomes has become outdated, redundant and/or unnecessary. Target courses would be IS260, IS280 and IS245.
- Open up a new elective course based on current trends and demands in business and computing world that is suitable for a 2-year program like in CIS.
- Find a digital platform to empower the student to study anytime and anywhere. Acquired Learning Management System (LMS) named MindTap from Cengage. Students can access their course resources: exams, projects, ebook, grades anytime and anywhere.

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.

Electronic Technology

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

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

What we looked at:

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

What we found:

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

and devices.

VEE 224 (Video System and Product Servicing),

Activity 1: Service and repair defective computer monitor and television system.
Activity 2: Service and repair defective CD and DVD system.
Activity 3: Service and repair defective VCR mechanism system.

13(12 males & 1 female) out of 13 or 100 % of the students got a grade of "C" or better and pass the assessment and were able to repair Television (TV) and computer monitor, Video Cassette Recorder (VCR), CD and DVD player.

In VEE 225 (Business Machine Servicing)

Activity 1: Service and repair of defective computer printer.
Activity 2: Service and repair of fax machine.
Activity 3: Service and repair of cash register.
Activity 4: Service and repair of photocopier.
Activity 5: Service and repair of microwave oven.

14 (13 males & 1 female) out of 14 or 100 % of the students got a grade of "C" or better and pass the assessment and were able to troubleshoot and repair Fax machine, Computer printer, Cash register and Microwave oven

What we are planning to work on:

- Increase more time for the students to become more competent in using electronics test equipment and signal generators.
- Intensify more activity in checking and testing of passive and active electronics components to increase the level of competency of the students in troubleshooting.
- Include audio servicing in the program.
- Planning to purchase special equipment for troubleshooting and repair of new appliances such as LED TV, LED monitors and other surface mount components. Circuits now a days 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.
- 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.

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.

Liberal Arts/Health Careers Opportunity Program

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

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

What we looked at:

The Liberal Arts/ Health Careers Opportunity Program assessment focused on PSLO 1 and 2 during the academic year 2017-2018 (Fall 17 & Spring 18)

What we found:

PSLO_1: Describe the structure and function of organ systems in the human body.

Fall 2017-Anatomy & Physiology I (SC 122A)
84% 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 2018-Anatomy & Physiology II (SC 122B)
98% 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.

PSLO_2: Demonstrate a solid foundation in basic biological sciences

Spring 2018-Microbiology (SC 180)
Over 86% of students were able to demonstrate a solid foundation in basic biological sciences based on the number of students passing the Microbiology course with a score of 70% or better.

What we worked on and 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 the faculty of the Health Division was planned with a view to gain further insight into possible ways of improving student study skills, particularly as related to a science curriculum. Discussions with the faculty of Marine Science Program on how to improve study skills reveal that the problem is widespread across many disciplines; many students enroll into the college with poor study skills and poor study habits.
- A meeting with the Health Division was scheduled and possible changes that can improve requirements and student learning will be discussed.
- HCOP faculty members are working to improve survey tactics to determine the number of students who are currently seeking advanced degrees related to HCOP. An exit survey form was proposed to be used by the HCOP students prior to graduation (see survey below

Program recommendations:

- We recommend that the college administration adopt a universal mandatory attendance policy. The current, flexible policy, which leaves attendance requirements up to individual instructors gives students the impression that attendance is not all that important and results in a high rate of absenteeism that negatively impacts student success rate.

- It is also recommended that the HCOP unit required for graduation will be lowered by 6 or 9 credits so the HCOP students can concentrate on major science requirement courses. Suggested subjects to be removed are the following:

  1. Speech Communication (3 credits)
  2. Humanities requirements (3 credits)
  3. Open Elective requirements (3 credits)

Recommendations for students:

- 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.

Hospitality & Tourism Management

PAS was not available at the writing of this report.

Liberal Arts

At the completion of the **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.

What we looked at:

ASSESSMENT ACTIVITY: 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.*

Target: 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.

What we found:

As we analyzed the GPAs of our current advisees, here is what we were able to find:

Raw Data:

- Total # of advisees whose GPAs were looked at—70
- Total # w/GPA above 3.0—21 students
- Total w/no GPA yet (Freshmen)—14 students
- Total Males w/3.0 GPA: 6 students
- Total Females w/3.0 GPA: 15 students

Findings:

- 30% of the Liberal Arts advisees can transfer as they now stand.
- 71% of the students who can transfer now are Female 29% of the students who can transfer now are Male
- 2% of the advisees in the sample are Freshmen who don't have current college GPAs.
- The Remaining 70% of Liberal Arts advisees have GPAs below 3.0 which makes them academically unqualified to transfer with their current standing. If they are here mainly to transfer, then their current GPAs are holding them back from that and will most likely lead to an extension of their studies and not meeting their projected graduation dates.

A survey with five questions were given to the Liberal Arts students to determine factors that affected their ability to transfer, their knowledge of the transfer process and what their goals are after they leave or graduate. Here is what we found:

Sample size: 50 students with 26 being Female and 24 males.

Question #1: Would you transfer to another institution if you had a scholarship?
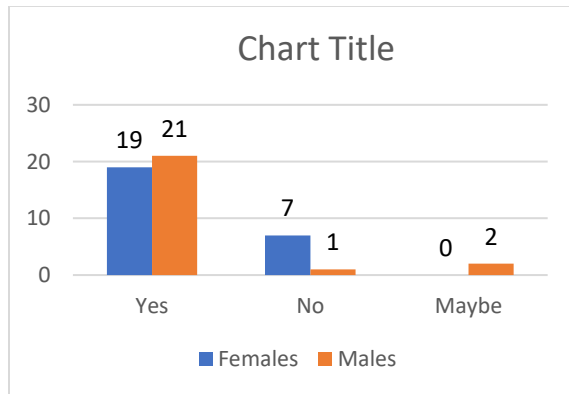
- 19 Females and 21 males responded yes to the question. Seven females said no, they would not transfer even with a scholarship compared to one male who said no and two who responded with "maybe".

Question #2: What do you plan to do after you leave COM-FSM?

Plan to do after COM/FSM?
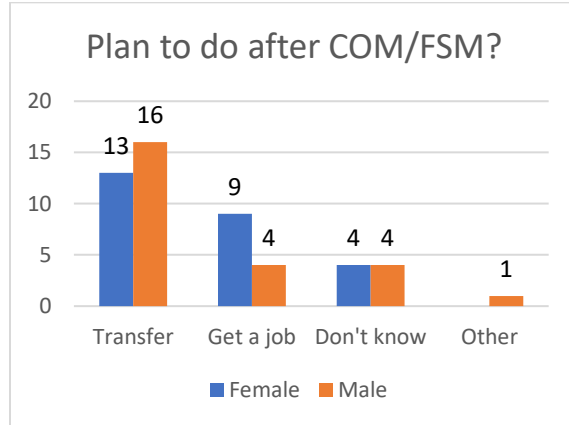
- 13 females said they would transfer after COM-FSM; 9 females said they would get a job and 4 responded with "Don't know." In comparison, 16 males said they would transfer after COM-FSM, 4 males plan to get jobs while 4 males were unsure. One male responded twice with maybe and Military.

Question #3: When is the best time to start the transfer process?
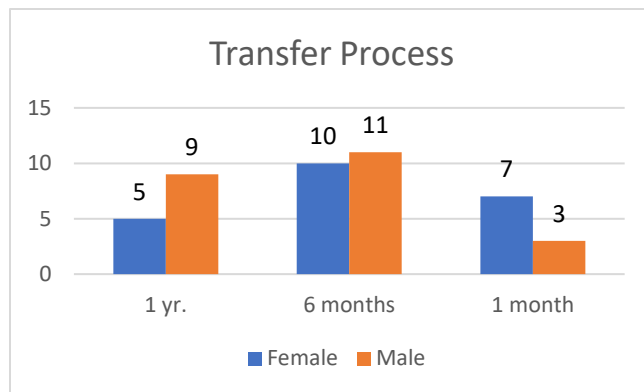
Transfer Process

- We found that a majority of the respondents felt that 6 months before you plan to transfer is the best time to start the transfer process with 11 males and 10 females while 14 (5 females and 9 males) felt one year was the best time and 10 students (7 females and 3 males) felt that one month prior is the best time.

- *Although it is possible to complete the process within 6 months, it may not be the most feasible for our students since they may miss deadlines and not be able to get together all of the necessary documents. So with this data, our division will have to

work on advising students to start the transfer process earlier if that is they plan so that they can have everything in place prior to transferring.

Question #4: Students were asked to rank from top to lowest the reason that would prevent them from transferring to another institution.

Top Reasons Preventing Transfers
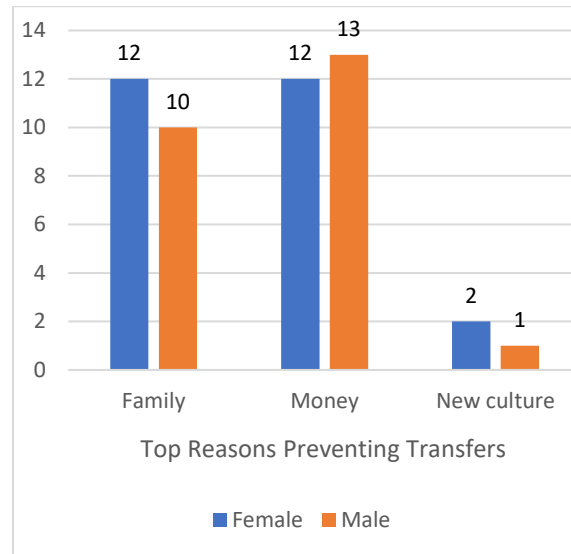
- We found that money was the top reason for students not transferring with 25 respondents (12 female and 13 males) while family came in a close second with 22 students (12 female and 10 males) naming this as their top reason for not transferring. Only 3 students indicated that new culture or place was a top reason for them not to transfer (2 females; 1 male).
- By finding out that money is the top issue, one way we can assist our students is to guide and help them find scholarships to help finance their educations. Some students are not aware of available scholarships so to help increase and improve chances for our students to transfer we need to work on identifying alternative sources of funding for them.

Question #5: Rank in order what you should do first in the transfer process:

Ranking of the Steps to the transfer Process
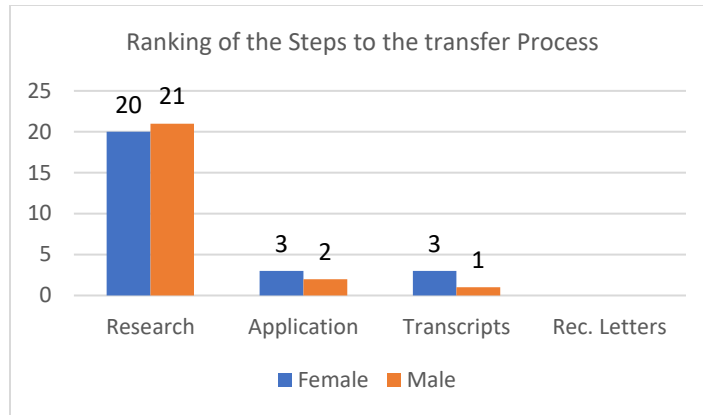
- Based on our survey, it is apparent that more than half of our students understand that they need to do research in order to find out what is needed to be done if they plan to transfer. Forty-one of the respondents indicated that this is the first step (20 females; 21 males). Five indicated that filling out and sending in the application should be the first step while four respondents chose requesting transcripts as the first step. All of the respondents indicated requesting for letters of recommendation as the last step.

- Although the students knew that they needed to do research, we were not able to ascertain as to what type of research they needed to do and what type of information they would need to find. This data has thus provided us with ideas on what kind of information we can help them find when they are working on transferring. Moreover, we can assist them in encouraging them to request transcripts and letters of recommendations in a more timely manner and that it does not necessarily need to be done when they start the process but can even be done prior to their starting the process.

What we are planning to work on:

ASSESSMENT ACTIVITY 2018-2019: The Liberal Arts Program has already in subsequent years, looked at the three PSLOs for the program and has conducted assessment activities for these PSLOs. As a result, for the SY 2018-2019, the Liberal Arts faculty have decided to do an overall assessment of the program's PSLOs and its mission statement. The program faculty in doing the assessments of its students have found that for the most part, many of our students enter the program for three main reasons:

1. They are undecided and are still in the exploratory stage of deciding what field or major they would like to pursue in their college studies,
2. They have decided on a field of study, but the college does not offer their selected major, so they are in the Liberal Arts program to complete their General Education requirements and strengthen other basic academic skills before transferring to another institution, and

3. They want to enter a program that will enable them to gain general skills and graduate quickly so that they can then look for employment, but they are unsure of what career to pursue.

DUTIES/TASKS TO COMPLETE:

- All faculty members will review the three PSLOs for the Liberal Arts program to better align the PSLOs to what we are doing in the program.
- All faculty will look at the program Mission and revise it to better describe the program's purpose.

The division will meet three times during the semester to review, revise and finalize the PSLOs and the program mission. Tentative dates are as follows:

September 5th ---Review/discuss possible changes to the mission and PSLOs

September 19th—Revisions

October 17th—Finalizing all suggested revisions/preparing for submission; also we plan to start working on our program review after the completion of the program assessment as our new due date is at the end of Spring 2019.

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.

Marine Science

At the completion of the **Marine Science Program**, the student will be able to:

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

MARINE SCIENCE PROGRAM MATRIX

Required Courses:	PLO #1:	PLO #2	PLO #3	PLO #4
MR 120: Marine Biology w/lab	I, D biological	I	I, D	I,D
MR 240: Oceanography w/lab	I, D, M	I	D	D
MR 210 Marine Ecology	D	I, D	D	D
MR 254: Marine Biology Field Studies	D, M	D, M	D, M	M
MR 230: Ichthyology w/lab	D, M	D	D, M	D, M
MR 250: Fishery Biology & Management	I, D	I, D, M	I, D	D
MR 201: Aquaculture w/lab	I, D	I, D, M	I, D	D
SC 230: Introduction to Chemistry w/lab	I chemical	-	I, D	D
MS 150: Introduction to Statistics	-	-	I	-

I = Introduced
D = Demonstrated
M = Mastery at a level appropriate for graduation.

The above matrix shows the relation between PSLOs, the courses in a program and the expected level of mastery.

What we looked at:

The Marine Science Program assessment focused on just two of the MS_PSLO during the academic year 2017-2018 (Fall 2017 & Spring 2018).

What we found:

PSLO_1: Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography.

Spring 2018– Marine Biology (MR120)

- Students who took and completed the course obtained an overall average of at least 84%, exceeding the targeted score of 70% for the SLOs for cellular structure and functions as well as classifying various marine life forms (to the levels of Phyla, Class and Family).

Fall 2018 – Oceanography (MR240)

- Students who took and completed this course exceeded the targeted score of 70% (scoring just under 79% on questions relating to the science of Plate Tectonics and Sea-Floor Spreading) as an indicator for this particular SLO. Target was met.

PSLO_3: Apply the scientific process to formulate hypotheses, design experiments, and collect and analyze data from which valid scientific conclusions are drawn.

Fall 2017 – Ichthyology (MR230)

- Students who completed this course successfully replicated a simple scientific research project based on literature the students read and modified it to our conditions and supplies. The very undertaking and completion of this midterm lab project demonstrated competence in scientific methodology and therefore 100% completion for the outcome in regard to all aspects of scientific methodology seems valid.

Spring 2018 – Marine Biology Field Study (MR254)

- Students were tasked with completing and reporting a coral reef survey assignment requiring them to collect data in the field, analyze the collected data, and report their findings along with any significant conclusions they came across. While all of the students completed the field aspects of this project (conducting the survey and data collection), only 5 of 9 (55%) successfully completed this project to acceptable analysis and reporting levels.

What we are planning to work on:

- Revising outlines
- We will focus on more ways in developing better "student study skills". As stated in previous summary reports, this is an issue that is found across all programs.

- Further investigation on improving favorable transfer options for our Marine Science graduates.
- Inventory our graduates and the jobs/careers they pursue following both COM-FSM graduations and graduations from other colleges and universities.

Recommendations for students:

- Interact meaningfully with faculty.
- Spend significant time and effort studying and practicing.
- Take advantage of the advertised tutoring services.
- Attend class regularly and arrive on time.
- Avoid procrastination when comes to assessments. Plan your time and be prepared.
- Explore the web for educational resources online to improve learning.
- Continue to work with advisors.
- Participate in student internships and research opportunities.

Micronesian Studies

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

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

What we looked at:

PSLO 5 was identified to be assessed for the 2017-2018 cycle based on the previous assessments and recommendations.

Tool
The assessment tool used is a survey questionnaire composed of 14 likert-scale questions, assessing 4 major areas to assess "Appreciation".

Students were also asked to share their opinions about the program in terms of their Most-liked and Least-liked experiences, and finally what they recommend for improvement. Open-ended questions were used in the same questionnaire.

Sample
A total of 30 students from both Fall 2017 & Spring 2018 in their final semester of the Micronesian studies program.

Assessment was done to see students' appreciation of the program, specifically on the following areas:
1. Assistance from instructors in the Micronesian studies program
2. Assistance from advisors in the program
3. Availability and accessibility of resources (i.e., Textbooks, computer lab, internet, and classroom space)
4. Confidence in the knowledge and skills developed in the program

What we found:

Appreciation of the Micronesian Studies program

Bar chart showing responses (Strongly disagree, Disagree, Neutral, Agree, Strongly agree) for three categories:
- Assistance from instructors in the Micronesian studies program
- Assistance from advisors in the program
- Availability and accessibility of resources (i.e., Textbooks, computer lab, internet, and classroom space)

Neutral: 13 (advisors); Agree: 3, 10, 5, 4; Strongly agree: 27, 7, 28, 26

As can be seen from results, the majority of students strongly agreed on three categories:

1. Assistance from instructors in the Micronesian studies program (27 students or 90%);
2. Availability and accessibility of resources (i.e., Textbooks, computer lab, internet, and classroom space) (28 students or 93%); and
3. Confidence in the knowledge and skills developed in the program (26 students or 87%)

Their opinion on advisors was much more widespread, but clearly, this indicates that assistance provided by advisors is weaker compared to other areas. The majority of the students here in other words, do not strongly agree that advisor assistance is sufficient.

Students' less-favorable opinion of advisors is clearly an indication that the program, at the time of assessment was under-staffed. Other possible explanation could stem from the fact that students' belief that only their advisor can advise them. Thus, when their advisor is not there, they are hesitant to seek the assistance of the faculty within the program.

What we are planning to work on:

- 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.
- 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.
- Change the wording of PSLO#5, so it can be assessable. The current wording is, "Demonstrate an appreciation of the requirements of good citizenship in the FSM". Instructors collectively feel that it is difficult to assess "Appreciation".

Recommendations for students:

- Make it a point to know one's advisor
- 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

Nursing

At the completion of **Associate of Science in Nursing**, the student will be able to:

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

What we looked at:

Provide good academic advising to our Pre-Nursing students so they will be able to complete their pre-requisite courses and enter the program early.
Improve retention rate.
The Nursing Program assessment focused on PSLO 2 and   PSLO 7.
Assessment of this course is based on their skills in developing a nursing care plan based on their assessment of the patient's health status.
Involves Physical examination, good communication and rapport, and "clinical eye".
Assessment includes Clinical skills check-off, clinical evaluation rubric, and portfolio.
PSLO 7 Assessment: Student Project: Community health assessment, Develop a control measure; Community health education, and Written and oral report presentation.

What we found:

Increase rate in absences
Increased rate of enrollment
Laboratory room space is too small to accommodate students.
PSLO 2 Assessment: Students were able to provide quality care to their patient and are within the accepted ethical and legal limits.
Students performed their tasks and well accepted by the patients in the community and hospital.
PSLO 7 Assessment: students were able practice and contribute to the primary care and public health care systems to promote family and community wellness. These are health education in physical activity, dental hygiene and proper nutrition.

PSLO 7 Assessment

NU 125:   Total number of students: 36
            Number of students who passed: 25
            Number of students who failed: 11
PSLO 2 Assessment

NU 225:   Total number of students: 17
            Number of students who passed: 17
            Number of students who failed: 0

NU 135:   Total number of students: 18
            Number of students who passed: 18
            Number of students who failed: 0

What we did:

- Developed a student handbook for the Nursing program.
- Worked on funding for tutoring service
- Collaborate with the Area Health Education Center [AHEC]and Doctors and Dentist for Tomorrow Programs.

Results of changes and Improvement:

- Student enrolled according to the program curriculum
- Regular tutoring service started in Spring 2017
- More confident in taking their exams and helpful in their review
- Developed better study habits and time management.

What we are planning to work on:

- Utilize more simulation activities to enhance critical thinking skills, and self- confidence.
- Continue with the tutoring service
- Expansion of the nursing lab

- Further strengthen the collaboration between Health Sciences and the State Health Services

Recommendations for students:

- Need to improved class/laboratory space
- Better to take all general education courses and prerequisites courses prior to take main core nursing courses to have more focus in clinical point of view, thus this improves student learning outcome as well as retention rate.

Pre-Teacher Preparation

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.

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:

Fall 2017
- 10 (8 females; 2 males) out of 10 students (100%) of the class achieved 70% or better based on lesson plan development rubric.
- 4 (3 females;1 male) out of 5 students (80%) successfully completed this CSLO as measured by the lesson plan rubric used for assessing the prepared lesson.
- 9/9 or 100% successfully completed the CSLO

Spring 2018
- 5 (3 male and 2 females out of 5 students or 100% successfully completed the CSLO
- 6 (2 females; 4 males) out of 6 students (100%) successfully prepared and delivered lesson plans based on FSM or State approved minimum curriculum standards before a group.
- 7 (5 females; 2 males) out of 7 students (70%) successfully completed this CSLO on developing a complete lesson plan on writing.

What we are planning to work on:

- Revise PSLO 1 and 2 to be in line with "Finding and Recommendations for of..... summer 2016 and delete PSLO #3
    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.

Pre-Teacher Preparation

At the completion of the **Teacher Preparation-Elementary (3rd year) Certificate Program**, the student will be able to:

1. Demonstrate comprehension and application of the FSM elementary school curriculum standards.
2. Apply a variety of teaching approaches to meet learning needs of FSM elementary school students.
3. Assess and evaluate learning of the elementary student at both the formative and summative levels.
4. Organize and manage an elementary classroom environment for learning.
5. Demonstrate comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology and strategies for teaching students with special needs.
6. Demonstrate professionalism.

What we looked at:

The Education Division's assessment focused on all 6 PSLOs. Listed below are the assessment plans for each of the PSLOs.

PSLO #1: Lesson plans produced by the students in the ED 392 Practicum course were reviewed using a rubric to determine comprehension and application of the FSM elementary school curriculum standards. (Target = 90% of students will achieve 70% or better)

PSLO #2: The lesson delivery of the ED 392 Practicum course at one of the elementary schools was rated using an observation instrument. (Target = 90% of students will achieve 70% or better)

PSLO #3: The assessment component of the lesson plans produced by students in the ED 392 Practicum course were reviewed using a rubric. (Target = 90% of students will achieve 70% or better)

PSLO#4: The classroom management skills of the ED 392 Practicum students during lesson delivery were reviewed using an observation instrument. ((Target = 90% of students will achieve 70% or better)

PSLO#5: Students were administered the FSM Teacher Competency Examination (test of pedagogical knowledge including comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology, and strategies for teaching students with special needs).

PSLO #6: Professionalism rubric collected twice a semester in all 300 level courses.

What we found:

PSLO #1

- *Spring 2018-* 8 (3 males: 5 females) out of 8 students (100%) successfully design lesson plans in language arts as measured by lesson plan rubric.
- 7 (2 males; 5 females) out of 8 students (87%) successfully completed math lesson plans.
- 7 (2 males; 5 females) out of 7 students (100%) successfully completed a social studies lesson plan
- 7 (2males; 5 females) out of 7 students (100%) successfully completed a lesson plan in science.

PSLO #2

- *Spring 2018* -8 (3 males; 5 females) out of 8 students (100%) successfully delivered a language arts lesson
- 7 (2males; 5 females) out of 8 students (87%) successfully delivered a math lesson.
- 7 (2 males; 5 females) out of 7 students (100%) successfully delivered a science lesson.
- 7 (2 males; 5 females) out of 7 students (100%) successfully delivered a social studies lesson.

PSLO #3

- *Spring 2018-* 8 (3 males; 5 females) out of 8 students (100%) successfully completed this CSLO by assessing student learning on language arts lesson.
- 7 (3 males; 5 females) out of 8 students (100%) successfully completed this CSLO by assessing student learning on a math lesson.
- 7(2 males; 5 females) out of 7 students (100%) successfully completed this CSLO by assessing student learning on science lesson.
- 7(2 males; 5 females) out of 7 students (100%) successfully completed this CSLO.

PSLO#4
- *Spring 2018-* 8 students (5 females; 3 males) out of 8 students (100%) successfully managed the students during their language arts lessons.
- 7 (5 females;2 males) out of 7 students (100%) successfully completed teaching materials and managed classroom during a math lesson.
- 7 (2 males, 5 females) out of 7 students (100%) successfully completed teaching materials and managed classroom during science lesson.
- 7 (2 males, females) out of 8 students (100%) successfully completed teaching materials and managed classroom during social study lesson.

PSLO#5

- *Spring 2018-* 6 (5 females, 1 male) out of 6 Third-year graduates (100%) passed the FSM Teacher Competency Exam with a score of 53/75 or higher.
- *Fall 2017-* 4 (3 females; 1 male) out of 9 students (44%) passed the FSM Teacher Competency Exam with a score of 53/75 or higher.

PSLO #6

- *Spring 2018-* All TYC courses offered with the total enrollment of 81 students, 23 males, 58 females, 100% of students achieved 71% attendance, 100% achieved 74% promptness, 100% of students achieved 92% class participation, 100% of students achieved 68% submission of assignments, 100% of students achieved 87% quality of assignments, 100% of students achieved 98% attire, 100% of students achieved 99% respectfulness of communication.
- *Fall 2017 -* Of the 7 courses offered 61/61(100%) of students achieved 71% attendance, 61/61(100%)achieved 74% promptness, 61/61(100%) achieved 90% class participation, 61/61 achieved 70% submission of assignments, 61/61 achieved 89% quality of assignments, 61/61 achieved 98% attire, 61/61 achieved 98% respectfulness of communication.

What we are planning to work on:

- Continue to offer study sessions using the TCE Preparation Manual in the weeks prior to the administration of the TCE to pending third-year graduates.
- Establish inter-rater reliability in assessing lessons taught
- Review and implement recommendations from Third Year Program Review.
- Review PSLO #6 to determine if it should be maintained. If yes, how best to measure it.
- Review the FSM School Accreditation System teacher observation forms for possible adoption as tools for assessment of PSLOs 1-4
- Review the item analysis for the TCE from fall 2015 and spring 2016
- Teach how to write lesson objectives, lesson plans and conduct assessment consistently across all courses

Recommendations for students:

- Students planning to enroll in Teacher Preparation – Elementary (3rd Year) program must fulfill the admission requirements for the program. A student will be admitted to full status if he/she possesses an association degree in an education program (excluding Early Childhood), has earned a CumGPA of 2.75 or above, and has a score of at least 20 on the entrance essay with no individual score below a three (3).
- Third-year students should plan to take ED 301a, ED 301b, ED 303, and ED 330 in the first semester of the program as these courses are prerequisite for ED 305 and ED 338. Also, it is recommended that students take ED/PY 300 during the first semester, if possible, as it is a foundation course for the other courses in the program.
- Students in the two-year Pre-Teacher Preparation program should try to learn as much as they can in ED/PY 201 to help them succeed in ED/PY 300.
- Students planning to enroll in the Teacher Preparation-Elementary (3rdYear) program should plan ahead to compete the Pre-Teacher Preparation requirements in a timely manner to ensure continued eligibility of Pell Grant.
- Students should register for at least 15 credits each semester.

Public Health

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

1. Recognize, describe and discuss the basic public health science facts and principles
2. List and discuss the essential public health functions and their interrelationships at community and district level
3. Describe and discuss adult, children and family health issues
4. Discuss and demonstrate an understanding and practice of some generic public health competencies
5. Demonstrate proper public health skills for public health practice in the community as a state or local public health officer
6. Discuss and demonstrate community and cultural sensitivity in the health care environment
7. Describe and discuss the health determinants and problems of adults, children and families

8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques
9. Demonstrate the ability and discuss how to make a community diagnosis based on the determinants of health
10. Identify and demonstrate good public health practice
11. Have had work experience at a public health facility at community and district levels

What we worked on based on the SY 2016-2017 findings:

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

Result of the changes and improvements:

- Students were taking part of several community assessment and diagnosis where they were able to practice the theory and knowledge they learned from the lecture, this led to a better student engagement and learning
- Most Public Health courses that were offered used problem-based learning, case scenarios, simulations and group activities where students applied the skill and knowledge they have acquired in class. This led to better student engagement and learning
- Tutoring services for the student. This service aims to help students with issues in their class and help student review the topics discussed in their class. Started in spring 2017, students have started availing the service, and we are trying to improve the service and remove the stigma that "tutoring" has on students to increase the number of participants.

What we looked at (SY 2017-2018):

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

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

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

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

What we found:

PSLO#2:
Students who were taking courses related to this PLO were able to list and discuss the essential public health functions and their interrelationships at community and district level

PH 109:	Total number of students:	20
	Number of students who passed:	18
	Passing rate:	90%

PH 151:	Total number of students:	10
	Number of students who passed:	10
	Passing rate:	100%

PH 231:	Total number of students:	9
	Number of students who passed:	9
	Passing rate:	100%

PH 241:	Total number of students:	10
	Number of students who passed:	10
	Passing rate:	100%

PSLO#7:
Students who took courses related to this PLO were able to describe and discuss health determinants and problems of adults, children and families. This was shown in their community health assessment survey project where they were able to identify health issue in an identified community and placed control measures for the identified health issues

PH 131:   Total number of students: 22
Number of students who passed: 19
Passing rate: 86%

PH 141:   Total number of students: 17
Number of students who passed: 16
Passing rate: 94%

PH 211:   Total number of students: 13
Number of students who passed: 13
Passing rate: 100%

PH 212:   Total number of students: 13
Number of students who passed: 13
Passing rate: 100%

PSLO #9:

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

PH 121:   Total number of students: 27
Number of students who passed: 25
Passing rate: 92%

PH 211:   Total number of students: 13
Number of students who passed: 13
Passing rate: 100%

PH 212:   Total number of students: 13
Number of students who passed: 13
Passing rate: 100%

PH 221:   Total number of students: 11
Number of students who passed: 10
Passing rate: 91%

PH 231:   Total number of students: 9
Number of students who passed: 9
Passing rate: 100%

What we are planning to work on:

Continue with the tutoring services for the public health students.

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

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

Recommendations for students:

Students must have a good background in statistics and medical terminologies

Students must have good reading comprehension and writing skills

Telecommunications

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

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

What we looked at:

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

What we found:

The Target PSLO 5 and 6 are at least 70% of the student should be able to pass the assessment, practice a career in telecommunication industry and able to troubleshoot telecommunication system and devices.

- VEE250 (Cooperative Education) - 16 out of 19 or 84% of the students pass the assessment and able to practice a career in telecommunication and IT facilities by attending on-the-job training.
- VTE 260 (Microwave) 26 out of 26 or 100% of the students pass the assessment and able to troubleshoot microwave communication system using NIDA system trainer.
- VTE 261 (Fiber optics) 26 out of 28 or 93% of the students pass the assessment and able to terminate, connect and test fiber optics cable using industry standard connectors and equipment.

- VTE 280 (Telephone system) 26 out of 26 students or 100% of the students pass the assessment and able to troubleshoot telephone set using telephone module kit board.
- VTE 281 (Cellphone servicing) 25 out 25 or 100% of the students pass the assessment and able to troubleshoot 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.
- Attend seminars and workshop in related to the current trends of communication system such as telephone switch network, LTE technology, modern microwave communication system, Cellular phone technology, troubleshooting and repair.
- Modify VEE230 to include FM transmitter system setup and maintenance.
- Convert VTE 281 (Cellular phone servicing) as technical requirement course instead of elective course.
- Purchase new NIDA console for Telecommunication including the trainer cards and other devices found to be defective and worn out.

Recommendations for students:

Students must finish and pass all the 100 technical courses in the program to make sure the success rate of passing in 200 level technical courses of the program. it also includes English (EN123) to make them proficient in writing technical reports and math (MS104 and MS106) courses to make them more knowledgeable in solving mathematical problems.

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

Trial Counselor

At the completion of the **Trial Counselor Program**, the student will be able to:

1. Have a working knowledge of the major techniques of legal research and writing.
2. Describe how the FSM and state rules of criminal law & procedure are interpreted and applied.
3. Describe the law of torts and basic principles of admiralty law.
4. Understand the concept of dispute resolution techniques including, but not limited to, mediation, arbitration, and community resolution procedures.
5. Understand the law of contracts and general business law.
6. Describe the processes of comprehensive examination of problems of proof and the rules of evidence.
7. Understand the constitution of the FSM, its States and municipalities.
8. Describe the FSM and State rules of appellate & civil procedure.
9. Describe and explain the FSM and State real property laws.

10. Practice actual supervised pre-trial and trial skills in civil and criminal cases

What we looked at:

PSLO 10 Practice actual supervised pre-trial and trial skills in civil and criminal cases

Outcome 10 was assessed on an assessment tool below:

The assessment was based various drafting summary judgments and oral arguments (Mock hearing) conducted throughout the semester. Each case and draft assignments were crafted in the following format: 1) Facts, 2) Issues, 3) Rules, 4) Analysis, and 5) Conclusions, otherwise known as the IRAC approach. Oral arguments were also assessed at the end of the semester, also constituted a large portion of the student's overall grade.

What we found:

PSLO 10-A total of 11 (10 were of the regular cohort which started in Fall2017, and 1 enrolled in Spring 2018). Out of the 11, 1 of member of the cohort withdrew from the program.

With the 10 students that were left in the Trial practice course, achievement of outcome is at100%. Data continue to show that completion rate for the program remains very high. Tracking students as cohorts through the program may be a possible explanation for the high pass rate, because it is the same students across the semesters, with usually the same instructors who already have an understanding of the students. Although it must be noted that recruiting part-time instructors remains a major challenge. As of writing, the program awaits the final decision on whether it should be modified or remains as is.

What we are planning to work on:

- Implement a systematic tracking of graduates to monitor success of the program.
- Maintain same assessment strategies to assess program outcomes.
- Change class size to a minimum of 20 students each section; maintain even courses to cater to part-time instructors and in-service staff (who are students).
- Work with part-time instructors on assessment of outcomes.
- Recommend that criteria for admission into the program be developed and implemented.
- Re-evaluate the focus of the program, from targeting in-service staff to a wider population, which should include traditional students, finishing from other programs (especially Micronesian Studies and Liberal arts).
- Recommendation to hire a permanent instructor and coordinator. The potential to serve both roles as instructor and coordinator.

Recommendations for students:

- Begin fall semesters to take introductory Law courses.

- Students must have good reading and writing skills to articulate ideas, both in written and oral communication.
- Students seek advice from advisors in terms of course-planning
- Enroll students who have completed an Associate of Arts degree or who is already in-service in a law-related field.

Works Cited

Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.