College of Micronesia–FSM

Academic Assessment Report
Academic Year 2014-2015

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Contents

Coordinator's Notes

Aside from general education, degree and certificate academic programs should also consider utilizing embedded assessments in assessing their programs. One advantage it has over other strategies is that, similar to killing three birds with one stone, embedded assessments can be used to simultaneously assess learning outcomes at the course, program, and institutional levels. The assigned activity may be designed to incorporate authentic learning experience, and the results produced may include both direct and indirect evidence of student learning.

The adoption of embedded assessments during the academic year 2014-2015 afforded general education faculty teaching MS 100 and CA 100, the opportunity to work together in their design, implementation, data collection and analysis, sharing of findings and giving recommendations for improvement.

While the primary objective of their collaborative efforts was to improve student learning, there were other benefits as well. For the first time, rather than being told what to do, faculty called the shots and took responsibility and ownership of important decisions about what and how students should learn. After the faculty meeting, one member expressed satisfaction, stating he learned a lot from his colleagues, and hoped that there would be similar meetings in the future.

This writer was fortunate to have accepted and performed the role of acting academic assessment coordinator of this college for approximately six months. He witnessed the transformative power of engaging fellow faculty in the assessment process where they are given the freedom and flexibility to think and decide how they can improve student learning in their chosen discipline.

As for this report, it is actually the work of several members of the college community, whose names may not have been mentioned here, but to whom much thanks and appreciation are in order. Special acknowledgment and thanks are due to the following, in no particular order, for their guidance, encouragement, support, and valuable contributions: Karen Simion, Frankie Harriss, Maria Dison, Jimmy Hicks, Danilo Mamangon, Sharon Oviedo, Dennis Gearhart, Reynaldo Garcia, Yenti Verg-in, Stanley Etse, Atkin Buliche, Marlene Mangonon, Phyllis Silbanuz, Rhoda Velasquez, Dana Lee Ling, Ringlen Ringlen, Resida Keller, Francis Alex, William Haglelgam, Christopher Ross Perkins, Business Administration Division faculty, all state campus deans and program coordinators.

Rafael A. Pulmano

Introduction

This report covers the assessment of student learning outcomes at the College of Micronesia–FSM (COM-FSM) for academic year 2014-2015. Learning outcomes were assessed at the institutional, program, and course levels.

The report is divided into three parts:

- Part I - Information Literacy
- Part II - Quantitative Reasoning
- Part III - Other Learning Outcomes

Parts I and II have the following sections:

- Outcomes Being Assessed
- Type of Assessment Used
- Faculty Involved
- Pertinent Documents
- Students Assessed
- Assessment Results
- Findings and Improvement Plans

Part III presents summaries of assessment reports for the different programs. Topics are arranged in the following order:

- Program Student Learning Outcomes
- Looking Back
- What We Looked At
- What We Found
- What We Are Planning To Work On
- Recommendations For Students

Focus of Assessments

Standard I.B.8 of the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) states: "The institution broadly communicates the results of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities" (2015).

This report aims to meet that standard.

A significant portion of this report discusses current efforts to assess student learning outcomes at the institutional, program, and course levels using embedded assignments. The program chosen was general education, for two important reasons.

First, like many colleges, COM-FSM has "overarching learning goals for all students, regardless of major." Frequently, as Linda Suskie (2009) explained, "these institutional learning goals are delivered through the general education core curriculum. If this is the case, assessment at the institutional level is synonymous with general education assessment."

Second, general education is "at the core of the undergraduate program, and it sits at the intersection of much campus effort. General education assessment can provide the framework for important, institution-wide conversations about how to improve student learning" (Allen, 2006).

Thus, with its focus on general education assessment, this report will hopefully also contribute to the college's ongoing "sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement" as required by Standard I.B.1.

Relevant history

About ten years ago, COM-FSM's institution-wide assessment beyond the course level was characterized as *embryonic*, according to the Self-Study Report it submitted to the ACCJC, WASC in 2004.

Since then, the college has made significant strides in developing the capacity to conduct formal program and institutional level assessment of student learning outcomes. By spring 2014, all of its 313 courses, 48 identified general education courses, 33 instructional programs, and 8 institutional SLOs, had 100% ongoing assessment of learning outcomes (Harriss, 2015).

Results of these assessment activities are collected and entered in the TracDat. Some assessment data are inputted in Google Docs. Other assessment information are shared in the form of Program Assessment Summaries (PAS). Reports generated from the TracDat, along with the yearly Institutional Assessment Report, consolidate assessment results by campus and college. The college uses these results for planning, improvement, and resource allocation.

Impressive as these may seem, no less than the Vice President for Institutional Effectiveness and Quality Assurance (VPIEQA), Frankie Harriss, observed that ongoing assessments unfortunately put too much emphasis on collecting data and turning in the report, and the data may not be the best data. Assessment of student learning, she explained, is not just about turning in a report. It's about seeing what's going on and taking decisive actions to do better. She asked, "If we're not doing anything as far as changing it, then why are we doing it?"

Suskie, echoing the same sentiments expressed above, said "there's no point in continuing assessment strategies that aren't providing useful information or consume time and resources disproportionate to the value of the information they provide. So perhaps once every year or two, sit back and reflect on your efforts to date" (2009).

New Approach

Recognizing the need for a better strategy, the Instructional Affairs Department initiated a more focused and tightly integrated approach to assessing learning outcomes. Interim Vice President for Instructional Affairs (VPIA) Karen Simion, in collaboration with Math and Computer Information Systems (CIS) faculty, and in coordination with the Assessment Coordinator and Assistant Accreditation Liaison Officer (ACAALO), Christopher Ross Perkins, developed materials for embedded assignments to be used as common assessment for College Algebra (MS 100) and Computer Literacy (CA 100) course student learning outcomes (CLSOs), which also assessed selected general education (GEN ED) program student learning outcomes (PSLOs) and institutional student learning outcomes (ISLOs).

Embedded assessments for MS 100 was piloted in fall 2014 and repeated in spring 2015, while that of CA 100 was introduced in spring 2015. Similar common assignments are being developed for other GEN ED courses, such as History of Micronesia (MS 150), Expository Writing II (EN 120B), and Algebra & Trigonometry (MS 101).

This new approach to learning outcomes assessment has actually brought together faculty who are experts in their own field or discipline, and who have been teaching the same GEN ED course in their respective campuses. The result of their collaborative efforts is a body of work of which they can claim true ownership, and for which they accept responsibility for implementing best practices and continuous improvement, consistent with the mission of the College of Micronesia–FSM.

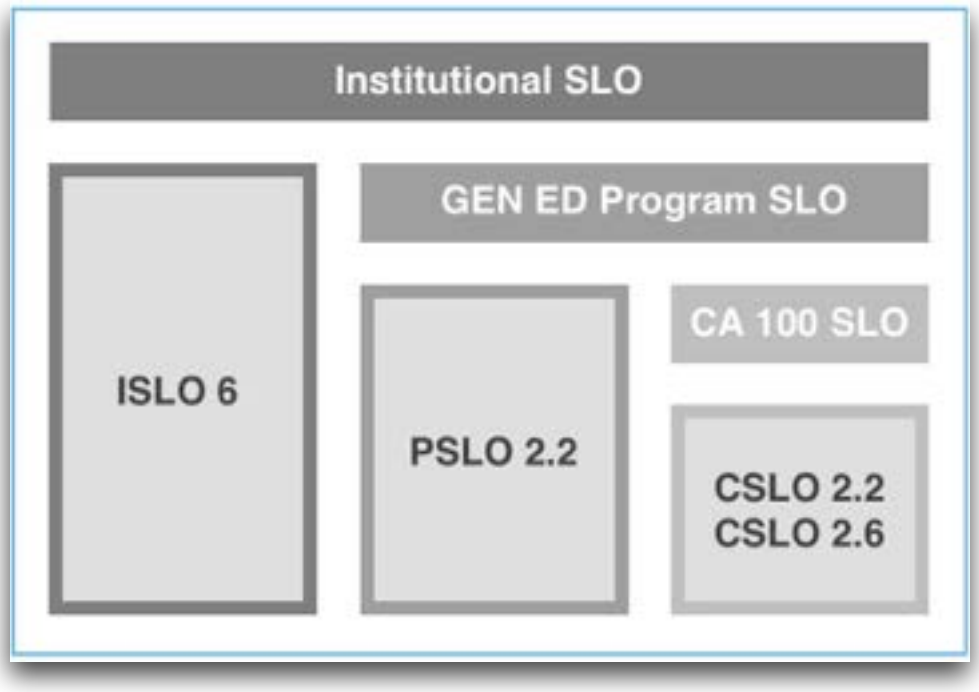
Such faculty engagement in doing common assessment using embedded assignment echoes an important principle underlying student success: "Students learn best, and assessment works best, when education is a purposeful, integrated, and collaborative learning experience" (Suskie).

Parts I and II of this report provide details and discuss the results of embedded assessments implemented in fall 2014 and spring 2015, along with the relevant findings and recommended plans for improvement.

Part I – Information Literacy

Outcomes being assessed

AT A GLANCE



Information Literacy is one of the student learning outcomes assessed at the institutional level in AY2014-2015. At the program level, it is linked to GEN ED PSLO 2.2. At the course level, both learning outcomes are supported by Computer Literacy (CA 100) CSLO 2.2 and 2.6.

Institutional Student Learning Outcome

ISLO 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.

Program Student Learning Outcome

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

Course Student Learning Outcomes

CA 100 CSLO 2.2: Demonstrate acquired basic skills in using Internet on: Browsing the Web, using search engine, researching online, downloading and uploading files.

CA 100 CSLO 2.6: Demonstrate acquired basic skills in using presentation application on: Creating content, formatting content, working with visual elements and managing and delivering presentations.

Type of Assessment Used

Embedded assessment in the form of common assignment (online research project) was used to assess the above-stated student learning outcomes.

Designed to be administered by mid-term of every semester, the project was piloted in spring 2015 at Chuuk, National, Pohnpei and Yap campuses.

A grading rubric was developed, copies of which were distributed to students at the time when the assignment was given. CA 100 faculty collected the assignments and graded them based on this rubric. Faculty recorded the results in a Reporting Sheet, which they then emailed (along with all students' works) to the acting academic assessment coordinator (AAAC), Rafael Pulmano, who took over some of the responsibilities of the ACAALO when the latter resigned at the beginning of spring 2015.

In addition to the common research project component, students were also asked to complete a three-question survey. Faculty also sent the survey results to the AAAC.

The AAAC put together all project and survey results in spreadsheets for processing into data tables and charts. CA 100 faculty met together, reviewed results using those tables and charts, discussed their common findings, and agreed on recommended improvement plans.

General Education Faculty Involved

The following CA 100 faculty implemented the common assessment in spring 2015:

- Atkin Buliche, Chuuk Campus
- Marlene Mangonon, National Campus
- Phyllis Silbanuz (Lead Faculty), Pohnpei Campus
- Rhoda Velasquez, Yap Campus

Pertinent Documents

Copies of the pertinent documents used in this assessment activity can be found in the exhibits at the end of this report, as follows:

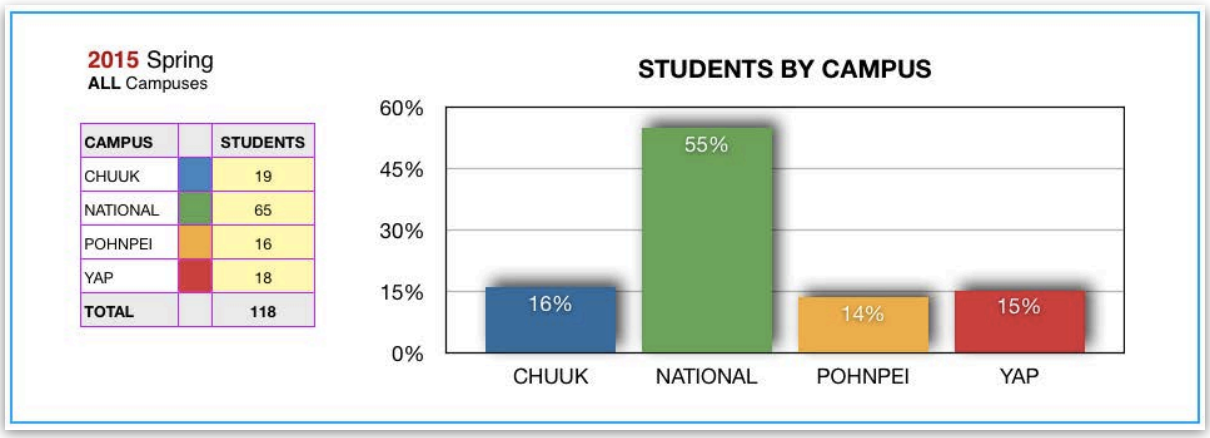
- Exhibit I.a – CA 100 Alignment Matrix (Word document)
- Exhibit I.b – Directions to faculty (Word document)
- Exhibit I.c – Directions to students (Word document)
- Exhibit I.d – Grading rubric for student and faculty (Word document)
- Exhibit I.e – Reporting Sheet for faculty (Excel spreadsheet)
- Exhibit I.f – Sample of Students' Work

Students Assessed

CAMPUS

A total of 118 students taking the CA100 course participated in the common assessment project in spring 2015. The majority of students (55%) were registered at the National Campus. The number and percentage of students by campus are shown below.

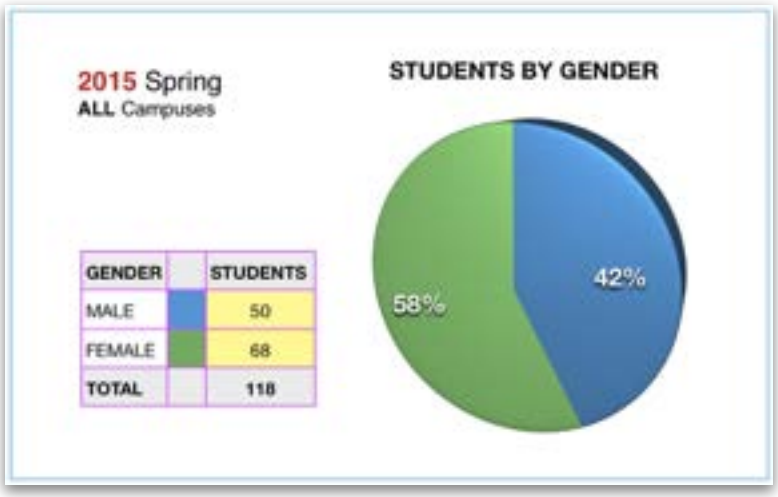
Chart 1. Number and percentage of CA100 students assessed in each campus in spring 2015



GENDER

More female students (58%) participated in the CA 100 common assessment in spring 2015 for all campuses combined (Chart 2).

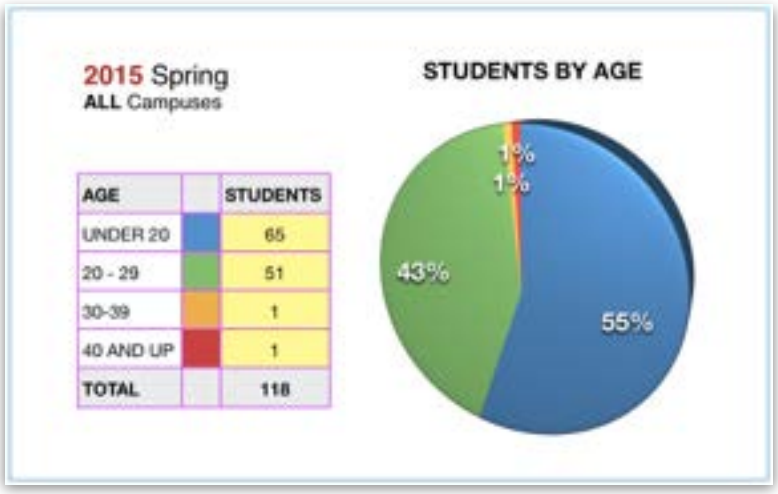
Chart 2. Number and Percentage of CA 100 students assessed at all campuses, grouped according to gender



AGE

Students who took the common assessment in CA 100 courses in spring 2015 were generally young. Out of 118 total students, 65 of them (55%) were below 20 years of age, followed by 51 students (43%) aged 20-29. The average age was 21 years, while the median age was 19. The youngest student, registered at the National Campus, was 17 years old.

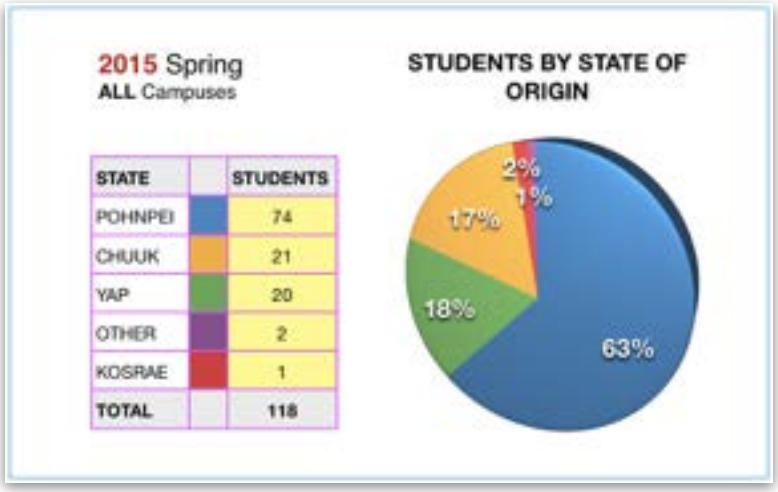
Chart 3. Number and Percentage of CA 100 students assessed at all campuses, grouped according to age group



STATE OF ORIGIN

Sixty-three percent, or 74 out of 118 CA 100 students, were Pohnpeians (Chart 4). Chuukese, Kosraeans, and Yapese comprise 18%, 17%, 1% respectively. Students from non-FSM states made up the remaining 2%.

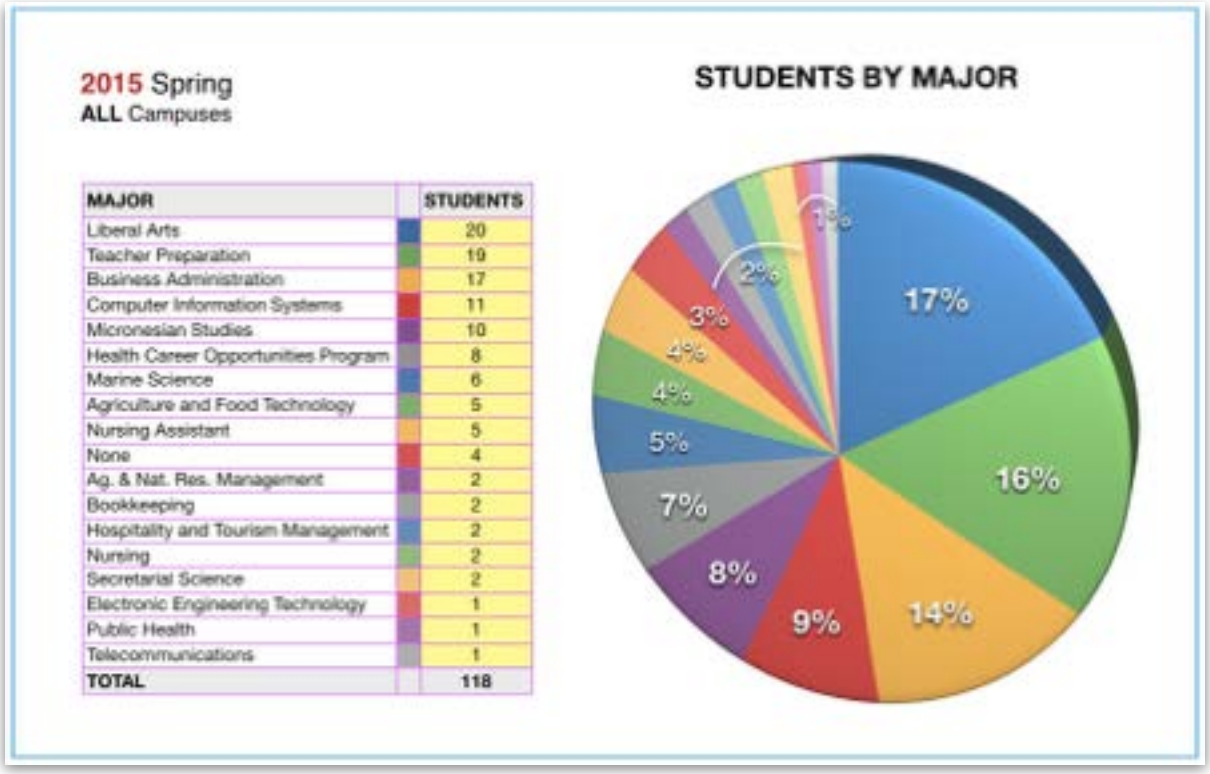
Chart 4. Number and Percentage of CA 100 students assessed at all campuses, grouped according to state of origin



MAJOR

Students assessed in CA 100 were enrolled in one of 17 degree and certificate programs offered in spring 2015. Almost half of them were taking associate degrees in Liberal Arts (17%), Teacher Preparation (16%), and Business Administration (14%). Four students did not indicate their major.

Chart 5. Number and percentage of CA100 students assessed in each campus in spring 2015



Assessment Results

PROJECT

Students' projects were assigned scores based on a grading rubric to assess learning outcomes about students' ability to (1) access the needed information; (2) use information effectively to accomplish a specific purpose; and, (3) access and use information ethically and legally.

The results shown in Chart 6 (below) indicate that CA 100 students at all campuses combined performed well in their projects, succeeding at average rates of 86%, 92%, and 84% in the three assessed learning outcomes.

Chart 6. Percentage of students successful in their project, scored on a rubric

However, students' performance for each campus differed. These differences in levels of performance by each campus vis-a-vis the average success rate for all campuses combined are more clearly presented in Tables 1, 2 and 3 and Charts 6.1, 6.2, and 6.3.

Table 1. Number and percentage of students successful in accessing the needed information online

STATE	SUCCESSFUL	PERCENT
CHUUK	19 out of 19	100%
NATIONAL	60 out of 65	92%
POHNPEI	8 out of 16	50%
YAP	14 out of 18	78%
AVERAGE	101 out of 118	86%

Chart 6.1. Success rates of students in accessing the needed information online

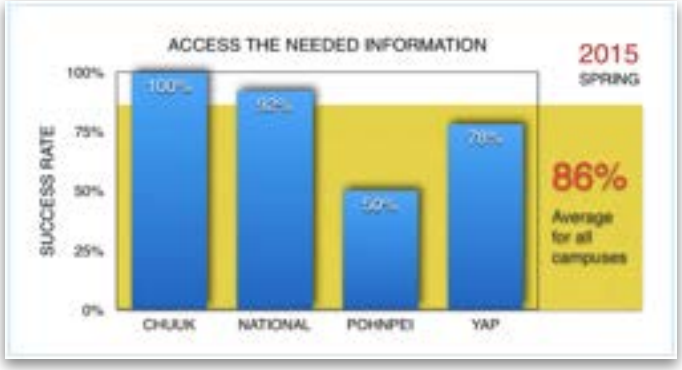


Table 2. Number and percentage of students successful in using information effectively to accomplish a specific purpose

STATE	SUCCESSFUL	PERCENT
CHUUK	19 out of 19	100%
NATIONAL	58 out of 65	89%
POHNPEI	16 out of 16	100%
YAP	15 out of 18	83%
AVERAGE	108 out of 118	92%

Chart 6.2. Success rates of students in using information effectively to accomplish a specific purpose

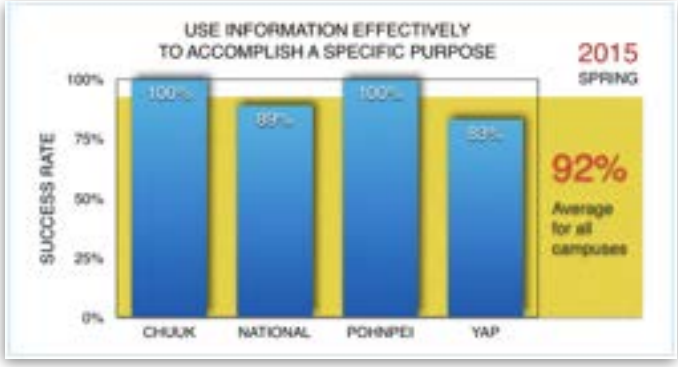
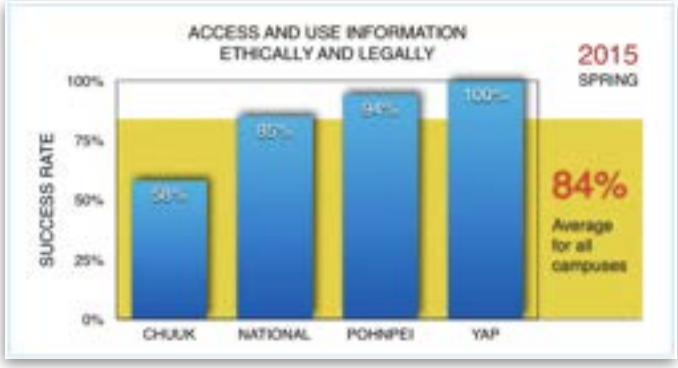


Table 3. Number and percentage of students successful in accessing and using information ethically and legally

STATE	SUCCESSFUL	PERCENT
CHUUK	11 out of 19	58%
NATIONAL	55 out of 65	85%
POHNPEI	15 out of 16	94%
YAP	18 out of 18	100%
AVERAGE	99 out of 118	84%

Chart 6.3. Success rates of students in accessing and using information ethically and legally



SURVEY

CA 100 students who took the common assessment in spring 2015 were asked three survey questions related to the same SLOs assessed in their project.

Respondents from all campuses combined were mostly confident, followed by somewhat confident, in searching on the internet to locate information (Chart 7.1). Compared to other campuses, Chuuk had a higher percentage of students that chose 'More Confident,' while Pohnpei students showed the highest percentage of being 'Somewhat Confident.' None of the students chose 'Not Confident.'

In using computer applications such as Microsoft Word, respondents were mostly confident (Chart 7.2), with the exception of Yap Campus where more students reported being only 'Somewhat Confident.' All campuses also had some students who regarded themselves as 'Very Confident' in meeting this learning outcome.

Chart 7.1. Confidence level of students in searching on the internet to locate information

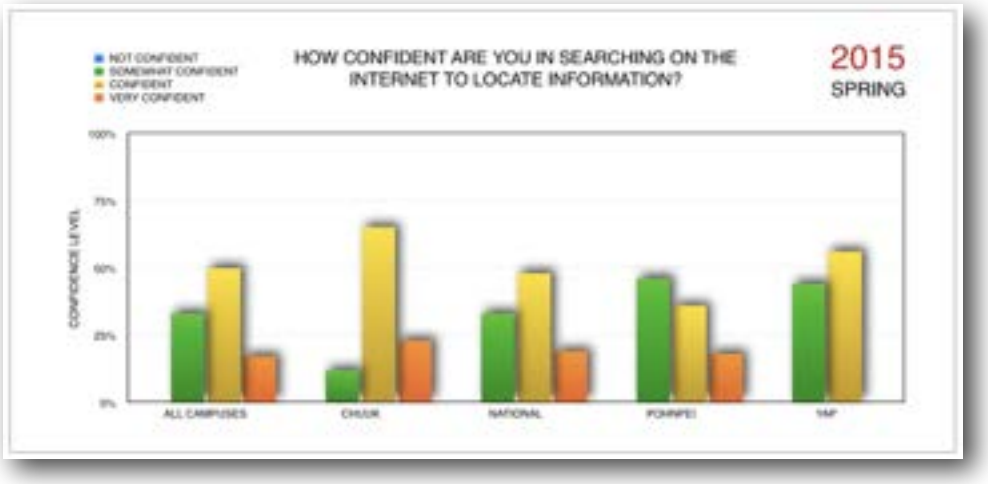


Chart 7.2. Confidence level of students in using computer applications such as MS Word

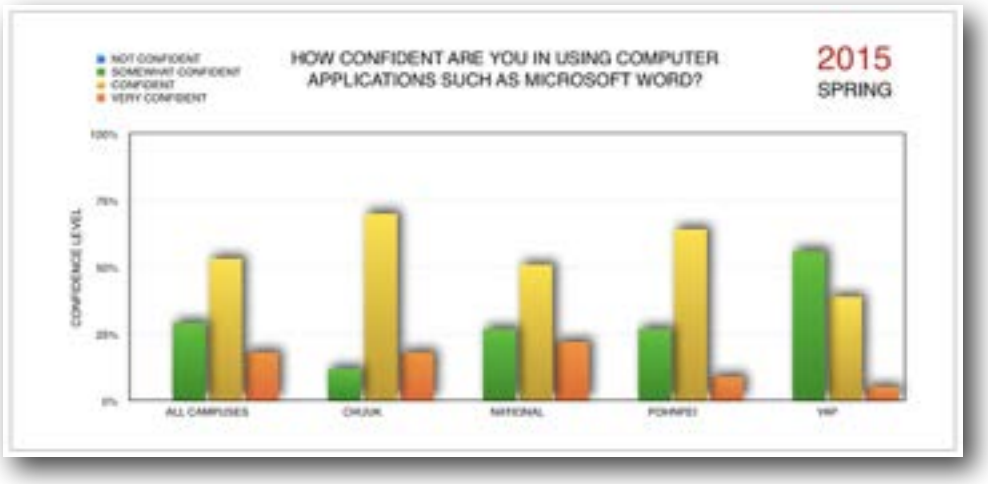
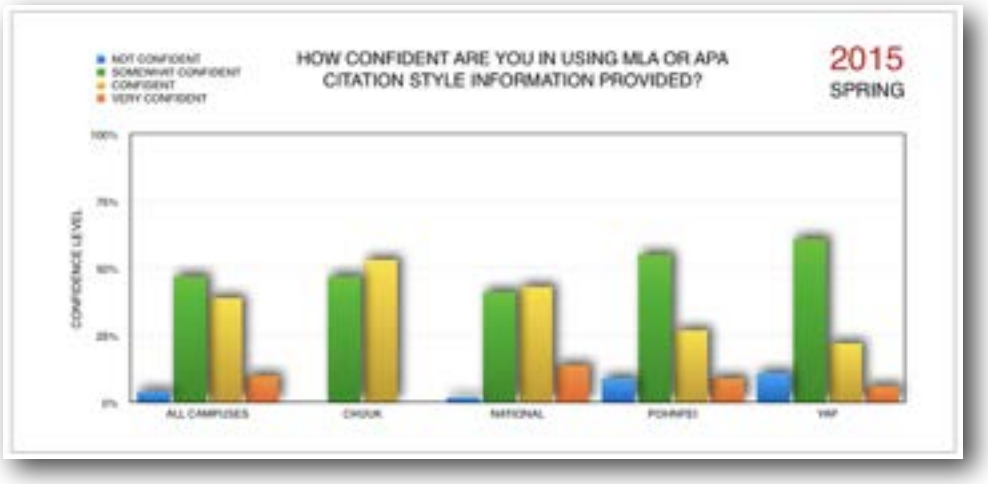


Chart 7.3. Confidence level of students in using MLA or APA citation style



Unlike in the first two survey questions, some respondents in three campuses indicated lack of confidence when it came to using the MLA or APA citation style in their research project. The average for all campuses also showed that there were more respondents who were only 'Somewhat Confident' as opposed to being 'Confident' (Chart 7.3). Chuuk Campus, however, showed the highest ratio of students who regarded themselves as confident in this field, while Yap had the lowest, although some of its students were 'Very Confident.'

GAP ANALYSIS

When assessment results from the research project were placed side-by-side with results from the survey, there were obvious gaps between how the students actually performed in their project to meet the expected learning outcomes, and how they rated themselves in terms of their level of confidence in doing such tasks.

Students generally had less confidence in searching the internet to locate information, according to survey (67%), compared to actually doing the task, based on the results of their project (86%). Only Pohnpei Campus students showed relatively more (although lower level of) confidence (54%) compared to how they did in their project (50%).

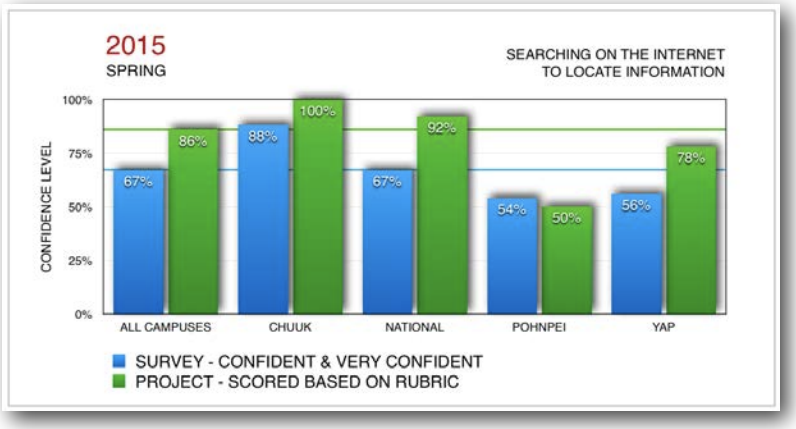


Chart 9.1. Confidence level (survey results) vs. actual ability (project results) of students in searching on the internet to locate information

Again, the 71% confidence level for students at all campuses in using computer applications such as Microsoft Word (71%) did not match their actual ability to do the task required (92%).

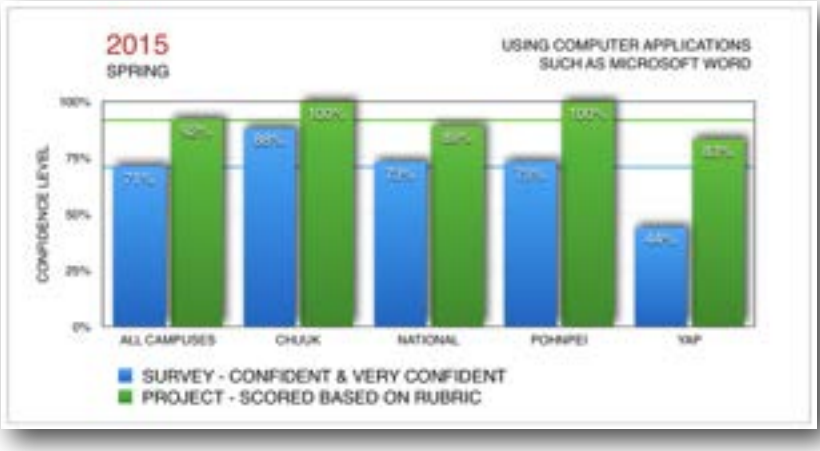


Chart 9.2.Confidence level (survey results) vs. actual ability (project results) of students in using computer applications such as MS Word

Chart 9.3 reveal a significant gap between students' perception and their actual ability to perform a given task (49% vs 84%), which in this case is using MLA or APA citation style. That's a difference of 35%. Students from Yap Campus responded very low in the survey, only 28%, despite the fact that their instructor gave them all passing marks in their project for this particular outcome.

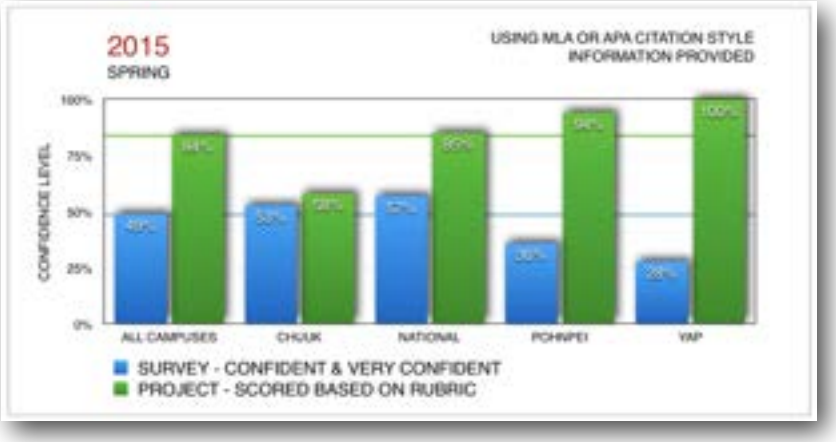


Chart 9.3. Confidence level (survey results) vs. actual ability (project results) of students in using MLA or APA citation style

Findings and Improvement Plans

CA 100 faculty met on August 13, 2015. Also present in that meeting were the interim VPIA and the AAAC. After looking at the assessment results and discussing their findings (enumerated below), faculty recommended and agreed upon the following improvement plans.

ACCESSING THE NEEDED INFORMATION ONLINE	
FINDINGS	**IMPROVEMENT PLANS**
Students did pretty well in the research project component of the assessment, getting generally high results on the three outcomes, i.e., 86%, 92%, and 84% respectively, but the results by campus were different.	1. **Do course SLO alignment with learning opportunities.** See how many learning opportunities are given to students to meet a learning outcome. [NOTE: Spending one class session for this topic means that students get one opportunity to learn and master the information. However, if it is done three or four times and an assignment is given, then they have four or five learning opportunities.] **2. Consider what CA100 faculty at National did as teaching strategy** when planning the course for next semester: Spend 3-4 sessions involving lectures, oral discussions, asking questions to individual students, and using several examples of how to use the boolean search.
For Pohnpei Campus, only 50% were successful in accessing the needed information.	
Reason for low success rate in Pohnpei Campus regarding access to needed information: Students were taught how to, but they didn't use, boolean search.	
For Chuuk Campus, - Students were taught how to use boolean search, but maybe there is need to spend more time on this for students to learn and master boolean search.	

ACCESSING AND USING INFORMATION ETHICALLY AND LEGALLY (1)	
FINDINGS	**IMPROVEMENT PLANS**
A lot students are not familiar with citation styles.	**3.** For CA100 common assessment project, **require students to use MLA**. **4. Teach students how to use Citation Machine** online service (free). URL: http://www.citationmachine.net **5. Teach students how to use the bibliography** feature in Microsoft Word.
Many students taking CA100 are first-time students, who may not have taken either ESL099 or EN120A where citation styles are covered.	
Chuuk and Pohnpei Campus faculty prefer MLA; for Yap Campus, APA; for National Campus, either MLA or APA is okay.	
Students in CA100 and next class (EN120B) use MLA; Social Sciences comes later, which uses APA.	
Might be easier for students to use only one citation style in the common assessment, instead of letting them choose between MLA and APA.	

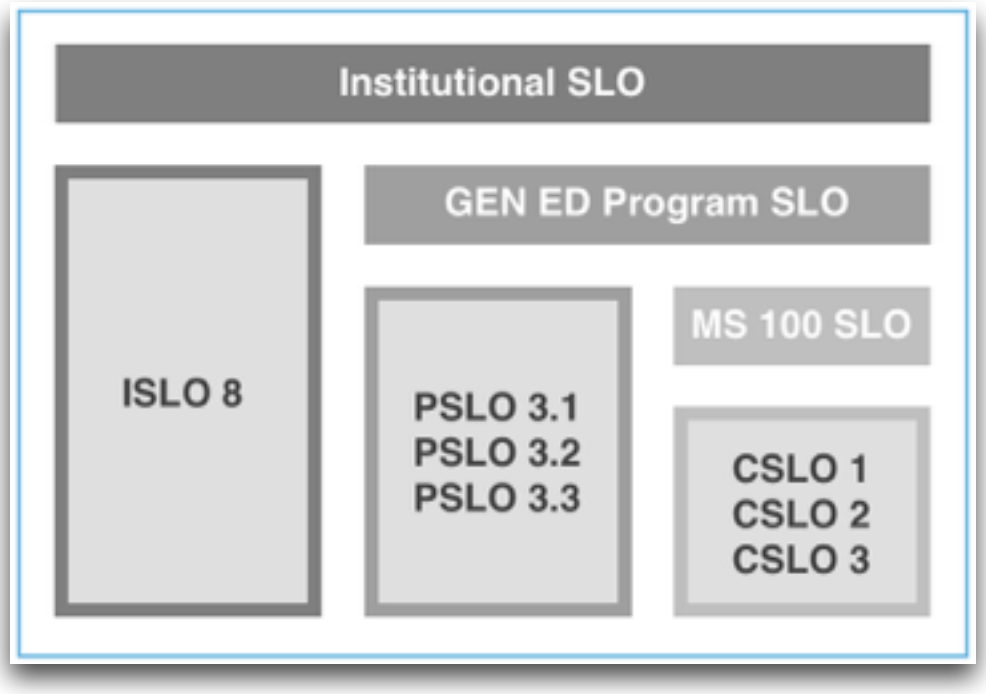
ACCESSING AND USING INFORMATION ETHICALLY AND LEGALLY (2)	
FINDINGS	**IMPROVEMENT PLANS**
Faculty noticed a lot of students' work contained plagiarized material.	**7.** Use online tools, or **subscribe to online services like plagiarism checker**. Ask Professor Monica Rivera for additional information. Request funding for this service. **8. Conduct staff development** to train faculty on how to detect plagiarism. Request funding for this activity.
One faculty didn't feel competent in checking papers for plagiarism, being focused more on the technical or computer skills content of the course.	
One faculty returned plagiarized papers to students and told them to rework their project, to discourage plagiarism.	

GAP BETWEEN RESEARCH PROJECT AND SURVEY RESULTS	
FINDINGS	**IMPROVEMENT PLANS**
Students performed well in actual project but weren't that confident about their ability, according to survey.	**9. Form a student focus group** to validate finding about reason for their low self-evaluation. **10. Add questions in the survey** component of the common assessment, such as why students rated themselves accordingly.
Gap between students' perception (49%) and their actual ability to perform a given task (84%) was most significant (35%) in using MLA or APA citation style.	
Faculty suggested that it is related to the students' culture, but there is no evidence of this.	

Part II – Quantitative Reasoning

Outcomes being assessed

AT A GLANCE



Quantitative Reasoning is another student learning outcome assessed at the institutional level in AY2014-2015. At the program level, this ISLO links to GEN ED PSLO 3.1, 3.2, and 3.3. At the course level, both learning outcomes are supported by College Algebra (MS 100) CSLO 1, 2, and 3.

Institutional Student Learning Outcome

ISLO 8: Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

Program Student Learning Outcome

GEN ED PSLO 3.1: Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities.

GEN ED PSLO 3.2: Present and interpret numeric information and graphic forms.

GEN ED PSLO 3.3: Communicate thoughts and ideas effectively using proper mathematical terms.

Course Student Learning Outcomes

MS 100 CSLO 1: Graph and solve linear and quadratic equations and inequalities.

MS 100 CSLO 2: Evaluate and analyze functions and their graphs including combinations and compositions of functions.

MS 100 CSLO 3: Sketch and analyze graphs polynomial functions and mathematical models of variation.

Type of Assessment Used

Similar to CA 100, embedded assessment was used to assess the above-stated student learning outcomes. The common assessment was in the form of a quiz involving 16 selected Math problems, plus three survey questions at the end.

The assessment was piloted in fall 2014 at all campuses, and was again administered in spring 2015.

The 16 problem items in the embedded assessment were aligned to specific student learning outcomes. MS 100 faculty administered the tests, collected the papers and graded them. Faculty recorded the results in a Reporting Sheet, which they then emailed (along with all students' works) to the GEN ED assessment coordinator (2014), and to the AAAC (2015).

Students were also asked to complete a three-question survey. Faculty also sent the survey results to the coordinator in charge.

The AAAC put together all project and survey results in spreadsheets for processing into data tables and charts. MS 100 faculty met together, reviewed results using those tables and charts, discussed their common findings, and agreed on recommended improvement plans.

General Education Faculty Involved

The following MS 100 faculty implemented the common assessment in AY2014–2015:

- Danilo Mamangon, Chuuk Campus
- Sharon Oviedo, Kosrae Campus *(Joined discussion of findings & recommendations.)*

- Dennis Gearhart, National Campus
- Rey Garcia *(Lead Faculty)*, National Campus
- Yenti Verg-in, National Campus
- Stanley Etse, Pohnpei Campus
- Rhoda Velasquez, Yap Campus

Pertinent Documents

Copies of the pertinent documents used in this assessment activity can be found in the exhibits at the end of this report, as follows:

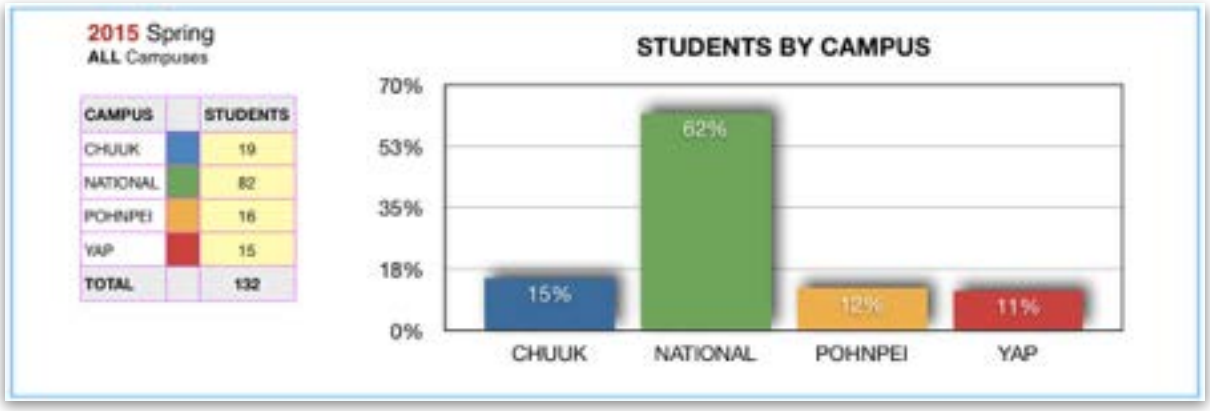
- Exhibit II.a – MS 100 Alignment Matrix (Word document)
- Exhibit II.b – Directions to faculty (Word document)
- Exhibit II.c – MS 100 Common Assessment Questionnaire (PDF document)
- Exhibit II.d – Reporting Sheet for faculty (Excel spreadsheet)
- Exhibit II.e – Sample of Students' Work

Students Assessed

CAMPUS

A total of 132 students taking the MS100 course participated in the common assessment in spring 2015. Majority of the students (62%) were registered at the National Campus. The number and percentage of students by campus are shown below.

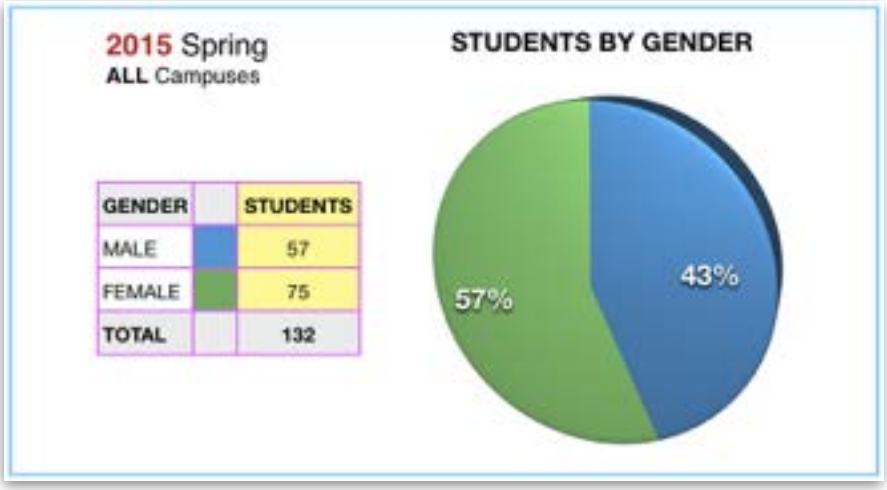
Chart 10. Number and percentage of MS100 students assessed in each campus in spring 2015



GENDER

More female (57%), compared to male (43%) students, participated in the MS 100 common assessment in spring 2015 for all campuses combined (Chart 11).

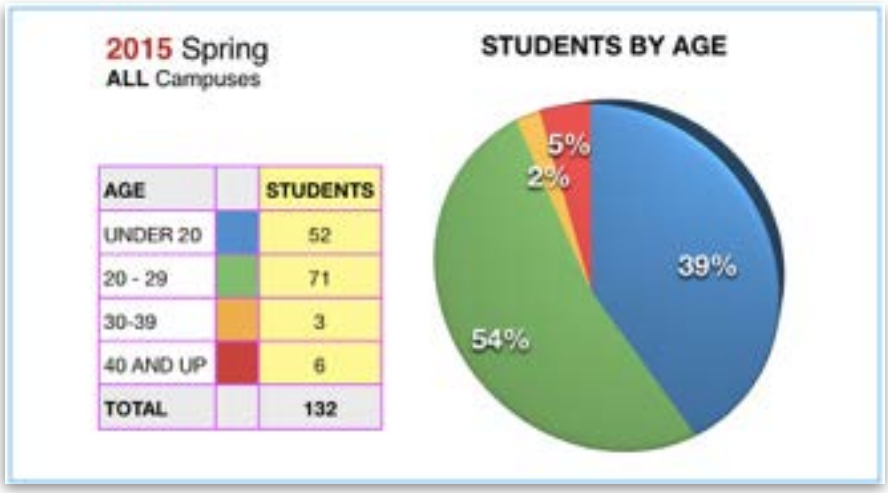
Chart 11. Number and Percentage of MS 100 students assessed at all campuses in spring 2015, grouped according to gender



AGE

Out of 132 students in spring 2015 who took the MS 100 common assessment, 71 students (54%) belonged to the 20-29 age bracket, followed by 52 students (39%) below 20 years of age. The average age was 22 years, while the median age was 20. The youngest was 16 years.

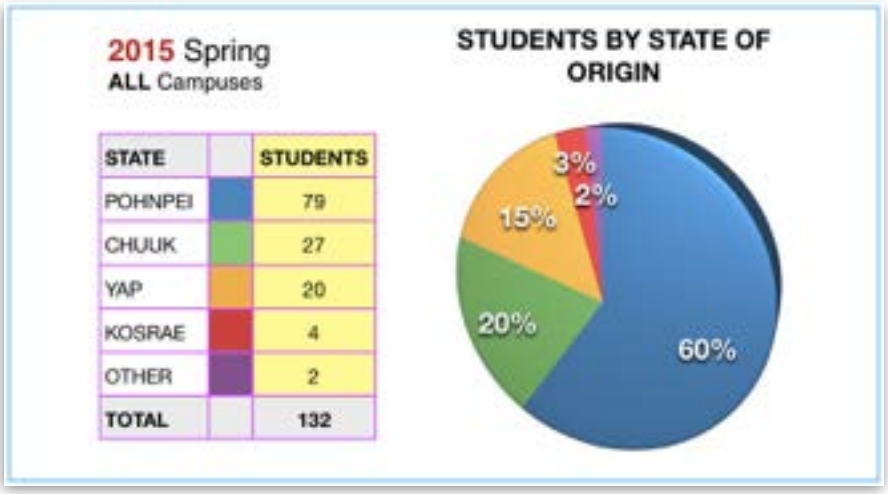
Chart 12. Number and Percentage of MS 100 students assessed at all campuses in spring 2015, grouped according to age group



STATE OF ORIGIN

Sixty percent, or 79 out of 132 MS 100 students assessed in spring 2015, were Pohnpeians (Chart 13). Chuukese, Yapese, and Kosraeans comprise 20%, 15%, and 3%, respectively. The remaining 2% were from non-FSM states.

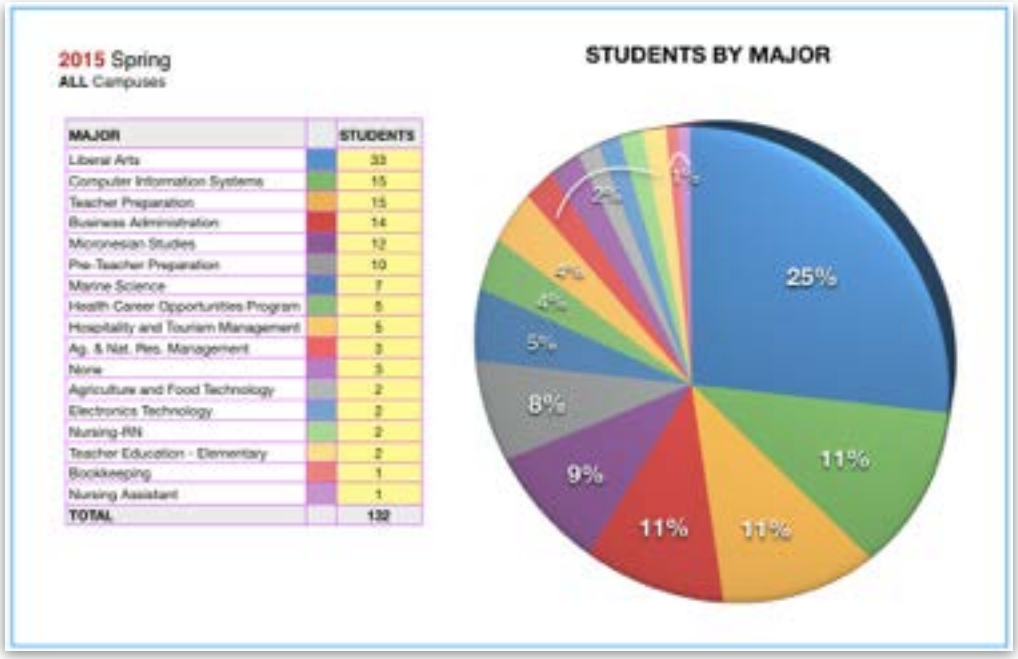
Chart 13. Number and Percentage of MS 100 students assessed at all campuses, grouped according to state of origin



MAJOR

Students assessed in MS 100 were enrolled in one of 16 degree and certificate programs offered in spring 2015. Over half of them were taking associate degrees in Liberal Arts (25%), and Computer Informations systems, Teacher Preparation, and Business Administration (11% each). Three students did not indicate their major.

Chart 14. Number and percentage of MS 100 students assessed in each campus in spring 2015



Assessment Results

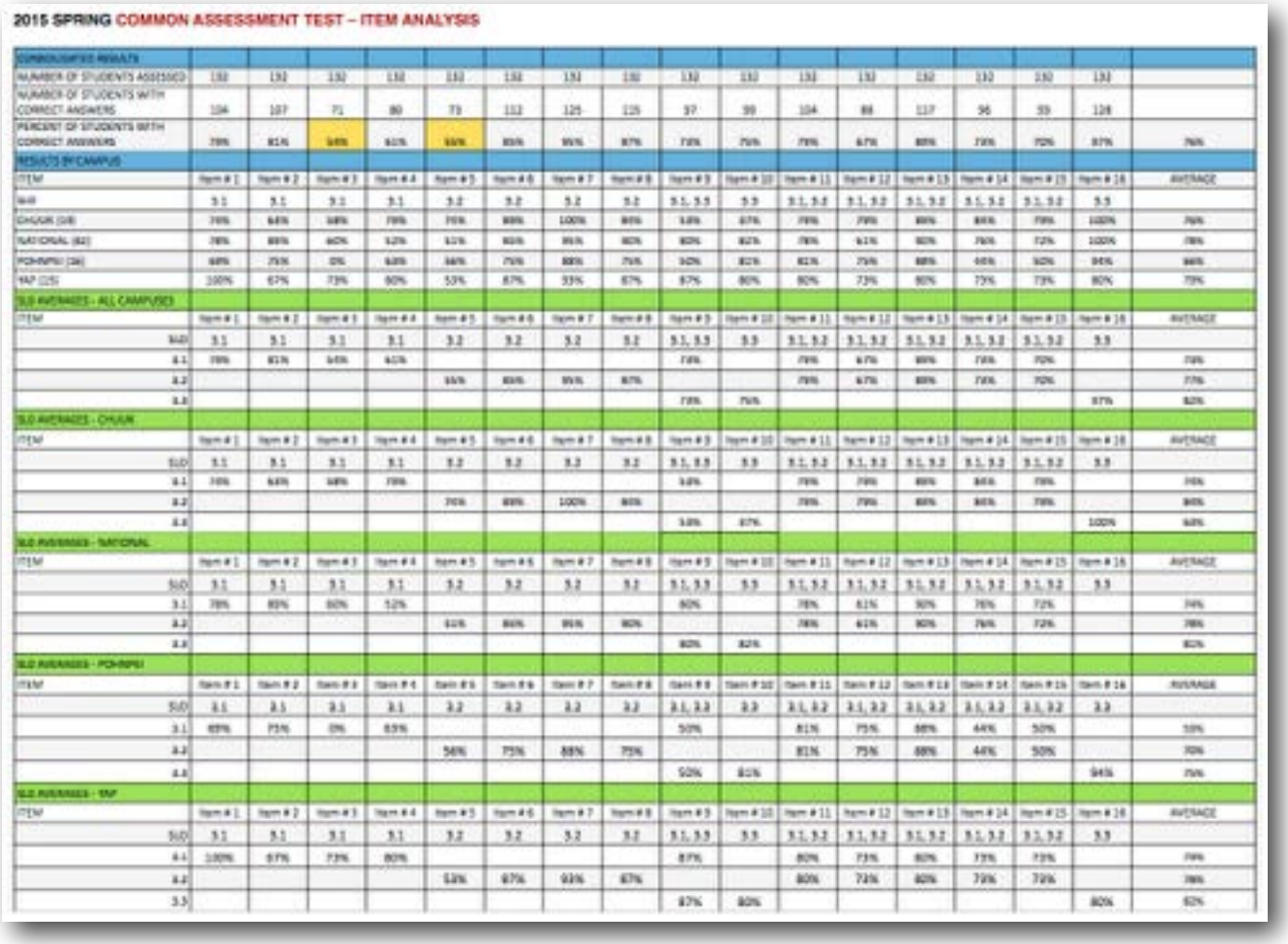
SPRING 2015

The reporting sheets used by MS 100 faculty captured the test results taken by the students who participated in the common assessment. An item analysis (Table 4) showed that the Yap Campus got the highest average (79%), followed by National Campus (78%), and Chuuk Campus (76%). Pohnpei Campus had the lowest average (66%).

Based on the three SLOs assessed, most campuses showed that many students (average of 70% to 84%) correctly answers the test questions. Exceptions were SLO 3.1 for Pohnpei (59%), and SLO 3.3 for Chuuk (63%).

Consolidated test results for 132 students from all campuses reveal that question item #3 (SLO 3.1) had the lowest percentage (54%) of students giving the correct answer, followed by item #5 (SLO 3.2), which got only 55%.

Table 4. Item analysis of common assessment tests given to MS 100 students in spring 2015

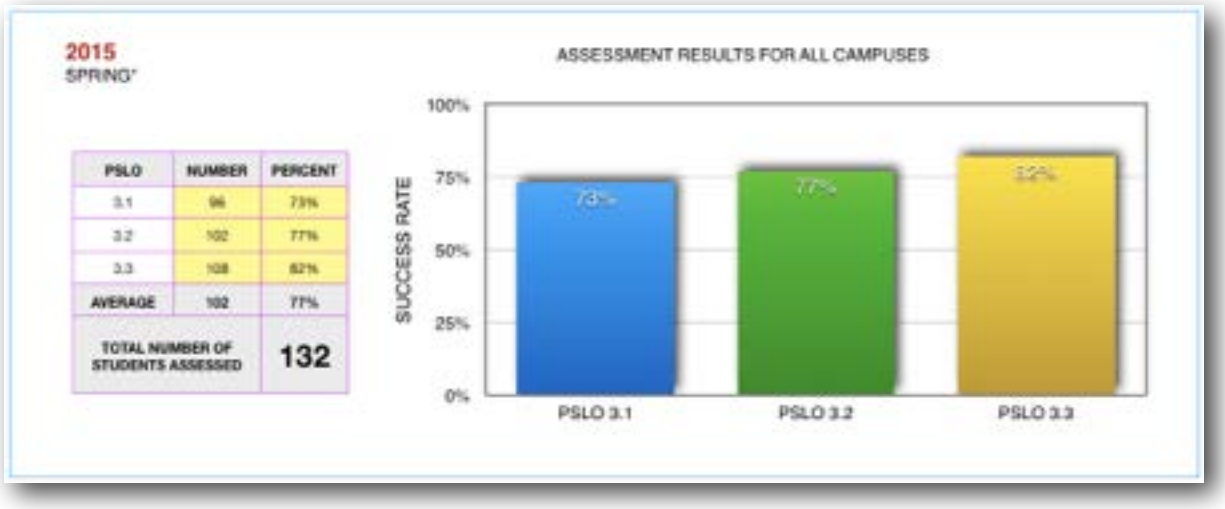


2015 SPRING COMMON ASSESSMENT TEST – ITEM ANALYSIS

CONSOLIDATED RESULTS																	
NUMBER OF STUDENTS ASSESSED	132	132	132	132	132	132	132	132	132	132	132	132	132	132	132	132	
NUMBER OF STUDENTS WITH CORRECT ANSWERS	104	107	71	80	73	112	125	125	97	99	104	88	117	96	93	128	
PERCENT OF STUDENTS WITH CORRECT ANSWERS	79%	81%	54%	61%	55%	85%	95%	87%	73%	75%	79%	67%	89%	73%	70%	97%	76%
RESULTS BY CAMPUS																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
CHUUK (28)	79%	64%	68%	79%	75%	89%	100%	89%	68%	67%	79%	79%	89%	89%	79%	100%	79%
NATIONAL (82)	78%	88%	60%	52%	51%	91%	95%	90%	80%	82%	78%	61%	90%	76%	72%	100%	78%
POHNPEI (26)	69%	75%	0%	69%	54%	75%	88%	75%	50%	81%	81%	75%	88%	44%	50%	94%	66%
YAP (25)	100%	67%	73%	80%	53%	87%	93%	67%	87%	80%	80%	73%	93%	73%	73%	80%	79%
SLO AVERAGES - ALL CAMPUSES																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	79%	81%	64%	61%					74%		79%	67%	89%	73%	70%		75%
3.2					54%	85%	95%	87%			79%	67%	89%	73%	70%		77%
3.3									74%	75%						87%	82%
SLO AVERAGES - CHUUK																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	79%	64%	68%	79%					68%		79%	79%	89%	89%	79%		79%
3.2					75%	89%	100%	89%			79%	79%	89%	89%	79%		84%
3.3									68%	67%						100%	68%
SLO AVERAGES - NATIONAL																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	78%	88%	60%	52%					80%		78%	61%	90%	76%	72%		74%
3.2					51%	91%	95%	90%			78%	61%	90%	76%	72%		78%
3.3									80%	82%							81%
SLO AVERAGES - POHNPEI																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	69%	75%	0%	69%					50%		81%	75%	88%	44%	50%		59%
3.2					56%	75%	88%	75%			81%	75%	88%	44%	50%		70%
3.3									50%	81%						94%	71%
SLO AVERAGES - YAP																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	100%	67%	73%	80%					87%		80%	73%	93%	73%	73%		79%
3.2					53%	87%	93%	67%			80%	73%	93%	73%	73%		78%
3.3									87%	80%						80%	82%

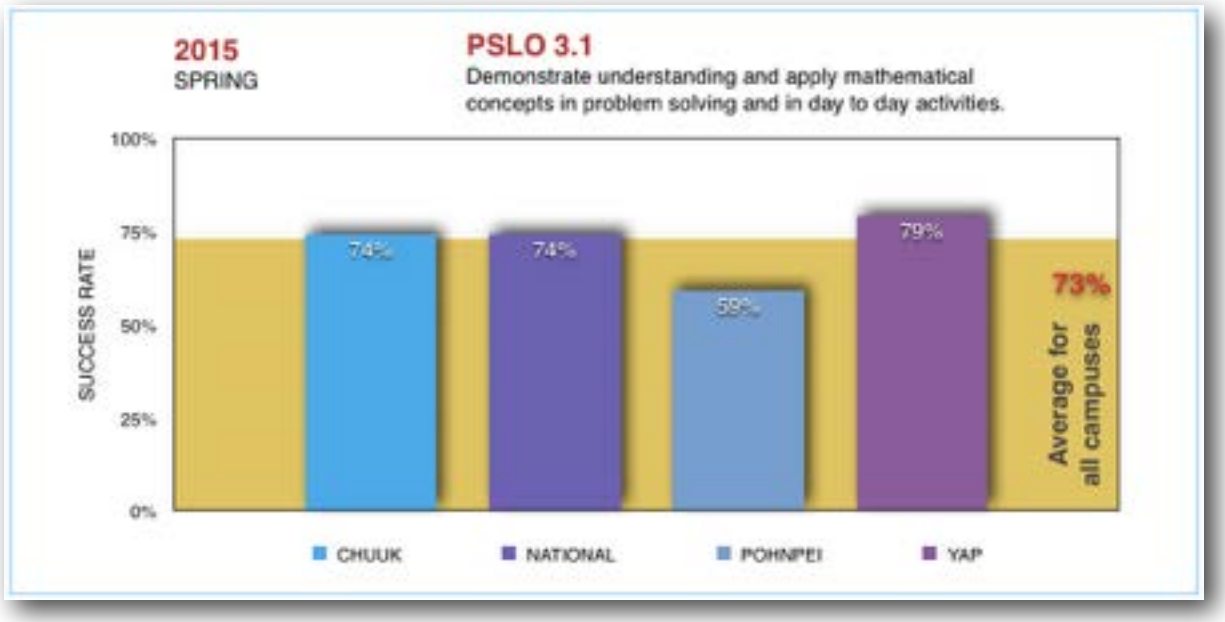
As shown below (Chart 15), MS 100 students had the highest success rate (82%) in PSLO 3.3, followed by PSLO 3.2 (77%), and PSLO 3.1 (73%).

Chart 15. Number and percentage of MS 100 students who successfully met GEN ED PSLOs 3.1, 3.2, and 3.3 in spring 2015 – All Campuses



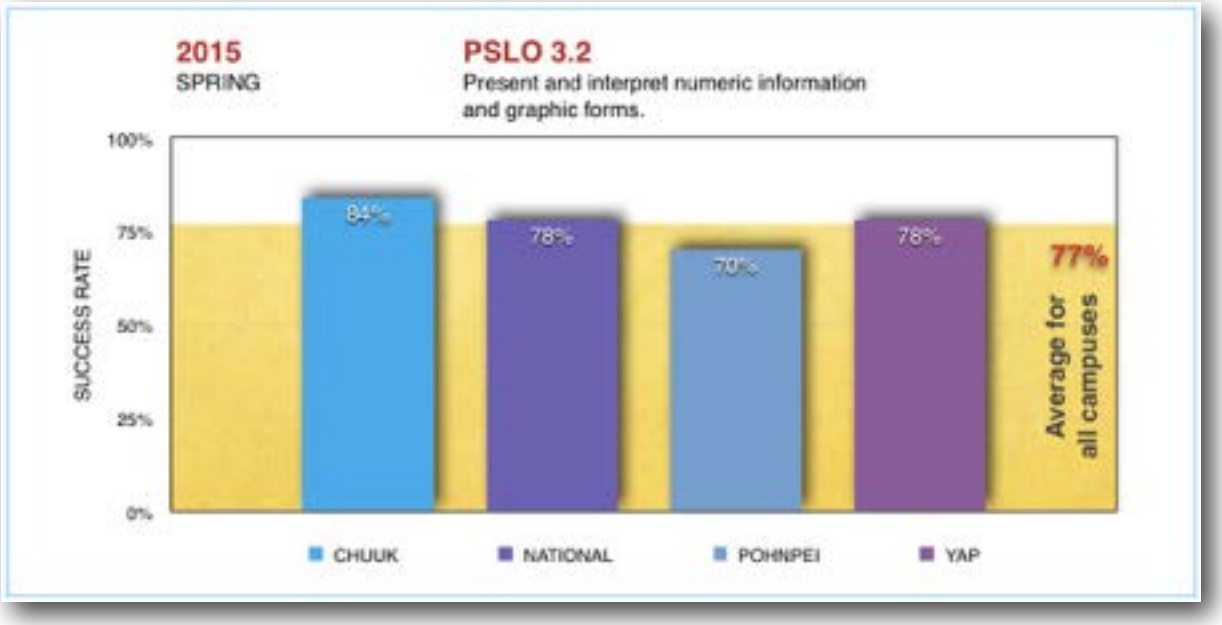
For PSLO 3.1, Pohnpei campus had the lowest success rate (59%). All other campuses had success rates of 74% and higher, which exceeded the average for all campuses (73%).

Chart 16. Percentage of MS 100 students who successfully met general education PSLO 3.1 in spring 2015 – State vs All Campuses



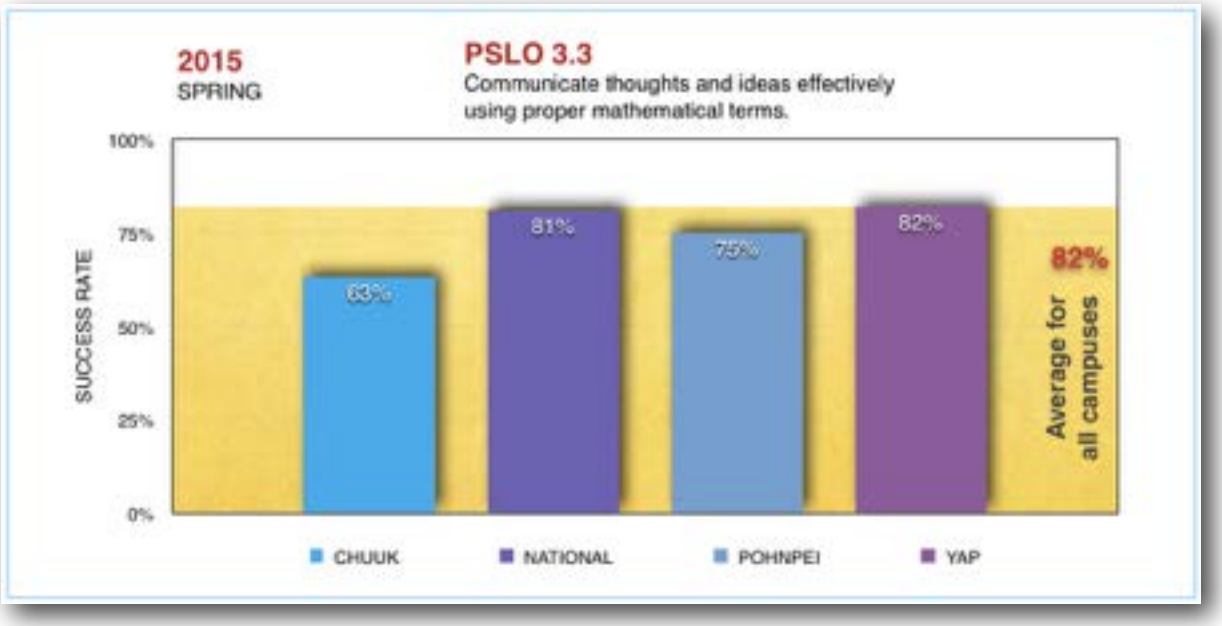
Chuuk, National and Yap campuses had success rates of 84%, 78% and 78% respectively, exceeding the all-campus average of 77% for PSLO 3.2. Pohnpei's success rate was 70%.

Chart 17. Percentage of MS 100 students who successfully met general education PSLO 3.2 in spring 2015 – State vs All Campuses



For PSLO 3.3, only Yap Campus matched the 82% success rate average for all campuses. Success rates for Chuuk, National and Pohnpei campuses were 63%, 81% and 75% respectively.

Chart 18. Percentage of MS 100 students who successfully met general education PSLO 3.3 in spring 2015 – State vs All Campuses



SURVEY

Items 17, 18 and 19 of the common assessment test given to MS 100 students in spring 2015 were survey questions about their confidence in meeting program learning outcomes being assessed. Not all of the 132 students who took the test completed the survey. Charts 19.1, 19.2 and 19.3 revealed a more or less uniform pattern in the students' level of confidence in the three PSLOs, with most respondents rating themselves as either *somewhat confident* or *very confident*.

Chart 19.1 MS 100 students' level of confidence in meeting general education PSLO 3.1 in spring 2015 – All Campuses

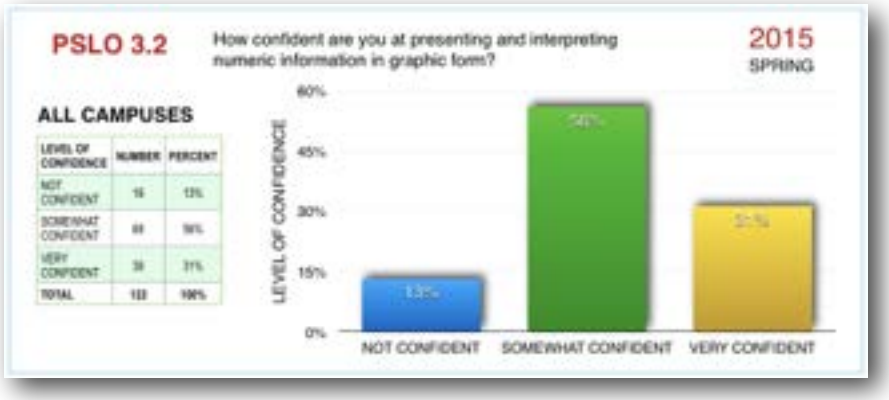


Chart 19.2 MS 100 students' level of confidence in meeting general education PSLO 3.2 in spring 2015 – All Campuses

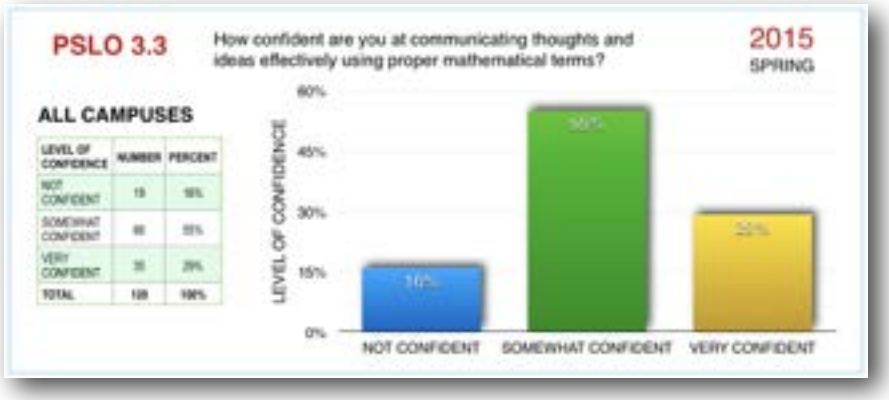
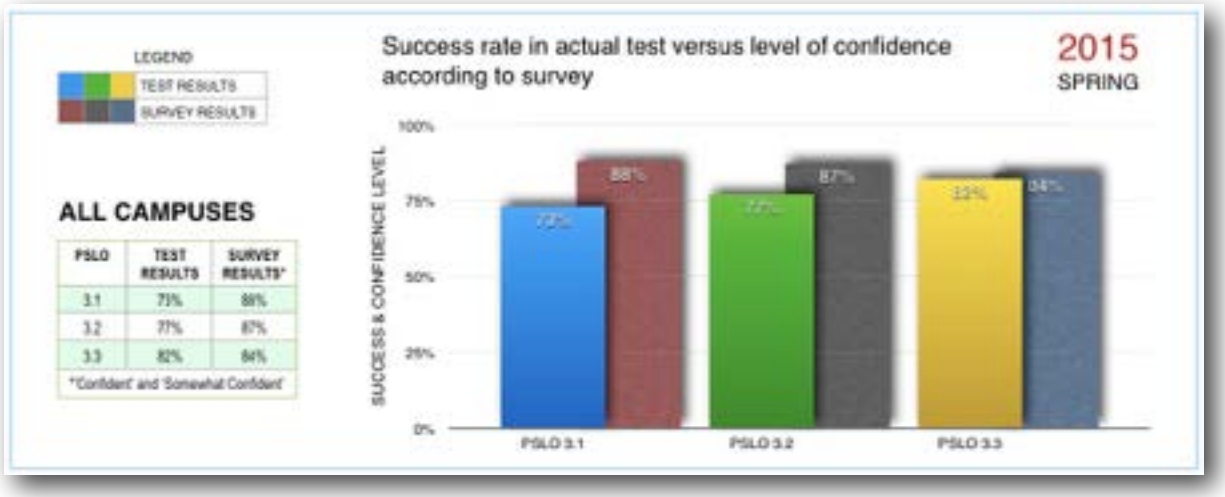


Chart 19.3 MS 100 students' level of confidence in meeting general education PSLO 3.3 in spring 2015 – All Campuses

However, when survey results (combining *'confident'* and *'very confident'* responses) were placed side-by-side with rates of student success based on test results, they appeared to have more confidence in their ability to meet the learning outcomes being assessed, compared to their actual ability to do so (Chart 20). Note also that while their success rates went up from 73% for PSLO 3.1 to 77% for PSLO 3.2 to 82% for PSLO 3.3, the survey results showed the opposite trend, from 88% down to 87%, and further down to 84%.

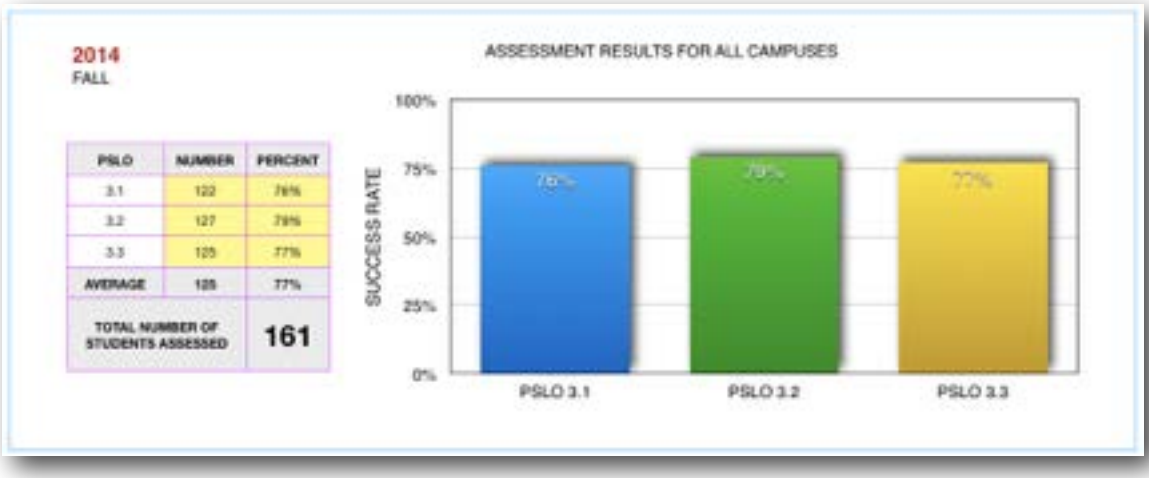
Chart 20. MS 100 students' success rates according to test results versus level of confidence in meeting general education PSLOs assessed in spring 2015 – All Campuses



FALL 2014

A total of 161 MS 100 students took the common assessments at all campuses in fall 2014. PSLO 3.2 had the highest success rate (79%), followed by PSLO 3.3 (77%) and PSLO 3.2 (76%)

Chart 21. Number and percentage of MS 100 students who successfully met GEN ED PSLOs 3.1, 3.2, and 3.3 in fall 2014 – All Campuses



Based on the item analysis of the test results (Table 5), both Yap and Kosrae campuses got the highest average (79%), followed by Chuuk Campus (76%), and National Campus (75%). Pohnpei Campus had the lowest average (66%).

Consolidated test results for 161 students from all campuses revealed that question item #3 (SLO 3.1) had the lowest percentage (58%) of students giving the correct answer.

Table 5. Item analysis of common assessment tests given to MS 100 students in fall 2014

2014 FALL COMMON ASSESSMENT TEST – ITEM ANALYSIS

CONSOLIDATED RESULTS																	
NUMBER OF STUDENTS ASSESSED	161	161	161	161	161	161	161	161	161	161	161	161	161	161	161	161	
NUMBER OF STUDENTS WITH CORRECT ANSWERS	131	145	93	124	109	136	153	133	109	109	107	99	143	125	113	156	
PERCENT OF STUDENTS WITH CORRECT ANSWERS	81%	90%	58%	77%	68%	84%	95%	83%	68%	68%	83%	61%	89%	78%	70%	97%	78%
RESULTS BY CAMPUS																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
CHUUK (39)	74%	63%	58%	79%	74%	89%	100%	84%	53%	37%	79%	79%	89%	84%	79%	100%	76%
KOSRAE (34)	88%	96%	29%	85%	85%	82%	96%	96%	54%	71%	75%	79%	71%	88%	71%	92%	79%
NATIONAL (85)	75%	86%	38%	51%	49%	82%	92%	87%	78%	78%	75%	58%	87%	73%	69%	96%	75%
POHNPEI (16)	69%	75%	0%	63%	56%	75%	88%	75%	50%	81%	81%	75%	88%	44%	50%	94%	66%
YAP (15)	100%	67%	73%	80%	53%	87%	93%	87%	67%	80%	80%	73%	80%	73%	73%	80%	79%
SLO AVERAGES - ALL CAMPUSES																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	81%	90%	58%	77%					68%		83%	61%	89%	78%	70%		76%
3.2					68%	84%	95%	83%			83%	61%	89%	78%	70%		79%
3.3									68%	68%						97%	77%
SLO AVERAGES - CHUUK																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	55%	87%	61%	87%					87%		87%	61%	90%	87%	81%		78%
3.2					52%	87%	87%	77%			87%	61%	90%	87%	81%		79%
3.3									87%	13%						100%	67%
SLO AVERAGES - KOSRAE																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	88%	96%	29%	85%					54%		75%	79%	71%	88%	71%		74%
3.2					83%	92%	96%	96%			71%	79%	71%	88%	71%		86%
3.3									54%	71%						92%	72%
SLO AVERAGES - NATIONAL																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	82%	95%	68%	82%					68%		86%	63%	89%	74%	69%		78%
3.2					63%	83%	98%	78%			86%	63%	89%	74%	69%		78%
3.3									68%	83%						98%	83%
SLO AVERAGES - POHNPEI																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	95%	86%	19%	62%					52%		90%	48%	90%	67%	57%		67%
3.2					71%	76%	100%	86%			90%	48%	90%	67%	57%		76%
3.3									52%	95%						100%	83%
SLO AVERAGES - YAP																	
ITEM	Item # 1	Item # 2	Item # 3	Item # 4	Item # 5	Item # 6	Item # 7	Item # 8	Item # 9	Item # 10	Item # 11	Item # 12	Item # 13	Item # 14	Item # 15	Item # 16	AVERAGE
SLO	3.1	3.1	3.3	3.3	3.2	3.2	3.2	3.2	3.1, 3.3	3.3	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.1, 3.2	3.3	
3.1	80%	73%	86%	53%					67%		82%	48%	95%	71%	62%		72%
3.2					81%	81%	86%	81%			82%	48%	95%	71%	62%		76%
3.3									67%	67%						86%	73%

Student success rates for each PSLO assessed in fall 2014, broken down by campus compared with average success rate for all campus, are shown in the next three charts.

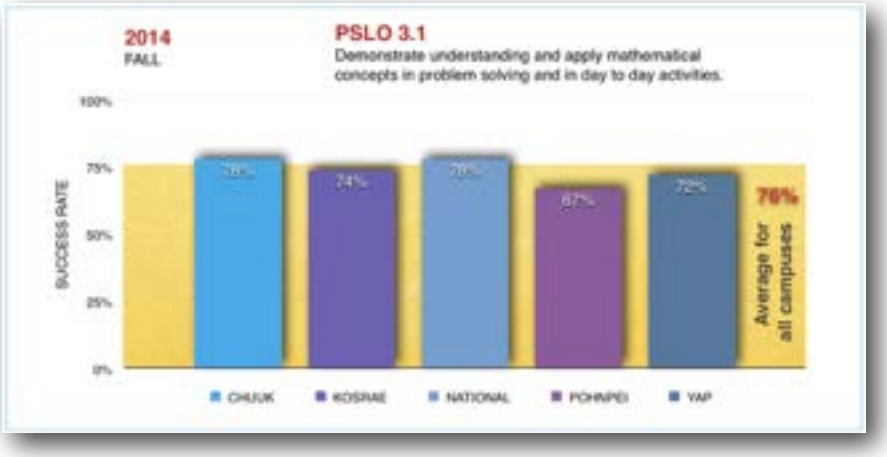


Chart 22.1. Percentage of MS 100 students who successfully met general education PSLO 3.1 in fall 2014 – State vs All Campuses

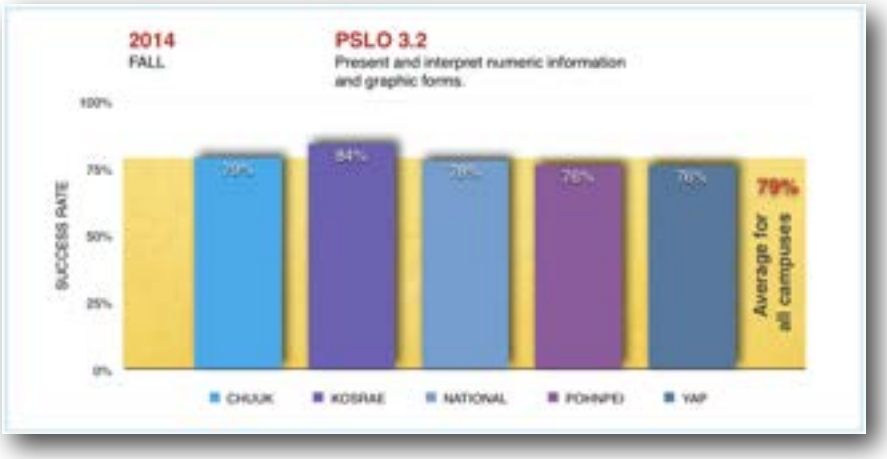


Chart 22.2. Percentage of MS 100 students who successfully met general education PSLO 3.2 in fall 2014 – State vs All Campuses

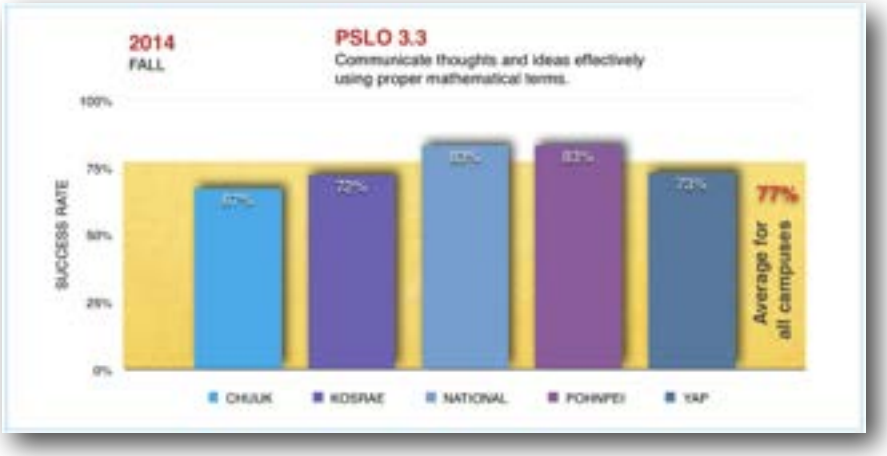
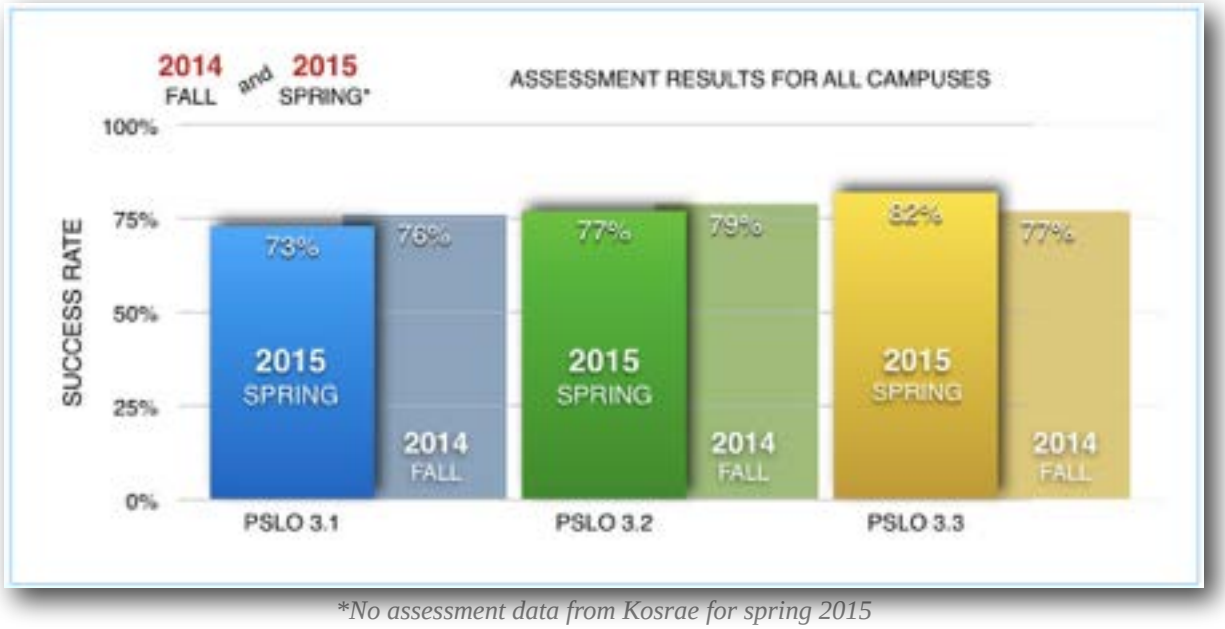


Chart 22.3. Percentage of MS 100 students who successfully met general education PSLO 3.3 in fall 2014 – State vs All Campuses

Common assessment results for fall 2014 and spring 2015 are shown below (Chart 23). Success rates are higher in fall 2014 for PSLOs 3.1 and 3.2, whereas in the case of PSLO 3.3 results are significantly better in spring 2015 compared to the previous semester.

Chart 23. Percentage of students who successfully met general education PSLOs 3.1, 3.2, and 3.3 in fall 2014 and spring 2015 – ALL CAMPUSES



**No assessment data from Kosrae for spring 2015*

Demographic information and survey results for fall 2014 are not presented in this report.

Both fall 2014 and spring 2015 assessment results in graphic format similar to tables and charts shown in this report were emailed to MS100 faculty in early August 2015. These results, along with other information that they shared during a meeting that followed, became the basis for their collective findings and recommendations for improvement, which are discussed in the next section.

Findings and Improvement Plans

MS 100 faculty met on August 12, 2015. Both the interim VPIA and the AAAC were present. After looking at the assessment results and discussing their findings (enumerated below), faculty recommended and agreed upon the following improvement plans.

<table>
<tr><th colspan="2">ITEM NUMBER 3 IN THE QUESTIONNAIRE</th></tr>
<tr><th>FINDINGS</th><th>IMPROVEMENT PLANS</th></tr>
<tr><td>Item number 3 in the questionnaire has the lowest success rate.</td><td rowspan="5">1. Rephrase the question, from “The sum of three consecutive numbers is 114. Which equation below will yield the three numbers?” to “Which equation below best represents this statement? The sum of three consecutive numbers is 114.”

2. Instead of looking at the number of students who got the right answers, consider their most common wrong answers to gain insight into how how the students understood the question. This can then be used as basis for rewording the question.

3. Spend some time going over pertinent sections in the prerequisite chapter on representing number patterns in algebra or introduction concepts for mathematical modeling.</td></tr>
<tr><td>Overall, only 71 of 132 students, or 54%, got the correct answer. Results for each campus were:
• Chuuk: 58%
• National: 60%
• Pohnpei: 0%
• Yap: 73%</td></tr>
<tr><td>One possible reason for this could be the way the question was presented.</td></tr>
<tr><td>Another reason could be the terminology used. For example, in the question “Which equation below will yield the three numbers?” the meaning of the word “yield” might not have been clear to some students.</td></tr>
<tr><td>In the past, most Pohnpei Campus students in MS100 classes had difficulty representing number patterns with algebraic expressions. This is especially true with patterns such as consecutive integers, consecutive even, and consecutive odd integers. It is possible that many of them had very little or no background in mathematical modeling.</td></tr>
<tr><td>In the handout version of the test questionnaire (pdf file), there was no space separating answer choices (b) and (c). This could have confused the students into thinking that there were only three instead of four answer choices.

[Note: Actual test questionnaire used during assessment did not have this typo.]</td><td></td></tr>
</table>

ITEM NUMBER 5 IN THE QUESTIONNAIRE	
FINDINGS	**IMPROVEMENT PLAN**
Item number 5 in the questionnaire has the next lowest success rate.	**4. Consider teaching strategy on graphing.** Having known that this is a common problem among students, then incorporate this in teaching graphing. Students should really grasp how graphs are made. Students need to know, for instance, that there is a 3 between even numbers 2 and 4. Other strategies to consider: (1) introduce graphing early in the semester, and (2) provide students with more practice or learning opportunities on the subject matter.
Overall, only 73 of 132 students, or 55%, got the correct answer. Results for each campus: • Chuuk: 74% • National: 51% • Pohnpei: 56% • Yap: 53%	
Students generally had a lot of trouble with graphing.	
Students do not have access to a graphing utility when they took the common assessment.	
The most likely reason for poor results: Data in the graph were even numbers while values in the table were odd numbers.	

QUESTIONS AND RELATED SLOS	
FINDINGS	**IMPROVEMENT PLANS**
Some SLOs have more question items than others, and some items have overlapping SLOs.	**5. Align learning opportunities to student learning outcomes.** Ask more questions to assess SLO where more lectures or practice exercises are given to cover such outcome. **6. Ask more questions to assess learning outcomes that are taught at the Mastery level**, as compared to those being taught at the Development and Introduction levels.
Relative quantity of items and overlapping of SLOs are not the problem. The real issues should be: How often do faculty teach the items related to each learning outcome? How much time do faculty spend in teaching each learning outcome? How many opportunities are students given to achieve a learning outcome? At which level is the learning outcome being taught — at the Introduction, Development, or Mastery level?	
Original questionnaire was designed in 2009 or 2010. When it was made, 16 questions were picked and then matched with the SLOs to which they applied. The number of items per SLOs wasn't considered.	
The problem with doing the opposite, i.e., starting with the learning outcome and coming up with a question for that outcome, is that the outcome is so vague and there are so many possibilities for what the questions would be.	

NO TARGET OR BENCHMARK	
FINDING	**IMPROVEMENT PLAN**
At the time the common assessments were implemented, there was no consensus as to what benchmark will be used to measure student success.	**7. Establish target or benchmark** against which assessment results will be measured or compared. This should be done before the assessment is administered. A target or benchmark may be based on a norm or a criterion.

OTHERS	
FINDINGS	**IMPROVEMENT PLANS**
Some question items may be more difficult than others.	**8. Compute index of difficulty and index of discrimination** to determine whether a question item will have to be rewritten, retained, or discarded.
Common assessment was implemented at the end of semester.	**9. Consider the time and date** of administering the common assessment.
Assessment results were not matched with demographics, making it impossible to determine who were performing better by age or gender, or identify which group needed attention.	**10. Include students' demographic data** in the reporting sheets so that they will be automatically included in the analysis of assessment results.
There was no disaggregation and analysis of learning outcomes and achievement for subpopulations of students, which could have been used to identify performance gaps, as required by Standard I.B.6.	

ACKNOWLEDGMENT

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Part III – Other Learning Outcomes

This part presents the program assessment summaries prepared and submitted by division chairs, program coordinators and faculty members for their respective academic programs in AY 2014-2015.

Program Assessment Summaries

COM-FSM's Program Assessment and Program Review Procedures Manual, quoting Bresciani & Fackler (2005), described program assessment as "an iterative and ongoing process of purposeful reflection and planning, where one systematically evaluates a program, course, or an activity in order to identify strengths and areas for improvement and then uses the results from the evaluation of the data to inform decision making" (2013). Its primarily focus is on what and how an academic program contributes to the learning, growth and development of students as a group instead of as individual students.

Accounting (3rd Year)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Third Year Program in General Business, the student will be able to:

1. Demonstrate an understanding of *intermediate accounting* principles by describing the financial reporting environment and the conceptual framework of financial accounting, analyzing financial statements in detail, and accounting for cash and receivables, inventories, property, plant and equipment, intangibles, liabilities, stockholders' equity, and other special areas**.**

2. Demonstrate an understanding of *cost accounting* systems relevant to managerial-decision making, planning and control by solving problems involving various costing and budgeting methods; by applying financial, inventory and production management techniques in cost accounting; and by accurately measuring short- and long-term organizational performance.

3. Demonstrate competence in analyzing and recording various transactions for state and local *governments*, the federal government, colleges and universities, and other *nonprofit organizations*; in preparing and interpreting financial statements; and in explaining differences between public and private sector accounting.

4. Demonstrate an understanding of wide range of 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 the individual taxation in the two countries.

5. Demonstrate an understanding of the *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.

6. Apply knowledge acquired from accounting and other courses by solving real world accounting and general workplace problems in a particular organization in the COM-FSM *Internship Program.*

PSLO Assessment Report Summary

Looking back:

There are no program assessment data that are currently available, out of the previous cycle. The program was just revived spring 2015.

The program opened again because students persistently requested for it, after they have realized their potential career advancement through this program.

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What we looked at:

The Third Year Program General Business assessment was focused on ACC_PLO_1, ACC_PLO_2, ACC_PLO_3, and ACC_PLO_4.

ACC_PLO_1 made use of the assessment data from AC 320. Advance Assignments served as Pre-tests, and Quizzes functioned as Post Tests. Both of these were used to assess the PSLO and CSLO.

ACC_PLO_2 made use of the assessment data from AC 325. Advance Assignments served as Pre-tests, and Quizzes functioned as Post Tests. Advance Assignments served as Pre-tests, and Quizzes functioned as Post Tests. Both of these were used to assess the PSLO and CSLO.

AC_PLO_3 made use of the assessment data from AC 335. Advance Assignments served as Pre-tests, and Quizzes functioned as Post Tests. Advance Assignments served as Pre-tests, and Quizzes functioned as Post Tests. Both of these were used to assess the PSLO and CSLO.

AC_PLO_4 made use of the assessment data from BU/MS 310. Multiple Choice Pre-tests and Quizzes (which served as Post Test) were used to assess the PSLO and CSLO's.

What we found:

ACC_PLO_1. Based on the results of the assessment activity, at the end of the semester, in general, 100% of the students were able to demonstrate an understanding of intermediate accounting principles by describing the financial reporting environment and the conceptual framework of financial accounting, analyzing assignments and financial statements in detail, and accounting for cash and receivables, and inventories. Their skills in property, plant and equipment and intangibles, liabilities, stockholders' equity, and other special areas are yet to be assessed in AC 321.

ACC_PLO_2. The assessment activity results confirmed that in general, 100% of the students were able to demonstrate an understanding of cost accounting systems relevant to managerial-decision making, planning and control by solving problems involving various costing and budgeting methods; by applying financial, inventory and production management techniques in cost accounting; and by accurately measuring short- and long-term organizational performance.

ACC_PLO_3. The results of the assessment activity also show that in general,100% of the students demonstrated competence in analyzing and recording various transactions for state and local governments, the federal government, colleges and universities, and other nonprofit organizations; in preparing and interpreting financial statements; and in explaining differences between public and private sector accounting.

ACC_PLO_4. In this assessment activity, only 77% of the students were able to demonstrate their understanding of statistical methods of sampling and estimating population statistics. This course builds on students' basic knowledge and skills in statistics (MS 150) in their AS Business degree. However, students found difficulty in the first two General CSLO's.

Shown below is the summary of the assessment results

PSLO ASSESSMENT RUBRIC	
PSLO	**% OF SUCCESS**
ACC_PLO_1	100%
ACC_PLO_2	100%
ACC_PLO_3	100%
ACC_PLO_4	77%
Average	94%

What we are planning to work on:

At first glance, it would seem that there is indeed very satisfactory results of the assessment activities conducted. But then, there are still areas of improvement that instructors have pointed out, that will address certain problem areas so that students will have a much more meaningful learning experience of the courses.

ACC_PLO_1. Give more varied problems for students, which they can access on paper and online. There are various online quizzes from different accounting resource websites, which students take at their choice and as per advise of the instructor to the students so they can polish their problem solving skills. It would be better if this would be given to them as part of their regular graded class-works, so that they can immediately get feedback on their performance and explanations to the answers. Of course, in this case, a need for one computer for one student would be required.

ACC_PLO_2. Review and give problems to students the some topics, which they have already taken in AC 250 such as Cost Concepts and Behavior because this very much needed on many specific CSLO's of the course. Also, correlate this topic in the current lessons in this course. Another recommendation is to assist students analyze problems, because students are very much challenged by language barriers. This difficulty can also be overcome by giving a wider variety of online problems to students, wherein which immediate feedback can be facilitated. This would also need one computer per student.

ACC_PLO_3. Review students the accounting cycle, and repeatedly contrast the current lesson with the lessons in AC 131, and AC 220. Give more time-bounded online class-works and quizzes to students, and provide immediate feedback. This would likewise need a computer for each student.

ACC_PLO4. Give more exercises that will refresh the students' knowledge on statistical methods, to enhance student engagement, and to strengthen their existing skills in statistics.

Recommendations for students:

1. Polish their comprehension skills training offered in their AS in Business Administration program and from other various sources, so that they will encounter less difficulties answering problems.

2. Consistently and diligently review on basic accounting concepts and finance tools that they have learned in their previous accounting courses, as they also need them in this program.

3. Improve their mathematical and analytical skills by regularly solving various accounting and statistical problems, and solving them again, and again until they mastered how to solve those types of problems that even when numbers, names, and the manner in which the problems would be altered, they would still be able to solve them.

Agriculture and Food Technology (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Agriculture and Food Technology certificate, the student will be able to:

1. Demonstrate overall knowledge of the crop production process,
2. Practice good agricultural management and marketing skills,
3. Identify and demonstrate the fundamentals of food processing, preparation techniques, the relationship
   between the scientific principle and cooking procedures
4. Identify and demonstrate the basic skills and principles of swine and poultry production techniques,
   including breed selection, feed, housing, management techniques and animal health,
5. Apply the basic skills and knowledge of nursery micro-propagation practices, transplanting, harvesting,
   and maintenance,
6. Identify the proper use of land for agriculture purposes, local ornamental, and turf management.
7. Able to apply/exercise/practice overall abilities gain/learn from all other courses in a working environment.

PSLO Assessment Report Summary

What we looked at:

The Agriculture and Food Technology certificate, assessment focused on PSLOs 1, 2, 3, 4, 6, and 7. Listed below are the results for each of the PSLOs.

What we found:

- PSLO #1: Result is based on passing and completion rate from spring 2015. Out of 30 students enrolled 26 students were exemplary, 87% pass with grade A, B, or C.

- PSLO#2: Results was based on number of students taken related courses in fall 2014. 83% were exemplary.

- PSLO#3: Results is based on passing and completion rate from fall 2014. 84% were exemplary.

- PSLO#4: 58 students completed related course during spring 2014 and summer 2015. Spring 2014 28 students enrolled and 24 out of 28 were exemplary. 86% were successful. Summer 2015, out of 30 students enrolled, 7 were not successful with D's and F's and 23 were successful with grade A, B, and C's. 90% of the class was successful.

- PSLO#6: Total of 90 students enrolled and completed related course in fall 2014 and spring 2015. Fall 2014, out of 60 students enrolled, 57 students were satisfactory and 3 were unsatisfactory. 95% of students enrolled passed with grade A, B, or C. Spring 2015, 23 out of 30 pass this SLO. 77% pass this PSLO.

- PSLO #7: Results is based on passing and completion rate from spring 2014, fall 2014 and summer 2015. Spring 2014, 8 students enrolled and 100% were exemplary. Fall 2014, 24 out of 24 was successful with grade C or better. 100% of the course passes this PSLO. Summer 2015, only two students enrolled this summer and both of them were very successful. 100% pass.

What we are planning to work on:

- Modify existing program requirements and courses to meet students' needs and improve retention and completion rates.

- Modify suggested schedule of courses to begin the student's course of study with basic fundamental courses.

- Transform AFT certificate program into a feeder program for ANRM degree program.

Recommendations for students:

Students are encouraged to seek advice from academic advisors, program supervisors or Division Chairs prior to declaring major in this program. Students need to have strong fundamental skills in English, math, and science in order to be successful in this program.

Agriculture and Natural Resource Management (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Agriculture & Natural Resources Management Program, the student will be able to:

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

2. Demonstrate basic competencies in the management of land resources and food production.

3. Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in an agriculture or natural resource management-related agency.

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

AGRICULTURE AND NATURAL RESORCES PROGRAM MATRIX				
Required Courses:	ANR_PSLO_1 :	ANR_PSLO _2	ANR_PSLO_ 3	ANR_PSLO_ 4
AG 101: Introduction to agriculture	I, D	I	I, D	I,D
AG 110: Crop Production	I, D,	I,D	I, D	I,D
AG 140: Principals of animal science	D	I, D	D	D
AG 290: Agriculture project management	I,D	I, D	I,D	D
AG 299: Directed field experience	I, D	D	D	D
SC 230: Introduction to Chemistry	-	-	-	I
SC 250: General Botany	-	-	-	I,D
SC 115: Ethno botany	-	I	I	I,
MS 150: Statistics	-	I	I	-
I- Identify				
D- Demonstrate				
M- Master				

PSLO Assessment Report Summary

What we looked at:

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

What we found:

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

FALL 2014 AG 140

75% of students passed the posttest demonstrating an understanding of how human choices influence the relationship between living beings, their surroundings, and the quality of life.

ANR_PSLO_2:Demonstrate basic competencies in the management of land resources and food production.

SPRING 2015 AG 140

80% of the students passed the post-test demonstration and understanding of the livestock production including feeding practices, breeds, management, housing, marketing, diseases sanitation practices under tropical conditions.

ANR_PSLO_3:Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in an agriculture or natural resource management-related agency.

SPRING 2015 AG 140

ANR_PSLO_3- 70% of the students passed the post-test demonstrating the understanding of financial preparation of financial net worth, income statement, farm budgeting, and balance sheet.

FALL 2014 AG 101

ANR_PSLO_3- 73% of the students passed the post-test on acquiring basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in an agriculture or natural resource management-related agency.

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

SPRING 2015 AG 299

95% of the students who took AG299 passed the written research paper and the presentation regard to their learning experiences gained while working in the area or agencies of their own choice in the field during the summer session.

What we are planning to work on:

- We plan to teach the general Botany course in spring 2016. The course is part of the planned course completion for the ANRM program. This course is being revised/updated for review by CAC during fall 2015.

- Improve student success in our program by providing students support in study skill, tutoring, mentoring and being pro-active in supporting the students in any way possible so that they can succeed. To achieve these we have planned to have 3-4 1 hour workshops for all ANRM majors. We have also decided to put one faculty in the A+ center, 3 hours per week to help ANRM students in need for help.

- Improve recruitment strategies including visiting high schools. We planned to work with the Marine Science program to do outreach in the high schools, both Public and private high schools. Our plan at this time is to focus on the island of Pohnpei, yet we will open ourselves for other states.

- Improve and continue the way we assess our courses so that we can improve our program and continue to graduate more student in ANRM program.

Recommendations for students:

- Take advantage of advertised tutoring opportunities with the math/science division
- Take advantage of your ANR instruction tutoring hours in the A+ center and see them if you need assistant beyond the classroom.
- Talk to your advisor, get help if you are struggling and ask questions!
- Read your textbooks before coming to class. It will help you understand the lectures better.
- Going to classes every day, doing assignments, lab work and studying is the key for student success.
- If you are planning to attend College of Micronesia-FSM, please make yourself available during the orientation week. Coming and attending the orientation week will help support you in completing your program here at the College.
- Come and see your instructor's at ANR, we are willing to help you to become an excellent student.

Public Health (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

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

PSLO Assessment Report Summary

What we worked on based on the SY 2013-2014 findings:

1. Undertake a more aggressive recruitment and information drive activities

2. 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: lectures, videos, group activities, simulations, in-class assignments, homework, quizzes, impromptu tests etc. should be established

3. Improvement on the quality of student learning

4. Change in the ASPH curriculum by adding MS150: Statistics as a math requirement for the program

Result of the changes and improvements:

1. The Public Health Training Program is now offered in Yap and Chuuk Campus in through the coordinated effort of the PHTP program and Area Health Education Center Coordinators who has been doing recruiting activities in their respective jurisdiction. Same activity was done at Pohnpei state. These resulted in a 7% increase in students enrollment for SY 2014-2015 at National campus and new student enrollment at Chuuk and Yap Campuses

2. Started in fall 2014, most of the Public Health courses that were offered used problem-base learning, case scenarios, simulations and group activities where students applied the skill and knowledge they have acquired in class. This led to better students engagement and learning

3. To further improve students learning, the program has offered tutoring services for the student. This services aims to help students with issues in their class and help student review the topics discussed in their class. In the previous year assessment it was reported that students were able to meet the objectives but further analysis of the result showed that although students pass the courses, the grade were average. To achieve this, tutoring service was started in January 2015 (due to delay in the funding source) just in time for spring 2015 semester. Presently, there is not enough data to say how effective this service is to the quality of student learning since only a few student have utilized this service

4. Proposal for changes in the program was submitted and pending approval

What we looked at (SY 2014-2015):

The Public Health Program assessment focused on PSLOs 1, 3, 4, and 9.
Students who are taking courses related to PSLO1 should be able to recognize, describe and discuss the basic public health science, facts and principles. Successful completion of this objective will be indicated by more than 80% of students enrolled in courses related to SPLO 1 be able to report and describe these topics; be able to present their research on basic health sciences facts and principles; and be able to apply these principles when engaging in scenarios and simulations.

Students who are taking courses related to PSLO 3 should be able to describe and discuss health issues in the different age groups. Successful completion of this objective will be indicated by more than 80% of students enrolled in courses related to SPLO3 be able to discuss health issues 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 who are taking course related to PSLO 4 should be able to discuss and demonstrate an understanding and be able to practice some generic public health competencies. Successful completion of this objective will be indicated by more than 80% of students enrolled in courses related to SPLO4 will be able to discuss and demonstrate an understanding of generic public health competencies. These will be evaluated by students' individual portfolio based on a rubric; assessment of their skills in practicing some generic public health competencies during simulations based on a skills checklist; and how they response during case scenarios based on a rubric.

Students taking courses related to PSLO 9 should be able to demonstrate the ability to make and discuss community diagnosis based on the determinants of health. 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 will indicate successful completion of this objective. 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:

SLO#1: Students who were taking courses related to this PLO were able to recognize, describe and discuss the basic public health science, facts and principles.

PH 111:	Total number of students:	16
	Number of students who passed:	16 (100%)
PH 121:	Total number of students:	15
	Number of students who passed:	14 (93%)

PH 141:	Total number of students:	11
	Number of students who passed:	10 (90%)

PSLO#3: Students who took courses related to this PLO were able to describe and discuss health issues in the different age groups

PH 211:	Total number of students:	14
	Number of students who passed:	12 (85%)

PSLO#4: Students were able to discuss and demonstrate an understanding and be able to practice some generic public health competencies and present their portfolio that includes discussions and copies of their report to their mentors with satisfactory grades given by the mentors based on a rubric.

PH 112:	Total number of students:	9
	Number of students who passed:	8 (88%)
PH 131:	Total number of students:	19
	Number of students who passed:	14 (73%)**

PSLO#9: Students were able to demonstrate the ability to make and discuss community diagnosis based on the determinants of health

PH 212:	Total number of students:	10
	Number of students who passed:	9 (90%)

What we are planning to work on:

1. A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained will be administered.

2. Proposal to require MS 150 Statistics as part of general education in lieu of PH 109 Math for Health Sciences have been submitted and awaiting approval

3. Make the tutoring service for public health a regular offering of the program

4. 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.

Recommendations for students:

1. Students must have a good background in statistics and medical terminologies

2. Students must have good reading comprehension and writing skill

Building Technology (AAS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

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

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

PSLO Assessment Report Summary

What we looked at:

Courses offered from fall 2014 to spring 2015 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 11 & 12. (PSLO's 1 to 6 was assessed during their certificate program).

What we found:

Table below shows the total number of students' registered and the descriptive summary of results for each course.

COURSES FA14 – SP15	PSLO's	No. of students	Students Passed	D's	F's
VEE 222	7	24	21	2	1
VEE 266	8 &9	15	15	0	0
VEM 212	11	8	8	0	0
VEM 240	12	9	8	0	1

- 88% of the students got 'C' or better and were able to identify and interpret basic solid state electronic components base on written and hands-on experimentation worksheets in VEE 222 (Discrete Device II).

- 100% of the students got 'C' or better and were able to show success in demonstrating basic knowledge and troubleshooting motors using performance worksheet and Simutech Troubleshooting Skills report in VEE 266 (Rotating Machinery).

- 100% of the students got 'C' or better and were able to demonstrate basic knowledge and provide code reference to interpret required electrical applications or standards. Students' performances were assessed by using the worksheets in VEM 212 (National Electrical Code Handbook).

- 89% of the students got 'C' or better and were able to show success in demonstrating basic knowledge 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:

Modify Building Technology major in Construction Electricity program base on current competencies in-demand for an Electrical technician's qualification. These will include modification of PLO's with improvement linkage to CSLO's and inclusion of Solar PV technology into BT program. Lessen contact hours in academic requirements (GenEd. course) and increase contact hours on hands-on/practical courses. Recommend a new course to replace Discrete Devices I & II to focus on theorems and applications applicable to electrical trades. Also include in the program,

student industrial immersion (OJT) to practice and enhance mastery of their learned skills. Propose articulation of BT courses with regional institution such as PCC, GCC and HCC to recognize mutual benefits of course articulation and transfer of course credits between these institutions. Continue collaboration with stakeholders (advisory council for construction trades) to give inputs on course SLO's improvement and to prepare students for industry skills certification.

Recommendations for students:

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

Prepared by:
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Business Administration (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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

1. Demonstrate basic knowledge of each of the functional areas of business – accounting, management, marketing, economics, and finance – by emphasizing their importance in an organization and describing their interrelationship in the organization's attempt to achieve its objectives.

2. Demonstrate basic knowledge and skill in the use of cost and managerial accounting concepts and techniques as management tools for planning, controlling, evaluating performance and making decisions.

3. Demonstrate basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis.

4. Demonstrate basic knowledge and skill in intercultural writing and speaking appropriate for business.

5. Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives.

PSLO Assessment Report Summary

Looking Back:

During assessment cycle 2013-2014, the Business Administration Program assessed PSLO 1. The division discussed a collaborative assessment activity to measure student's basic knowledge in the fundamental areas of business. The plan, however, did not materialize because it coincided with the program review that took up much of faculty time. Instead of using the collaborative activity to assess PLSO 1, assessments were done at the course level. So in 2014-2015 assessment cycle, the division met and discussed improvement plans to make sure the collaborative assessment activity was successfully implemented. In early January the faculty met again to prepare a mapping document that specified how the PSLOs would be met at the course level. The document indicated who was in charge, and when each assessment strategy would be carried out.

What we looked at:

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

The collaborative activity used to assess PLSO 1 required students to perform the skills they learned from management, marketing, economics, finance, and accounting. The BU101 and BU260 students were required to come up with a simple business plan, the BU270 students were required to come up with a marketing plan, while students of EC220 were asked to collect data needed to record the transactions and prepare the basic financial statements. The success of the collaboration between the students emphasized the importance of each course in the organization and how their interrelationship is important in the achieving the organization's objectives.

Assessment results from BU250 class and BU/MS110 were used to assess PLSO 3. Students under the BU/MS110 class were asked to do a pricing activity while the students under BU250 were asked to collect the receipts from any group during the collaborative activity and produce a cash flow statement from the receipts collected. The average score the students got on the rubrics was used to assess the PLSO.

The assessment results of the reporting activities under the BU271 class were used to assess PSLO 5. Two reports were required from the students. The first report covered topics on the FSM constitution while the second report covered concepts on the law of contracts and negotiable instruments. A rubric was used to measure student performance on the report.

What we found:

PSLO 1

BUA_PSLO_1 ASSESSMENT RUBRIC				
CSLO	Did not meet expectations	Met expectations	Exceeded expectations	TOTAL
BU101	12.0%	50.0%	38.0%	100%
BU250		87.5%	12.5%	100%
BU271		70.0%	30.0%	100%
EC220	25.0%	75.0%		100%
AC220	20.0%	80.0%		100%

- The results from the rubrics show that among the fundamental areas of business for which the students were assessed, three courses have percentages of students who did meet the expectation.

- Twelve percent of the BU101 students assessed did not meet our expectation in demonstrating their basic knowledge in management because some members of their group who were assigned vital tasks did not show up on the day of the activity forcing the other members to take emergency measures that were not in the plan. This affected their accomplishment of the expected outcome. Twenty five percent of the students did not demonstrate their basic skills in economics because they failed to identify costs and profit terms in their computation of economic profit. They also found it difficult to identify their implicit costs, which made their computation of economic profit incorrect. Finally, 20.0% of the students from the accounting did not demonstrate their basic skills in accounting because most or all of the source documents are incorrectly analyzed and not neatly filed. The students' ability to meet this outcome was seriously hampered by quality of documents collected from selected participating groups.
- The result of the collaborative assessment activity show that 88.6% of the students were successful at demonstrating their 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.

PSLO 3

- The results of the pricing and cash flow assessment activities show that 85% percent of the students were successful at demonstrating basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis.

PSLO 5

- The results of the reporting activity show that 100% of the students were successful in demonstrating their basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives.

What we are planning to work on:

PSLO 1

Planning

- Inform students about the activity during the first two weeks to give an idea of their responsibilities.

- Post a countdown at the Business Administration office door to remind faculty and students of the due date of each activity.

- Communicate the date of the event to IDAP to include in the calendar of activities.

Management

- Improve collaboration between students.

- Implement control functions to make sure the students are on schedule on the tasks given to them.

Closing Gaps

- Explain the significance of the activity to the students. Share the rubrics and explain how the rubrics will be used to assess each student's work.
- Give a clear explanation of why students are doing the collaborative activity and what is expected from them.

- Ask student feedback on how to better improve the collaborative assessment activity.

- Use assessment results from the BU250 class only.

PSLO 3

- Conduct reviews on concepts in algebra to prepare students for the application of these concepts to statistics, economics, and finance. Give more practice activities and give at least one authentic assessment in each course that measures the math skills of students.

PSLO 5

- Alternative Learning activity. Students will attend one of the hearings either in the FSM or State court and write a report about what they have learned from the experience.

- Group activity- Students will conduct an interview with one of their congressmen or senators and gather information about the functions and powers of congress or senate, how a bill becomes a law, any bill that a congressman or senator being interviewed has written or that became a law, recent laws/ statutes in the FSM and/ or any issues/ challenges facing the House of Representatives or the Senate.

Recommendations for students:

PLO 1

- Get involved early in the process by coordinating with the groups that they have identified to be associated with, so that they will be in a position to make suggestions to the group in matters involving accounting.
- Encourage students to sell products other than food.

PLO 3

- Review on concepts learned in algebra before taking the class.
- Rely less on calculators when making simple mathematical operations.

PLO 5

- Read articles on issues on the laws of FSM.
- Be creative in looking for references.

Cabinet Making (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2013-2014)

Program Student Learning Outcomes (PSLOs)

At the completion of Cabinet Making Program, the student will be able to:

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

PSLO Assessment Report Summary

What we looked at:

The Carpentry certificate assessment focused on (PSLO #1) the awareness and importance of safety and occupational health in the construction trade and (PSLO #3) familiarizing and improving their hand skills in building projects according to specifications. Listed below are the results for each of the PSLOs.

What we found:

- The results of the written and practical exams showed that 12 out of 14 students or 86% got a "C" or better in wearing the right personal protective equipment (PPE) like safety helmet, safety mask, safety gloves, safety glasses, safety shoes, proper clothing, and etc. during hands-on practices.
- The results of the written and practical exams showed that 7 out of 8 students or 88% got a "C" or better in estimating materials needed for floors, walls, ceilings, and roofs from a set of blueprints.

What we are planning to work on:

- Provide a check list for PPE for every student to use before lab periods.
- Provide a complete set of sketch or working drawing for students to practice their estimating skills.

Recommendations for students:

Students must follow the Cabinet Making program suggested schedule in the COM-FSM General Catalog in order to complete their study in a timely matter. Students enrolled in this program as their major of study must remain in it until completing.

Carpentry (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of Carpentry Program, the student will be able to:

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

PSLO Assessment Report Summary

What we looked at:

The Carpentry certificate assessment focused on (PSLO #2) competent use of carpentry tools and (PSLO #4) reading/ understanding of construction drawing or blueprints. Listed below are the results for each of the PSLOs.

What we found:

- The results of the written and practical exams showed that 13 out of 14 students or 93% got a "C" or better in using carpentry tools competently.
- The results of the written and practical exams showed that 14 out of 14 students or 100% got a "C" or better in reading construction drawings.

What we are planning to work on:

- Provide more time for hands-on practice on hand and power tools so students will be more competent when using.
- Provide more time with students in reading and interpreting different types of construction drawings.

Recommendations for students:

- Students must follow the Carpentry program suggested schedule in the COM-FSM General Catalog in order to complete their study in a timely matter.
- Students enrolled in this program as their major of study must remain in it until completing.
- Students must come to class everyday and ask questions if they don't understand the lesson for the day.
- Students should be more serious in their study. Spend more time studying rather than listening to music.
- Students should spend more time in the library than in the gymnasium or at the picnic benches.

Community Health Sciences (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Community Health Sciences-Health Assistant Training Program, the student will be able to:

1. Demonstrate proper clinical skills when caring for both adults and children.
2. Demonstrate interpersonal and cultural sensitivity in the health care environment.
3. Describe common health problems in both children and adults.
4. Demonstrate proper CPR and First Aid techniques.
5. Demonstrate best practices in dispensary management.
6. Demonstrate ability to care for newborn babies and mothers using standard maternity techniques.
7. Identify good public health principles.

PSLO Assessment Report Summary

What we looked at:

The CHS certificate, assessment focused on PSLO 3 and 6 . Final exam average and final class average were taken for assessment.

What we found:

PSLO# 3 and 6: Result was based on taken related course in fall 2014. Final exam average is 80.25% and final class average is 74.25%. The target is at least 80% final exam average.

What we are planning to work on:

To continue improve on the performance of the students in their overall knowledge/skill gained by identifying what topics/skills the students need to know more. These topics should be given emphasis during the lecture and in practicum.

Recommendations for students:

- Attend class regularly and be responsible for their own learning.
- Communicate course concerns with their instructors.

Computer Information Systems (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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.

PSLO Assessment Report Summary

Looking Back:

During Assessment Cycle 2013-2014, the Computer Information System Program(CIS) assessed CIS_PSLO_1, CIS_PSLO_2, and CIS_PSLO_4.

The Business Division conducted a meeting before the beginning of fall 2014, and planned to assess for the first time CIS_PSLO_3, and CIS_PSLO_5 for Assessment Cycle 2014-2015

What we looked at:

We assessed CIS_PSLO_3 and CIS_PLSO_5 during fall Semester 2014 and spring Semester 2015.

To assess CIS_PSLO_3, the CIS program used assessment strategy of CA105_CSLO_1 using a simulation hands-on case project, and IS230_CSLO_5 using milestone(case problem) to demonstrate proficiency in the use of different software applications significant to manipulating and analyzing information as well as generating and presenting reports in the various functional areas of business.

To assess CIS_PSLO_5, the CIS program used assessment strategy of IS245_CSLO_1-CSLO_7 using the capstone project to demonstrate the ability to adapt to latest technologies using their foundation knowledge and skill from CIS.

What we found:

In CIS_PSLO_3 assessment result, 82% of students demonstrated 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. Eighteen(18) percent of the students submitted unfinished case projects within the given specified period of time because they lack competency with resources such as ability to identify, organize, and allocate time.

CIS_PSLO_3 ASSESSMENT RUBRIC RESULT FALL - 2014				
CIS_CSLO	**DID NOT MEET TARGET**	**MET TARGET**	**TOTAL**	**TOTAL**
CA105_CSLO_1	41%	59%	100%	100%
IS230_CSLO1-7	0%	100	100%	100%

CIS_PSLO_3 ASSESSMENT RUBRIC RESULT - SPRING 2015			
CIS_CSLO	**DID NOT MEET TARGET**	**MET TARGET**	**TOTAL**
CA105_CSLO_1	26%	74%	100%
IS230_CSLO1-7	5%	95%	100%

In CIS_PSLO_5 assessment result, 62% of students demonstrated the ability to adapt to latest technologies using their foundation knowledge and skills from CIS. Thirty eight(38) percent of the students were not able to demonstrate creative thinking, seeing things in the mind's eye, knowing how to learn new things and adapt to rapidly changing technology

CIS_PSLO_5 ASSESSMENT RUBRIC RESULT – SPRING 2015			
CIS_CSLO	**DID NOT MEET TARGET**	**MET TARGET**	**TOTAL**
IS245_CSLO_1-5	38%	62%	100%

Note: *No data for FALL2014 (offered only during spring semester)*

What we are planning to work on:

In CIS_PSLO_3, help students develop competency with resources –course materials, technology and time. Emphasize planning skills in relation to preparing, working, and completing case projects. Similar case study will be given with clear directions and improve the grading rubric.

In CIS_PSLO_5, help students to think critically so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

Recommendations for students:

Acquire own laptop to be used to work on their hands-on project even outside class time to meet the deadline of submission and increase proficiency in soft skills.

Anticipate a rigor of series of hands-on activities as expected in this field of specialization .

Develop a self-motivated attitude to learn new concepts in the field of ICT.

Source: tractdat: *https://comfsm.tracdat.com/tracdat/faces/common/reports/viewReport.jsp*

Nursing Assistant (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

At the completion of Nursing Program the student will be able to:

1. Demonstrate self-awareness of personal and workplace actions based on the role of the nursing assistant, core nursing values, lifelong learning, standards of practice, and ethical-legal principles.

2. Communicate effectively using interpersonal, documentation, and technology skills.

3. Provide a safe, caring, culturally relevant and therapeutic environment to improve patient/client care outcomes in a variety of settings.

4. Use medical terminology and abbreviations accurately to report patient/client health status and interpret nursing care plans.

5. Report basic health observations and prioritize deviations in patient/client health.

6. Organize and safely provide basic nursing care to individuals across the lifespan under the supervision of a professional or practical nurse.

7. Participate in basic wellness care of individuals in primary care and public health settings

PSLO Assessment Report Summary

What we worked on based on the SY 2013-2014 findings:

1. The CNA Program has started to implement the ATI testing kits for each students which is a adaptive learning system to assist students in preparing with what they need to know in their courses

2. Low enrollment rate

3. Improvement of program student learning

Result of the changes and improvements:

1. ATI kits were distributed to 5 students initially. There is still not enough data to work on and compare student performances at this stage.

2. The program, through AHEC and AHEC state coordinators, have been recruiting students from high school and promoting the health careers available at the college. This resulted in an increased enrollment for the program and started offering the courses at Yap and Chuuk campus.

3. The program had started the tutoring service specifically for the nursing students to improve their learning quality and better understanding of their courses. Student handbook was developed to guide the students in the program as to which courses should be taken.

What we looked at (SY 2014-2015):

The Nursing Program assessment focused on PSLO 1 and PSLO 3.

Students who are taking courses related to PSLO 1 should be able to demonstrate self-awareness of personal and workplace actions based on the role of the nursing assistant, core nursing values, lifelong learning, standards of practice, and ethical-legal principles. Successful completion of this objective will be indicated by more than 80% of students being able to show self awareness of personal and workplace action when given case scenarios and subjected to simulation training. Assessment will be bases on skills checklist and clinical evaluation tools.

Students who are taking courses related to PSLO 3 must be able to use medical terminology and abbreviations accurately to report patient/client health status and interpret nursing care plans. Successful completion of this objective will be indicated by more than 80% of students being able to present a nursing care plan that shows the use of proper medical terminology

What we found:

PSLO#1: Students were able to demonstrate knowledge about legal-ethical principles and safe and quality nursing practice.

NU 101:	Total number of students:	25
	Number of students who passed:	23

PSLO#3: Students were able to use medical terminology and abbreviations accurately to report patient/client health status and interpret nursing care plans.

NU 100:	Total number of students:	32
	Number of students who passed:	25

What we are planning to work on:

Tutoring services will be enhanced to help student develop skills in using medical terminology and proper pronunciation of these terms

Assess the effectiveness of the ATI testing kits on student learning. If this intervention improves learning then more students should receive these kits

Recommendations for students:

A student must have a strong background in natural sciences (Biology, anatomy and Physiology, microbiology)

Must have good math skills

Must have a strong reading comprehension and writing skills

Construction Electricity (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Certificate of Achievement in Construction Electricity, the student will be able to:

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

PSLO Assessment Report Summary

What we looked at:

The Construction Electricity Certificate Program assessment from fall 2014 to spring 2015 which focused on PSLOs 5 and 6.

What we found:

PSLO #5: Determine circuit load

Task description: Using embedded questions on midterm and final exams, students' knowledge on calculating series and parallel circuits, were assessed and students' knowledge on calculating various electrical load such number of receptacle, number of lighting fixture and individual loads.

VEM 104 and VEM 111

The results of the written and practical exams showed that 11 out of 15 students or 70% got a "C" or better in determining circuit load competently.

What we are planning to work on:

To provide more electrical appliances or materials for students to perform more hands-on exercises to determine the number of appliances to use in each circuit.

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

Recommendations for students:

Recruit students with the basic knowledge of electricity. Students who are interested in electrical course should have a strong foundation in math and science. Replacing BU 097 to industrial immersion of students as their (OJT) On Job Training.

Electronics Technology (AAS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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

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

2. Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices

PSLO Assessment Report Summary

What we looked at:

The Electronics Technology assessment focused on PSLOs 5 and 6. The target is at least 70% of the students were able to get a grade of "C" or better using the assessment rubric prepared by the instructor to assess the competency and skills of the student.

What we found:

- **VEE 223** (PC Hardware and Software) 19 out of 19 or 100% of the students were able to get a grade of "C "or better and were able to troubleshoot, maintain and resolve hardware / software problem in a personal computer.

- **VEE 224** (Video Servicing) 19 out of 19 or 100% of the students were able to get a grade of "C" or better and were able to troubleshoot and repair video systems and products.

- **VEE 225** (Business machine Servicing) 17 out of 17 or 100% of the students were able to get a grade of "C" or better and were able to troubleshoot and repair business machine.

What we are planning to work on:

- To continuously improve and maintain the effectiveness of the instruction in VEE 223. It is imperative to request and call the attention of IT division through ICT (information and communication technology) committee to raise the bandwidth of our network system in the state campus.

- In **VEE 224** we plan to update the course outline to include Plasma TV, LCD TV and LED TV troubleshooting and repair as additional of the learning outcome.

- In **VEE 225** we plan to update the course to include multimedia projector troubleshooting and repair as additional of the learning outcome.

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 technical courses. Likewise should meet every course prerequisite of each course in the program to assure program completion in two years.

General Business (3rd Year)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Third Year Program in General Business, the student will be able to:

1. Demonstrate an understanding of basic concepts in organizational behavior, including things such as personality, individual differences, motivation, leadership, conflict, communication, group dynamics, power and politics, change, organizational structure, design and culture and cultural diversity by explaining how these concepts relate to performance and job satisfaction in the organization marketing strategy; the sequential nature of marketing and the importance of monitoring mechanisms; and the scope of comprehensive marketing in light of current technological developments.

2. Demonstrate an understanding of the intricacies of marketing planning and overall marketing strategy; the sequential nature of marketing and the importance of monitoring mechanisms; and the scope of comprehensive marketing in light of current technological developments.

3. Demonstrate an understanding of the concepts underlying corporate financial decision-making – such as capital structure, capital budgeting, short-term asset management, dividend policy, financial analysis, corporate restructuring – and how these decisions affect other areas of the firm.

4. Demonstrate an understanding of the role of entrepreneurship and small business in the (FSM) economy and show competence in basic business planning and in identifying opportunities and challenges that entrepreneurs and small business owners/managers face – both in FSM and in general – in trying to achieve their business objectives.

5. Demonstrate basic knowledge of international business by discussing its importance and explaining its theoretical foundations. The student will also be expected to describe the international economic and financial environment; the role of government, culture, politics and laws in international business; and analyze issues in management, marketing, finance, human resources, accounting and taxation.

6. Demonstrate an understanding of economic development issues faced by least developed countries (LDCs) and options for development. Such issues will include, among others, foreign aid to LDCs, unemployment, urbanization and population growth, all with special emphasis on FSM.

7. Demonstrate an understanding 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.

PSLO Assessment Report Summary

Looking back:

In the Assessment Cycle 2013-2014, the Third Year Program in General Business saw no assessment as the program was just revived after it was shelved from fall 2012 to fall 2014 due to prioritization program issues.

Because of clamor from clients however, the program was reopened and several measures were instituted to support the continuity of the program. Some of these measures include identification of some marketing strategies to attract students to the Third-Year Program in General Business (as pointed out earlier in the program's fall2009 Assessment Report Summary recommendations), and holding the classes at Pohnpei Campus after office hours. These measures were instituted to cater the program to the targeted market.

What we looked at:

The Third Year Program General Business assessment was focused on GBU_PLO_2, GBU_PLO_3, GBU_PLO_4, and GBU_PLO_7.

Assessment result from MKT311 was used to assess GBU_PLO_2. Students were required to submit a marketing plan and a marketing strategy, and a rubric was used to assess the PSLO.

Assessment result from FIN312 was used to assess GBU_PLO_3. Two quizzes were used measure student's understanding of the concepts underlying corporate financial decision. The first quiz measured student's skills in performing financial calculations and the second quiz measured their decision making skills.

Assessment result from MGT360 was used to assess GBU_PLO_4. Students were required to submit a final project (Business Plan) and a rubric was used to assess the PSLO.

Assessment result from BU/MS310 was used to assess GBU_PLO_7. Students were given a multiple choice type of questions from the Pre Test embedded in the CSLO Quiz as Post Test to assess the PSLO.

What we found:

GBU_PLO_2. The results of the assessment activity show 79% of the students were able to demonstrate their understanding of the intricacies of marketing planning and overall marketing. Although the results show an accomplishment of the targeted result, some students found difficulty in conceptualizing a marketing plan and strategy. The results show that students need improvement in using strategies that promote relationship marketing.

GBU_PLO_3. The results of both quiz show that 80% of the students demonstrated an understanding of the concepts underlying corporate financial decision making. Analyzing the results of the quiz, students found it difficult to interpret the results of their computation to make proper recommendations.

GBU_PLO_4. The results of the assessment activity show an excellent result. 100% of the students got a rating of 70% or higher on their demonstration of their understanding of the role of entrepreneurship and small business in the FSM economy. One of the problems observed though was their difficulty in the financial aspect of their business plan.

GBU_PLO_7. The results of the assessment activity show that 50% of the students were able to demonstrate their understanding of statistical methods of sampling and estimating population statistics. There is always an assumption on this course that students have their pre-knowledge of statistics because of their completion of Statistics (MS150), but the first two CSLOs show yet their difficulty of immediate engagement to advanced topics in the course.

Shown below is the summary of the assessment results:

PSLO ASSESSMENT RUBRIC	
PSLO	**% OF SUCCESS**
GBU_PLO_2	79%
GBU_PLO_3	65%
GBU_PLO_4	100%
GBU_PLO_7	50%
Average	74%

What we are planning to work on:

The overall result of the assessment is pretty good. However, on specific PLOs, we plan to work on the following:

GBU_PLO_2. Students will be given more activities which will give emphasis of how to use relationship marketing in improving a marketing plan.

GBU_PLO_3. Students will be given more activities on interpreting financial statements and given more research assignments on making financial decision making.

GBU_PLO_4. Since the observed problem was on the financial aspect of the students' business plan, there should be collaboration between the accounting courses in the AS Business Program and the TYC in General Business so the migration of knowledge is ensured. Some activities culminating to the financial aspect of the business plan should also be given for the students to get the skills needed for the business plan.

GBU_PLO_7. Enhance the level of engagement of the students by giving exercises that will refresh the students' knowledge on basic statistical methods, and will make them more prepared to complicated lessons.

Recommendations for students:

1. The students should avail the communication skills trainings offered in their AS in Business Administration program so they will not have a problem in the oral presentation and project write-ups in the Third Year Program in General Business.

2. The students should refresh themselves of accounting and financial tools so they can use it in their TYP in General Business courses that require these skills.

3. The students should improve their analytical, mathematical and statistical skills so they can engage successfully in BU/MS310 where these skills are necessary.

Liberal Arts/Health Careers Opportunity Program (AA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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 health care and allied professions.
4. Identify, describe, and/or analyze issues relevant to human health.

LIBERAL ARTS/HEALTH CAREERS OPPORTUNITY PROGRAM MATRIX

Required Course:	HCOP_ PSLO_1	HCOP_ PSLO_2	HCOP_ PSLO_3	HCOP_ PSLO_4
SC101: Health Science	I,D	I,D,M	I,D,M	I,D,M
SC122A: Anatomy & Physiology I	I,D,M	I,D,M	I	I,D
SC122B: Anatomy & Physiology II	I,D,M	I,D,M	I	I,D
SC180: Microbiology	I	I,D,M	I	I,D,M
SC230: Chemistry w/lab	I	I,M	I	I,D
SS/PY101: General Psychology	I	I,D	I	I,D,M
ED/PY201: Human Growth and Development	I	I,D	I,D	I,D,M
EN/CO205: Speech Communication				I
ANY 100 LEVEL OR ABOVE MATHEMATICS				I,D
SC112	I,D	I,D,M	I,D,M	I,D,M

- I=Introduced
- D=Demonstrated
- M=Master at level appropriate for graduation

PSLO Assessment Report Summary

What we looked at:

The Liberal Arts/ Health Careers Opportunity Program assessment focused on all four HCOP_PSLO during the academic year 2014-2015 (fall 14 & spring 15)

What we found:

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

  Fall 2014-Anatomy & Physiology I (SC 122A)
  73% of students were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

- ***HCOP_PSLO_2:*** *Demonstrate a solid foundation in basic biological sciences.*

  SPRING 2015-Microbiology (SC 180)
  92% of students were able to demonstrate a solid foundation in basic biological sciences based on the number of students passing the Microbiology course with a score of 70% or better.

- ***HCOP_PSLO_3:*** *Identify and describe different career opportunities in health care and allied professions.*

  FALL 2014-Human Nutrition (SC 112)
  73% of students were able to identify and describe different career opportunities in health care and allied professions based on the number of students passing the Human Nutrition course with a score of 70% or better.

- ***HCOP_PSLO_4:*** *Identify, describe, and/or analyze issues relevant to human health.*

  SPRING 2015-Health Science (SC 101)
  70% of students were able identify, describe, and/or analyze issues relevant to human health based on the number of students passing the Health Science course with a score of 70% or better.

What we are planning to work on:

- The Health Career Opportunity Program has been revised during spring 2015. Program Student Learning Outcomes (PSLOs) have been modified to best fit all HCOP courses.

- As indicated in the earlier Program Review, we are continuing to investigate the possibility of adding a science section to the College of Micronesia Entrance

Exam (COMET). This will perhaps ensure that students deciding to take a "science major" are better prepared and/or can be placed better into appropriate programs/courses, especially to students who are looking into the science programs.

- As discussed with the some of the Marine Science program members where more efforts and thoughts are being made to improve student study skills. This is a common issue seeing in all disciplines, where new coming students are enrolling into the college with weak study skills.

- HCOP faculty members are working to improve survey tactics to determine the number of students who are currently seeking advance degrees related to HCOP.
- Still working with Dr. Gregory Dever, the Pacific Island Health Officers Association from John A. Burns School of Medicine on possibilities to get funding to strengthen HCOP students.

Recommendations for students:

- Take advantage of advertised tutoring opportunities with the Math&Science Division.

- Review and revise notes after class and seek assistance if needed.

- Submit all assignments.

- Read your textbooks, notes and handouts before and after class, and also at home.

- Plan ahead and always go to class prepared.

- Talk to your advisor, get help if you are struggling and ask questions!

Hospitality and Tourism Management (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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

1. Explain the interdependent components of the international hospitality and tourism industry including transportation, customer service, food service, lodging, recreation management, roles of national and state visitors' authorities, marketing and sales.

2. Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.
3. Explain the types and elements of food service operations.

4. Demonstrate front of the house technical and supervision techniques.

5. Describe tourism attraction support services and related business opportunities.

6. Describe the importance of developing the FSM as a sustainable tourism destination.

7. Communicate in basic Japanese for lodging, food service and tourism provider guest services.

PSLO Assessment Report Summary

What we looked at:

All seven (7) PSLOs and the results of the following related courses for fall 2014, spring 2015, and summer 2015:

- HTM110-Introduction to Hospitality & Tourism Management; HTM120-Introduction to World Tourism; HTM150-Hospitality Supervision; HTM165-Food Fundamentals & Quantity Cooking; HTM170-Front Office Management; HTM220-Food & Beverage Management; HTM250-Facilities Management & Practicum (Capstone Course); FL120-Basic Japanese for Hospitality and Tourism; FL160-Situational Japanese for Hospitality and Tourism

What we found:

PSLO#1:

- HTM110- Research assignment on hospitality and tourism service providers in Pohnpei state; 100% or 13/13 achieved 75% or better; fall 2014. [TARGET: 70%]

- HTM120- Research assignment to identify the interdependent components of the international travel and tourism system identify and explain the economic, cultural and environmental impacts of tourism; 90% or 18/20 achieved 70% or better; spring 2015. [TARGET: 70%]

- HTM 250- Practicum student performance evaluation at work site for food services, lodgings, and tourism/travel. Student produced a brief summary of work experience in correspondence to time sheets and supervisor's evaluation form; fall 2014 (1/1) incomplete hours; 100% achieved 80% or better- spring 2015 (3/3); summer 2015 (4/4). [TARGET: 100% to achieve 80% or better]

PSLO#2:

- HTM 250- Practicum student performance evaluation at work site for lodging skills. Student produced a brief summary of work experience in correspondence to time sheets and supervisor's evaluation form; fall 2014 (1/1) incomplete hours; 100% achieved 80% or better-spring 2015 (3/3); summer 2015 (4/4). [TARGET: 100% to achieve 70% or better]

- Participating service providers included Cliff Rainbow Hotel, 7Stars Inn, Sea Breeze Hotel, Yvonne's Hotel, and Mangrove Bay Hotel.

PSLO#3:

- HTM165- Students were evaluated on their performance in the operation of the teaching restaurant. A rubric was used to measure their performance in the back operations of a restaurant setting; spring 2015 78% (7/9) achieved 70% or better. [TARGET: 70%]

- HTM220- Students were evaluated on their performance in the operation of the teaching restaurant. A rubric was used to measure their performance in the front operations of a restaurant setting- checklist, customer surveys, and instructor's evaluation; fall 2014 100% (10/10) achieved 70% or better. [TARGET: 70%]

- HTM250- Students were evaluated on their performance in the operation of the teaching restaurant and/or an actual restaurant or food services facility. A rubric was used to measure their performance in the all operations of a restaurant setting- checklist, customer surveys, and instructor/supervisor's evaluation; fall

2014 (1/1) achieved 70% or better; 100% achieved 80% or better- spring 2015 (3/3); summer 2015 (4/4). [TARGET: 100% to achieve 70% or better]

- Participating service providers included Cliff Rainbow Restaurant, Kia's Restaurant, Riverside Restaurant, Sea Breeze Restaurant, A-One Restaurant, Cupid's Bar & Grill, and Mangrove Bay Bar & Grill.

PSLO#4:

- HTM220- Students were evaluated on their performance in the operation of the teaching restaurant. A rubric was used to measure their performance in the front operations of a restaurant setting- checklist, customer surveys, and instructor's evaluation. In fall 2014 for supervisory techniques, 80% or 8/10 achieved 70% or better; for technical techniques, 100% or 10/10 achieved 70% or better. [TARGET: 70%]

- HTM250- Site supervisors evaluated the student's performance upon completion of 300 practicum hours, 100 hours each in hotel lodgings, a restaurant setting, and travel or tourism agency; 100% achieved 80% or better-fall 2014 (1/1); spring 2015 (3/3); summer 2015 (4/4). [TARGET: 70%]

- Participating service providers included Cliff Rainbow Hotel, 7Starr Inn, Yvonne's Hotel, Sea Breeze Hotel, Mangrove Bay Hotel, Pohnpei Tourism Office, and United Airlines.

PSLO#5:

- HTM120- Research assignment to identify the interdependent components of the international travel and tourism system identify and explain the economic, cultural and environmental impacts of tourism; spring 2015, 75% achieved 70% or better. [TARGET: 70%]

PSLO#6:

- HTM110- A brief essay quiz identifying and describing the role of international hospitality and tourism organizations, bureaus, and authorities; fall 2014, 82% achieved 70% or better. [TARGET: 70%]

- HTM120- A brief essay exam identifying and describing the role of international hospitality and tourism organizations, bureaus, and authorities; spring 2015, 100% achieved 70% or better. [TARGET: 70%]

- HTM150- A brief presentation on research findings on sustainable development of the lodging industry in the FSM, the current status in each state, the sustainable lodging development options for the immediate community; fall 2014, 77% achieved 70% or better. [TARGET: 70%]

PSLO#7:

- FL120-
  - Written and oral quiz to measure listening skills and comprehension of basic words and phrases for lodging and food service in a local hotel and teaching restaurant; fall 2014, 72.2% (13/18) achieved 70% or better; spring 2015, 58% (7/12) achieved 70% or better. [TARGET: 70%]
  - Written exam measuring listening skills and word and phrase comprehension; fall 2014 61.1% (11/18); spring 2015, 58% (7/12) achieved 70% or better. [TARGET: 70%]
  - Students practiced conversation in Japanese including greetings and other expressions necessary to serve customers; fall 2014 61.1% (11/18) achieved 70% or better. [TARGET: 70%]
- FL160- Demonstration tests including taking customer reservations, orders, and presenting customer checks in a restaurant setting; welcoming guests, check in/out, etc. in a hotel setting. NOT ASSESSED, COURSE NOT OFFERED DUE TO LOW ENROLLMENT.

What we are planning to work on:

- Modify and reduce the number of PSLOs.
- Modify HTM 165 and HTM220 courses from lecture based to lecture/lab.
- Finalize FL120 and FL160 course modifications.
- Modify HTM250 course outline to reflect increase in practicum hours from 150 to 300 or more as recommended by service providers.
- Coordinate with the HTM Club to assist in the operation of the Blue Plate Café.
- Establish an HTM Advisory Council.
- Explore options to incorporate student job shadowing in core courses HTM120, HTM150, HTM165, HTM170, and HTM220 for students to gain and build work experience towards the capstone course, HTM250.

Recommendations for students:

- Students are advised to successfully complete majority of general education courses prior to taking core courses.
- Student must have genuine interest in the program and are encouraged to meet with a division faculty/advisor.
- Students planning to enroll in HTM250 are advised to take no more than 2 additional classes.
- Students are encouraged to become active members of the HTM Club and to take advantage of extra curricular activities planned each year.

Liberal Arts (AA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes(PSLOs)

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

1. Enrich and deepen self-knowledge by exploring different academic experiences.

2. Articulate and understand their experiences through effective writing, reading, speaking and various modes of artistic expression.

3. Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.

PSLO Assessment Report Summary

What we looked at:

ASSESSMENT ACTIVITY: For the 2014-2015 SY, the students in the Foreign Language (FL) courses were assessed on their performance and speaking ability in the foreign language that they studied. Students had to demonstrate the ability to carry out a simple conversation with a native speaker of the language that they studied. These assessment activities covered PSLO 1 and 2 of the Liberal Arts program with a specific focus on students' speaking abilities.

TARGET: 100% of all students who took the FL 101: Japanese I, FL102: Japanese II, and FL103: Chinese I courses were assessed. Since these classes are electives for the Liberal Arts students.

- The rubric for assessing their speech was developed by the FL faculty from the Japanese and Chinese courses. The rubric was designed to assess how well the students could demonstrate 1. proper pronunciation, 2. proper use of words and 3. fluency during an oral performance of a specific situation. Each individual student's ability was ranked on a scale of 1-3 with 0-1.4 points for a poor performance, 1.5-2.4 for an average performance and 2.5-3 for an excellent performance.

Listed below are the results of the assessment of 107 Japanese students and 48 Chinese students.

What we found:

Japanese Courses:

- 106 out of 107 (99%) students were able to pronounce the Japanese words well enough for a native speaker to understand.
- 92 out of 107 (86%) were able to recall, recite and use appropriate words in the proper way to carry out conversations. This area was where the most students showed a weakness.
- 93 out of 107 (87%) students were able to demonstrate fluency through their smooth delivery during their performance.

Chinese Course:

- 34 out of 48 (71%) were able to pronounce the Chinese words well enough for a native speaker to understand.
- 34 out of 48 (71%) were able to recall, recite and use appropriate words in the proper way to carry out conversations.
- 34 out of 48 (71%) students were able to demonstrate fluency through their smooth delivery during their performance.

Based on the assessment, it seems that our students are doing fairly well when it comes to learning another foreign language in comparison to English.

What we are planning to work on:

- For the 2015-2016 SY, the division will be assessing the writing abilities of our students with a specific emphasis on the weak areas identified in our assessments from 2012. This will help to lead up to the general education assessment of our English classes that will be done college-wide next year.
- 100% of all students who are taking the upper level English courses will be assessed.
- The rubric for assessing their writing that was used in 2012 will be revised by the faculty for use during the next assessment cycle.
- Work with our Liberal Arts advisees to ensure effective planning (take what is needed first to build skills before taking upper level courses) and timely completion

so that our students are better equipped to transfer to regional institutions of higher education.

- Review the program requirements to ensure that it is aligned with students' need to transfer out when completing the program.

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 (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

At the completion of 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	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	-	I, D	D
MS 150: Introduction to Statistics	-	-	I	-

- I=Introduced
- D=Demonstrated
- M=Master at level appropriate for graduation

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

PSLO Assessment Report Summary

What we looked at:

The Marine Science Program assessment focused on all four MS_PSLO during the academic year 2014-2015 (fall 2014 & spring 2015).

What we found:

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

Fall 2014 – Marine Biology (MR120)

- Students who completed this course exceeded the targeted score of 70% on the measured SLOs (summative evaluation on the classification of marine organisms; and identifying the major cell components and their respective functions) and consequently demonstrated the required level of mastery for an associate degree fall 2014 & spring 2015 – Oceanography (MR240)

- Students who completed this course exceeded the targeted score of 70% on the measured SLO (global atmospheric circulation pattern with its climate belts) but failed to attain the targeted score of 70% on the associated notions of surface ocean currents (geostropic gyres). Consequently, more in depth explanations need to be given in class on this last rubric in order for the students to demonstrate the required level of mastery for an associate degree

MS_PSLO_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.*

Spring 2015 – Aquaculture (MR201)

- The outcome measured pertained to a group assignment relative to designing a sustainable aquaculture business plan feasible for regional application. All students satisfactorily completed the outcome at a "C" level or higher. They exceeded the targeted score of 70%. Consequently they demonstrated the required level of mastery for an associate degree for the MS_PSLO_2.

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

Fall 2014 & spring 2015 – Oceanography (MR240)

- The outcome pertained to writing an extensive report on the water mixing pattern of the Dausokele estuary. In both semesters, students who completed this course

exceeded the targeted score of 70% on the measured SLO. Consequently, they demonstrated the required level of mastery for an associate degree for the MS_PSLO_3.

MS_PSLO_4: *Communicate effectively, in written and oral forms, utilizing the language and concepts of marine science.*

Fall 2014 & spring 2015 – Oceanography (MR240)

- The outcome pertained to writing an extensive report on the water mixing pattern of the Dausokele estuary. In both semesters, students who completed this course exceeded the targeted score of 70% on the measured SLO. Consequently, they demonstrated the required level of mastery for an associate degree for the MS_PSLO_4.

Fall 2014 – Ichthyology (MR230)

- The outcome measured pertained to a group assignment relative to presenting and oral presentation on a research project in the Ichthyology course. Eleven of twelve students successfully completed this outcome of oral summarization. They exceeded the targeted score of 70%. Consequently they demonstrated the required level of mastery for an associate degree for the MS_PSLO_4.

What we are planning to work on:

- The Marine Science curriculum has been revised during the spring 2015 session. Courses have been reshuffled to offer a more coherent order in the curriculum cursus. A number of courses have been eliminated or its content revised in order for the total credit load to fit within a time frame of 4 semesters. There would be no longer any mandatory summer courses in the program. Furthermore, attention has been placed in integrating in the program a course in Cellular Biology (Biology I). The basic science concepts covered in this course will help prepare the students to undertake the core sciences in their major. Chairs from the HCOP, Agriculture, and Nursing programs have equally shown a profound interest in adopting this course in their own curriculum as well. Follow-ups on this proposal needs to be done during the 2015-2016 academic year.

- More effort is still to be made relative to developing better " student study skills". In fact, this component is a campus wide issue rather than associated to the marine science program. Student services should take the lead and show innovation. In the meantime, in the fall 2015, there will be a series of "study skill slogans" placed on panels along the walkways between various buildings on both the National campus and the Pohnpei campus. This strategy is was initiated by the marine science faculty members. It is hoped that it will stimulate other to be creative as well.

- As described in the HCOP program: "Investigate the possibility of adding a science section to the COMET This will perhaps ensure that students deciding to take a "science major" are better prepared and/or can be placed better into appropriate programs/courses." A follow-up needs to be done relative to this recommendation.

- Efforts are still underway in investigating a more favorable transfer relationship for Marine Science graduates with UoG (Ross Miller and Frank Camacho).

- Explore options to fund a Marine Science STEM laboratory/classroom building.

- Better articulate the TracDat program into the long term objectives of the Marine Science program.

- Obtain more dependable statistics on the Marine Science graduates

- Some contacts and an initial survey has been submitted to the potential employers. A follow-up needs to be done during the 2015-2016 academic year.

Recommendations for students:

- Take advantage of the advertised tutoring opportunities with the math/science division
- Attend class regularly and arrive on time
- Revise the class notes and handouts after each class and seek help from the instructor or from classmates if there are concepts that remain unclear
- Do not wait for the last minute to prepare for an exam
- Submit all assignments
- Read the assigned textbook content of the respective chapters covered; if it is still not clear, explore the reference material offered in the syllabus to see how other authors present a given subject matter
- Explore the web for You Tube short videos on what was covered in class; often hearing somebody else explain a concept offers new perspectives or clarifies unclear notions
- Plan your time and be prepared
- Continue to work with advisors to explore transfer options
- Encourage students to inquire about internships and practical research opportunities that exist (over the summer in particular)

Micronesian Studies (AA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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.

PSLO Assessment Report Summary

What we looked at:

PSLOs 2, 3, & 4 were identified to be assessed for the 2014-2015 cycle based on the previous assessments and recommendations.

PSLO 2 was assessed, using pre and posttests with a scoring rubric, in SS introductory courses. The aim is to assess students' knowledge on major concepts in the SS courses at the beginning and at the end of a course. The courses assessed include Introduction to Political Science (SS101), Introduction to Geography (SS120), Geography of the Pacific (SS125), and Micronesian Cultural Studies (SS195).

PSLO 3 was assessed, using reflective writing which focuses on students' understanding of specific course concepts. The courses assessed include Micronesia Cultural Studies (SS195), Micronesia Government & Politics (SS205), Economy of Micronesia (SS212) and Contemporary Issues in Micronesia (SS220).. The rubric rated students' knowledge, reasoning, and communication of the core concepts for each course.

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

What we found:

PSLO#2: Demonstrate proficiency in the geographical, historical, and cultural literacy of the Micronesian region.

The following was found:

Results for all courses that utilized pre and posttest to assesse student learning show an increase in scores average score from pretest to post-test. While the average overall score from the courses showed an increase for the post tests, the score is still below the passing score. Detail results of the pretest and posttest on individual courses that utilize the pretest and posttest as assessment tools are depicted in Table 1. Base on experience, division faculty think that there are actors that may have influenced students' performance on the program assessment result which can be attributed to the following:

1. Level of sincerity in taking the pretest and thepost test. Because these assessments are not graded, students put less time and effort in taking them. When it comes to assessing program learning outcomes from the pretest and the posttest, a minor improvement in student learning is shown.

2. There is a need to review and to map the program learning outcomes with the course learning outcomes because it may be possible that the program assessment tool (pre & posttest) used for assessing program learning outcome may not be directly linked or aligned to outcomes of courses assessed.

3. Inconsistent number of test takers. It is shown in Table 1 that some courses, more students take the pretest at the beginning of the semester and few take the post test at the end of the semester, while for some courses, this problem is reversed. This means few students are assessed at the beginning and more students are assessed at the end of the semester.

For further information and detail results on students' performance on the assessment from the selected courses are indicated in Table 1.

(See next page.)

Table 1. Results of pre-post tests for AY 2014-2015.			
Courses assessed for SY 2014-2015	**Total Assessed**	**Average score/class**	
SS101-Political Science	23	fall 2014- No assessment done Pretest= Post-test=	spring 2015 Pretest=39% Post-test=58%
SS120-Introduction to Geography	77	fall 2014 Pretest=29% Post-test=43%	spring 2015 Pretest=33% Post-test=46%
SS125-Pacific geography	48	fall 2014 Pretest=3% Post-test=79%	spring 2015-No results? Pretest=14% Post-test=94%
SS195-Micronesian Cultural Studies	51	fall 2014 Pretest=64% Post-test=76%	spring 2015 Pretest=52% Post-test=68%

PSLO # 3. Demonstrate proficient knowledge of the structure and functions of the government and social, political, and economic issues concerning the Micronesian Studies course content.

Table 2 shows class results on common essay that assessed students' understanding of major concepts in Micronesian Cultural Studies (SS195), Micronesian Government & Politics (SS205), Economy of Micronesia (SS212), and Contemporary Issues in Micronesia (SS220).

Three aspects of performance were assessed as can be seen in Table 2 below.

Table 2. Students' Essays			
Courses	**Knowledge**	**Reasoning**	**Communication**
SS195	80%	61%	60%
SS205	74%	74%	74%
SS212	80%	61%	67%
SS220	90%	71%	75%
Average Score for each category	81%	68%	69%

Overall results show that students have proficient knowledge on core concepts in the selected courses. However, their level of reasoning and their ability to communicate the issues are the two weak areas. Students were able to identify issues and topics.

The criterion on Knowledge was highest in all 4 courses assessed. The criterion on Reasoning appeared the weakest area which shows students' difficulty in looking beyond the concepts. For example, students who are weak in the reasoning category had difficulties to link and to articulate how the changes to the past events affect Micronesia culture, economy and government. Furthermore, they also failed to discuss whether these changes were positive changes or negative changes on Micronesia culture, economy or government. are how changes can be advantageous or disadvantageous.

On the Communication criterion, students were able to identify the issue, yet had challenges in communicating their understanding of concepts, as there were mechanical errors in grammar and sentence structure.

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

Assessment results in both semesters reveal that Analysis continues to be the weakest area for research papers, while Thesis formulation remains the strongest area. Detail result of students rating on the seven areas is stated in Table 3.

Table 3 shows class results for final research papers that assessed 6 different criteria of performance.

Table 3. Class results for final research papers

Category	Thesis formulation	Info Seeking	Analysis	Synthesis	Documentation	Product & Process	Score/ class by %
SS280 (1)	3.25	3.17	2.58	2.58	2.92	2.83	73%
SS280 (2)	3.09	2.72	1.9	2.00	2.09	2.00	58%
SS200(1)	3.55	2.82	2.09	2.36	2.00	3.36	67%
SS200 (2)	3.27	2.64	2.30	2.60	2.33	2.44	65%
Average	3.28	2.83	2.22	2.39	2.34	2.55	
Score/ category by %	82%	71%	56%	60%	58%	64%	63%

The results reported here reflect only the final paper, as dictated by the Micronesian Studies Assessment plan for the SY 2014-2015. Upon submission, the final paper was expected to be written in APA format with a cover page, an Abstract, Introduction, Methodology, Findings and results, Analysis, and a Conclusion and Discussion. Assessment results for both semesters (fall 2014 & spring 2015) reveal that Analysis continues to be the weakest for research papers while Thesis formulation remains the strongest area.

What we are planning to work on:

- Maintain same assessment strategies to assess program outcomes.
- Maintain Research courses at a minimum of 15 students each section.
- Employ more writing exercises in SS courses
- Re-evaluate the validity of pre-post tests

Recommendations for students:

- 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

Motor Vehicle Mechanics (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of Motor Vehicle Mechanic the student will be able to:

1. Demonstrate the acquired skills to make the transition from the classroom and lab to an actual job in the automotive industry.

2. Perform entry level of diagnoses, Service and repair of automotive engines, electrical system, transmission engine performance brake steering and demonstrate safety use and operation of hand tools power tools and specialized automotive tools and equipment and suspension system.

3. Access and interpret automotive service information both manual and from the computer keep / herself abreast of the latest automotive technology updates.

4. Participate in the automotive trade and work in a team environment using a proper work ethics and personal accountability.

PSLO Assessment Report Summary

What we looked at:

The motor vehicle mechanic certificate assessment focused on (PSLO #2) Perform entry level of diagnoses, service and repair of automotive engine, electrical system, transmission, engine performance, brake steering and demonstrate and operation of hand tools and power tools and specialized automotive tools and equipment and suspension system. (PSLO #)

What we found:

- The results of the written and practical exams showed that 12 out of 14 students or 86% got a "C" or better in wearing the right personal protective equipment (PPE) like safety helmet, safety mask, safety gloves, safety glasses, safety shoes, proper clothing, and etc. during hands-on practices.

- The results of the written and practical exams showed that 7 out of 8 students or 88% got a "C" or better in estimating materials needed for floors, walls, ceilings, and roofs from a set of blueprints.

What we are planning to work on:

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

Recommendations for students:

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

Nursing (AS)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

At the completion of Nursing Program 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 worked on based on the SY 2013-2014 findings:

1. Undertake a more aggressive recruitment and information drive activities. This should be done in all FSM States once every academic year.

2. Recruitment of HCOP graduates to enroll in the program since most of these students already fulfilled the needed pre-requisite courses

3. Good academic advisement prior as to what courses should be taken since the program requires a lot of credit to be filled.

4. Improvement of Program and course assessment

Result of the changes and improvements:

1. The program, through AHEC and AHEC state coordinators, have been recruiting students from high school and promoting the health careers available at the college. At the national campus, program awareness and collaboration with HCOP coordinators activities has been started.

2. Student handbook was developed to guide students in the program and revision in the curriculum help students be ale to finish the program without any issues on their Pell grant

3. Tutoring services specifically for nursing students have started in spring 2015 semester. This service would help student improve learning and better understand their class

What we looked at:

The Nursing Program assessment focused on PSLO 1.

Students who are taking courses related to PSLO 1 should be able to 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. Successful completion of this objective will be indicated by more than 80% of students being able to demonstrate personal and professional nursing practice. Assessment of this will be based on clinical skills check-off and clinical evaluation tools.

What we found:

PSLO#1: Students were able to demonstrate knowledge about legal-ethical principles and safe and quality nursing practice.

NU 125:	Total number of students:	9
	Number of students who passed:	8
NU 135:	Total number of students:	7
	Number of students who passed:	6

What we are planning to work on:

A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained will be done.

A Comprehensive Exam will be given to students every after the semester and contents will be based on their level.

Recommendations for students:

A student must have a strong background in natural sciences (Biology, anatomy and Physiology, microbiology)

Must have good math skills

Must have a strong reading comprehension and writing skills

Pre-Teacher Preparation (AA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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

1. Demonstrate basic knowledge of the foundations and concepts related to elementary education.

2. Demonstrate familiarity with a variety of instruction strategies for elementary school students.

3. Demonstrate basic knowledge in the following areas: art, communication, humanities, language, literature, science, and social sciences.

PSLO Assessment Report Summary

What we looked at:

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

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

What we found:

- For PSLO #2: spring 2015-15of 15 (100%) students achieved 70% or higher on the scoring rubric.

What we are planning to work on:

Continue to implement assessment plan developed for AY14-15

- Review composite exam which will be used for assessing PSLO # 1 for validity and reliability.

- Meet and share teaching strategies to improve student learning.

- Revise ED292 course outline to include more teaching practices.

- Revise ED210 course outline to include classroom observations and a pre-requisite for ED292.

- Update and revise ED 215 course outline.

- 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

- Conduct research on PLO#3 to determine if it should remain included as a Program Learning Outcome for the Pre-Teacher Preparation Program

Recommendations for students:

- Students should pass (letter grade of "C" or better) EN120b at the end of the first two semesters.

- Students should attend and participate in class regularly.

- Students should try to learn and retain information about student learning outcomes in the Pre-Teacher Prep. Program in order to be successful on the composite exam.

- 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.

Refrigeration and Air Conditioning (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Certificate of Achievement in Refrigeration and Air Conditioning, the student will be able to:

1. Identify safety and occupational health requirements in the air conditioning and refrigeration industry.
2. Use specified hand and power tools for refrigeration and air conditioning.
3. Perform basic hand skills in maintaining refrigeration and air conditioning systems to a given specifications.
4. Read and interpret basic electrical drawing & symbols related to refrigeration and air conditioning systems.
5. Perform basic troubleshooting and repair to residential air conditioning units and refrigerators.
6. Participate in the refrigeration and air conditioning profession.

PSLO Assessment Report Summary

What we looked at:

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

What we found:

- **PSLO1: Safety**
  14 out of 14 students or 100% got a "C" or better as their grade when given the different types of refrigerants, safety goggles, hand gloves and manifold gauge, the students measured the standing pressure of each gasses and demonstrated safety procedures in handling high pressure refrigerants.

- **PSLO2: Hand and Power Tools**
  11 out of 11 students or 100% got a grade of "C" or better as their grade when given a refrigerator, vacuum pump, manifold gauge, digital micron gauge, and toolkit, the students performed the steps in evacuating a refrigeration unit.

- **PSLO3: Preventive Maintenance**
  11 out of 11 students or 100% got a grade of "C" or better as their grade when given an air conditioning unit, hand tools and supplies, the students performed general cleaning of the unit.

- **PSLO4: Electrical Wiring**
  14 out of 15 students or 93% got a grade of "C" or better as their grade when given a refrigerator, room air conditioner, multi-meter and electrical components, the students rewired the units as specified in the schematic diagram.

- **PSLO5: Troubleshooting and Repair**
  14 out of 15 students or 93% got a grade of "C" or better as their grade when given a defective room air conditioner, refrigerator, recovery machine, vacuum pump, system analyzer and supplies, the students diagnosed the defects and repaired it with workmanship.

- **PSLO6: Trade Participation**
  11 out of 11 students or 100% got a "C" or better as their grade when they were grouped by two's and assigned to perform refrigeration and air conditioning unit servicing into the campus facilities and in the community with confidence.

What we are planning to work on:

- Organize an advisory council for the program.

- Distribute student refrigeration toolkit in every fall semester.

- Maintain the strong collaboration between the Office of Environment and Emergency Management (OEEM) of the national government and the college by following the MOU signed by both parties.

- The existing Pohnpei State refrigeration technicians association shall recognize the RAC students club.

Recommendations for students:

- Refrigeration and Air Conditioning curriculum must be modified as soon as possible to produce a globally competitive worker in the field.
- To increase student success in refrigeration program, they must finish their general education courses requirement before taking major refrigeration technical courses.
- Students must focus on their technical courses and allot ample time for hands-on training.
- All students in this program should be an active member of the Refrigeration and Air Conditioning Students Club (RACSC) to promote awareness in the trade.
- The students shall attend and actively participate in all FSM-RAC association projects and activities.

Secretarial Science (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Secretarial Science certificate, the student will be able to:

1. Apply proper bookkeeping techniques in an office.
2. Demonstrate general computer competence and information technology literacy.
3. Demonstrate proper office procedures and management techniques.
4. Communicate effectively in English for business purposes.
5. Perform business computations and apply logic as needed.
6. File documents properly and use common office machines.

PSLO Assessment Report Summary

What we looked at:

The Secretarial Science certificate assessment focused on PSLOs #4 – "Communicate effectively in English for business purposes" and related courses for fall 2014 and spring 2015 with recommendation to merge with the Book Keeping program. Listed below are the results for PSLO #4.

Related Courses	PLO4: Communicate effectively in English
BU099b - Practicum (3)	D
ESL/BU 095 – ESL for Business I (4)	I,D
ESL/BU 096 – ESL for Business II (4)	D
SS 100 - World of Work (3)	I,D

What we found:

PSLO #4: Assessment based on ESL/BU095, ESL/BU096, SS100, and BU99b

- BU099b = assessment was based on pre-practicum exercises (job applications, interest letters, and interviews) and practicum evaluation by work-site supervisors. 20/31 students or 65% successfully met this PLO.

- ESL/BU095 = assessment was based on English and communication skills necessary in a business workplace. 63/103 or 61% successfully met this PLO.

- ESL/BU096 = assessment was based on advanced English and communication skills necessary in a business workplace. 49/51 or 96% successfully met this PLO.

- SS100 = assessment was based on research, communication, and demonstrations on work roles, jobs, and attitudes, necessary in a business workplace. 127/144 students or 88% successfully met this PLO.

- Average = 259/329 students or 78% successfully met this PLO with a "C" or better.

What we are planning to work on:

AY2015-2016

- Proposed merge of Bookkeeping and Secretarial Science Programs. Chair, supervisor, and faculty to review and submit recommended changes to relevant course outlines and program learning outcomes. STATUS – Pending course list finalization/PLOs changes

- Delete PLO6 and reword PLO3 to "Demonstrate proper office procedures, management techniques, and usage of storage methods and current equipment" since the same two classes (BU095 and BU100) are assessing these two PLOs. STATUS – pending merge

- BU097 - course should be taken by Business majors only because it's hard for students with no or little experience and have no desire to learn or practice business concepts or become an entrepreneur; eliminate BU097 from certificate programs; make BU097 elective; require CA100 as pre-requisite. STATUS – Pending course list finalization

- BU099b/100 – discard BU099b and adopt BU100 new course outline and put into effect immediately and reflected in CLAs/TracDat. STATUS – need to replace BU099b with BU100 inTracDat.

- ESL/BU095/096 - There should be ongoing efforts on the part of the college to insure that there will be jobs available for our graduates upon finishing their certificates; introduce study habits course; research textbook. STATUS – Pending course list finalization.

- SS100 – Ensure that new textbook is available for students. STATUS – New textbooks available at bookstore

Recommendations for students:

1. BU100 - Meet advisors for proper successive course placement - Take BU100 alone or with just one more course to avoid conflict of scheduling.

2. ESL/BU 095/96 – Students need to make sure they have their flash drives/ storage devices all semester. Attend study tips workshops especially before exams/ COMET

3. SS 100 – Buy textbooks as soon as possible.

Teacher Preparation–Elementary (3rd Year)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

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.

PSLO Assessment Report Summary

What we looked at:

The Education Division's assessment focused on five 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 = 70%)

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

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

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

- 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). (Target=90%)

What we found:

- For PSLO #1, spring 2015 10/10 (100%) of the students scored 70% or higher on the lesson plan rubric.

- For PSLO #2, spring 2015 10/10 (100%) of the students scored 70% on the performance rubric.

- For PSLO #3, spring 2015 10/10 (100%) of the students scored 70% or higher on the lesson plan rubric.

- For PSLO#4, spring 2015 10/10 (100%) of the students scored 70% or higher on the assessment rubric.

- For PSLO#5, fall 2014 4/4 students (100%) of the third-year graduates passed the FSM Teacher Competency Exam with a score of 53/75 or higher. Spring 2015 12/13 (93%) of the third-year graduates passed the FSM Teacher Competency Exam with a score of 53/75 or higher.

What we are planning to work on:

- Division faculty teaching 300-level courses will meet at the beginning of the fall 2015 semester to review the item analysis from the spring 2015 administration of the Teacher Competency Exam to ensure that the noted weaknesses are adequately stressed in their respective classes.

- 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.

- Review the FSM School Accreditation System teacher observation forms for possible incorporation as tools for assessment of PSLOs 1-4.

- Consider raising the minimum expected performance for PSLOs 1-4 from 70% to 80% of the students.

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.

Telecommunications Technology (AAS)
PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

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

5. Practice career in telecommunication industry.

6. Troubleshoot microwave, fiber optic, radio communication and telephone system

PSLO Assessment Report Summary

What we looked at:

The Telecommunication Program assessment focused on PSLOs 5 and 6. Students were assess during their work place immersion and on workshop hands-on activity using various communication circuits and devices. Listed below are the results for each of the PSLOs.

It is expected that 70% of the students were able to get a grade of "C" or better on their assessment.

What we found:

- **VEE250** (**Cooperative Education**) - 20 out of 20 or 100% of the students get 'C' or better as their final grade and were able to practice a career in telecommunication by attending on-the-job training.

- **VTE 281** (**cellular Phone Servicing**) – 12 out of 12 or 100% of the students were able to get a grade of "C" or better and were able to troubleshoot, service and repair a cellular phone (basic, android and smart phones)

- **VTE 260** (**Microwave**) – 16 out of 17 or 94% of the students were able to get a grade of "C" or better and were able to setup , service and troubleshoot microwave communication system.

- **VTE 280** (**Telephone Systems**) – 14 out of 15 or 93% of the students get a grade of "C" or better and were able troubleshoot, service and repair telephone system.

- **VTE 261** (**Fiber optics installation**) – 6 out of 6 or 100% of the students were able to get a grade of "C" or better and were able to terminate, connect and install fiber optic cable.

What we are planning to work on:

- Continuously and expands the list of industry partners in telecommunication to help and support the program learning outcome improvement to meet the industry skills demand to ensure students graduate employability.

- Update and revise course content of the program according to certification competency standards set by the certifying agency like ETA (Elcetronics Technician Association) in the U.S.

- Identify and do inventory of telecommunication NIDA cards use for telecommunication instruction for budgeting and purchase schedule.

Recommendations for students:

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

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

Trial Counselors (CA)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY (AY 2014-2015)

Program Student Learning Outcomes (PSLOs)

At the completion of the Trial Counselors 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

PSLO Assessment Report Summary

What we looked at:

PSLO_2 : Describe how the FSM and state rules of criminal law & procedure are interpreted and applied

PSLO_7 : Understand the constitution of the FSM, its States and municipalities.

PSLO_8 : Describe the FSM and State rules of appellate & civil procedure.

Outcomes 2,7, & 8 were assessed on two assessment tools:

1. Essay questions that present hypothetical fact situations scored with rubric.
2. Writing assignment scored with rubric.

What we found:

PSLO 2 – A total of 8 students were assessed. All 8 students met this outcome with a passing of 70% or higher.

PSLO 7 – A total of 10 students were assessed on this outcome. All 10 met this outcome with a 70% passing score or higher.

PSLO 8 – A total of 8 students were assessed on this outcome. Six passed with a grade of 70% or higher 2 did not pass with a grade of 69% or lower grade

Achievement of outcomes is very high (between 90-100%) for Law courses, as can be seen with the other outcomes that were assessed in fall 2014. It can be said that high rate of passing may be due to the small class size of the law classes. It is observed that the few students who did not meet the outcomes were those who did not complete the course as a result of excessive absences. It is also an observation that those who did not complete courses were the same students who did not persevere in the program.

What we are planning to work on:

- Maintain same assessment strategies to assess program outcomes.
- Change class size to a minimum of 15 students each section.
- Work with part-time instructors on assessment of outcomes.
- Device a strategy to engage students in civic responsibility.
- Recommend that criteria for admission into the program be developed and implemented.

Recommendations for students:

- 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.

Public Health (3rd Year)

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2014-2015)

Program Student Learning Outcomes (PSLOS)

At the completion of Third Year Certificate of Achievement in Public Health the student will be able to:

1. Recognize, describe and discuss, and research about the basic principles and practices of the specialty

2. List, discuss and demonstrate the essential public health function or the specialty and its interrelationships with other specialties and health disciplines at community and national levels

3. Describe, discuss and research adult, children and family health issues at community level

4. Discuss and demonstrate an understanding and practice of the specialty public health competencies.

5. Demonstrate proper public health skills for its practice in the community as a national specialty practitioner

6. Discuss and demonstrate community and cultural sensitivity in the health care environment

7. Describe, discuss and research the health determinants and problems of adults children and families

8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first-aide technique and other healing and patient care abilities

9. Demonstrate the ability and discuss how to conduct a community diagnosis and need assessment of the health determinants of the specialty in a community

10. Identify and demonstrate good practice in the specialty

11. Have had management, planning experience and leadership role at a public health specialty at community and national levels

PSLO Assessment Report Summary

What we worked on based on the SY 2013-2014 findings:

1. Change in the admissions requirement for the Third Year Certificate program. The present requirement is the acceptance of any students who have an AA or AS degrees. The program should only accept those who are graduates of Health Careers Opportunities Program (HCOP) with the required elective math and sciences. Those students with other degrees should be accepted as soon as they could take the needed math and science courses.

2. Good academic advisement prior to enrolling in PH courses should also be considered. An early warning program should be established to capture those who are at risk of dropping from the program.

3. Improvement of Program and course assessment: In addition to the present program and course assessment strategy, a comprehensive assessment/exam to evaluate the overall knowledge/skills the students gained should be done

Result of the changes and improvements:

1. Proposal for change in the program was submitted and pending approval. This includes changes in the criteria for admission to the third year program and PH 111: Introduction to Basic Epidemiology as a required pre-requisite

2. Student handbook was developed to guide the student in the program as to which courses should be taken.

3. To further improve students learning, the program has offered tutoring services for the student. This services aims to help students with issues in their class and help student review the topics discussed in their class. In the previous year assessment it was reported that students were able to meet the objectives but further analysis of the result showed that although students pass the courses, the grade were average. To achieve this, tutoring service was started in January 2015 (due to delay in the funding source) just in time for spring 2015 semester. Presently, there is not enough data to say how effective this service is to the quality of student learning since only a few student have utilized this service

What we looked at (SY 2014-2015):

The Public Health Training Program (3rd year) Certificate assessment focused on all PSLOs 1,2, and 5.

Students who are taking courses related to PSLO1 should be able to recognize, describe and discuss, and research about the basic principles and practices of the specialty. Successful completion of this objective will be indicated by more than 80% of students being able to describe these principles when asked direct questions in their quizzes and exams; recognize

these principles and practices when given case scenarios; and report on these after doing their research on the best practices of this specialty.

Students who are taking courses related to PSLO 2 should be able to list, discuss and demonstrate the essential public health functions and its interrelationships with the other specialties and health discipline. Successful completion of this objective will be indicated by more than 80% of students being able to demonstrate the public health functions when given case scenarios and placed in simulation training and graded based on a skills checklist; and being able to list and discuss the essential public health functions when asked direct questions during exams and quizzes.

Students who are taking courses related to PSLO 7 should be able to demonstrate proper public health skills for its practice in the community. Successful completion of this objective will be indicated by more than 80% of student being able to properly demonstrate their skills in public health when assigned in public health practicing facilities evaluated by their mentors and submitting weekly learning portfolio and reports.

What we found:

PSLO#1: Students were able to recognize, describe and discuss, and research about the basic principles and practices of the specialty

PH 314:	Total number of students:	15
	Number of students who passed:	12
PH 343:	Total number of students:	13
	Number of students who passed:	11

PSLO#2: Students were able to list, discuss and demonstrate the essential public health functions and its interrelationships with the other specialties and health discipline

PH 312:	Total number of students:	10
	Number of students who passed:	9

PSLO#7: Students were able to demonstrate proper public health skills for its practice in the community

PH 365:	Total number of students:	13
	Number of students who passed:	13

What we are planning to work on:

To improve student learning, proposed changes for the program was submitted which includes PH 111to be a prerequisites for students graduating with a degrees other than AS in Public Health.

The program has started the tutoring service to guide students in their study habits and help students understand their lessons better.

Still on the list of to do list is a comprehensive assessment for the program at the end pre- and post semester.

Recommendations for students:

Although students who graduated with other degrees are allowed to enroll in this program, it is highly recommended that they should start with the AS in PH so to have a strong background in PH principles.

A good background in medical terminology.

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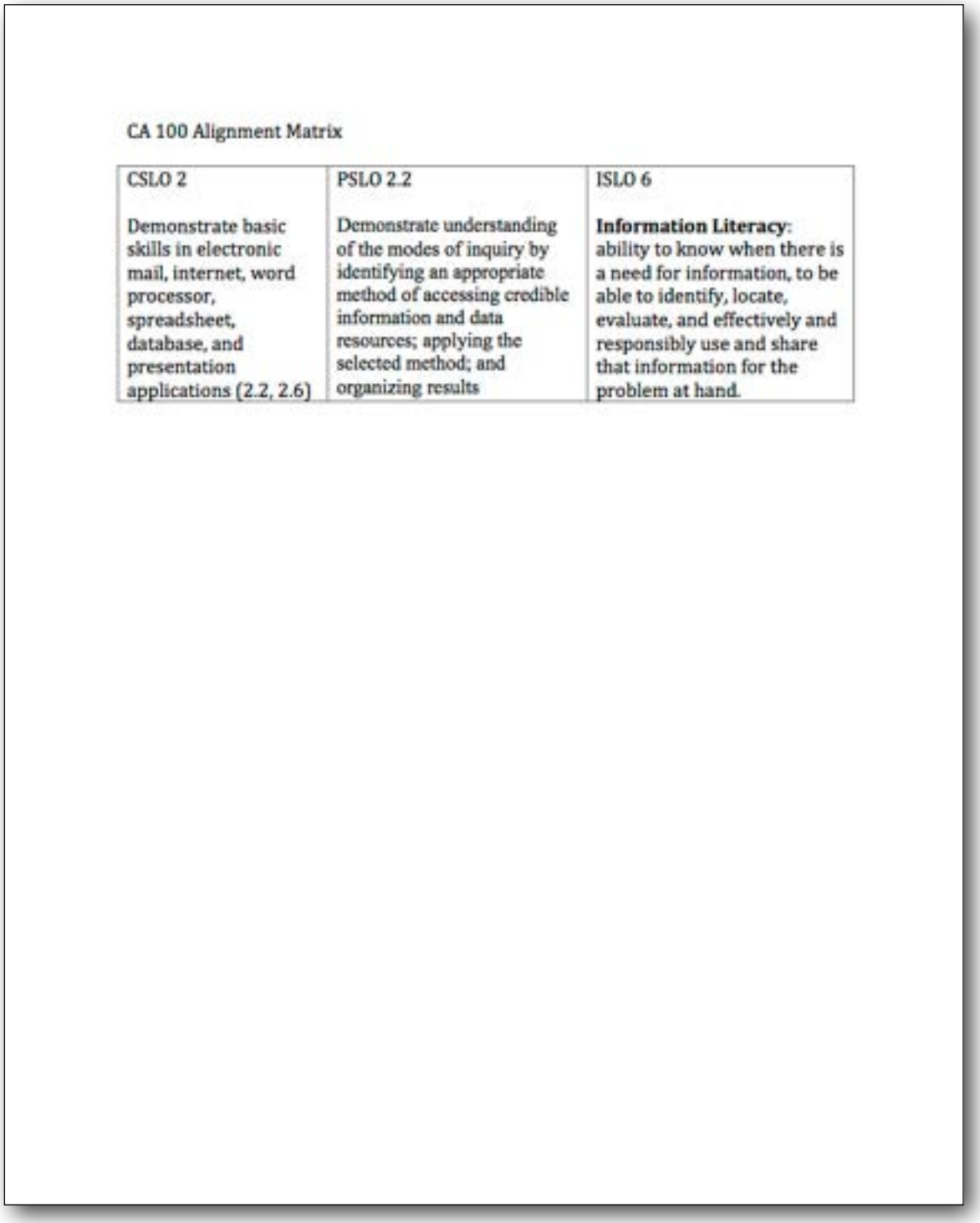
Exhibits

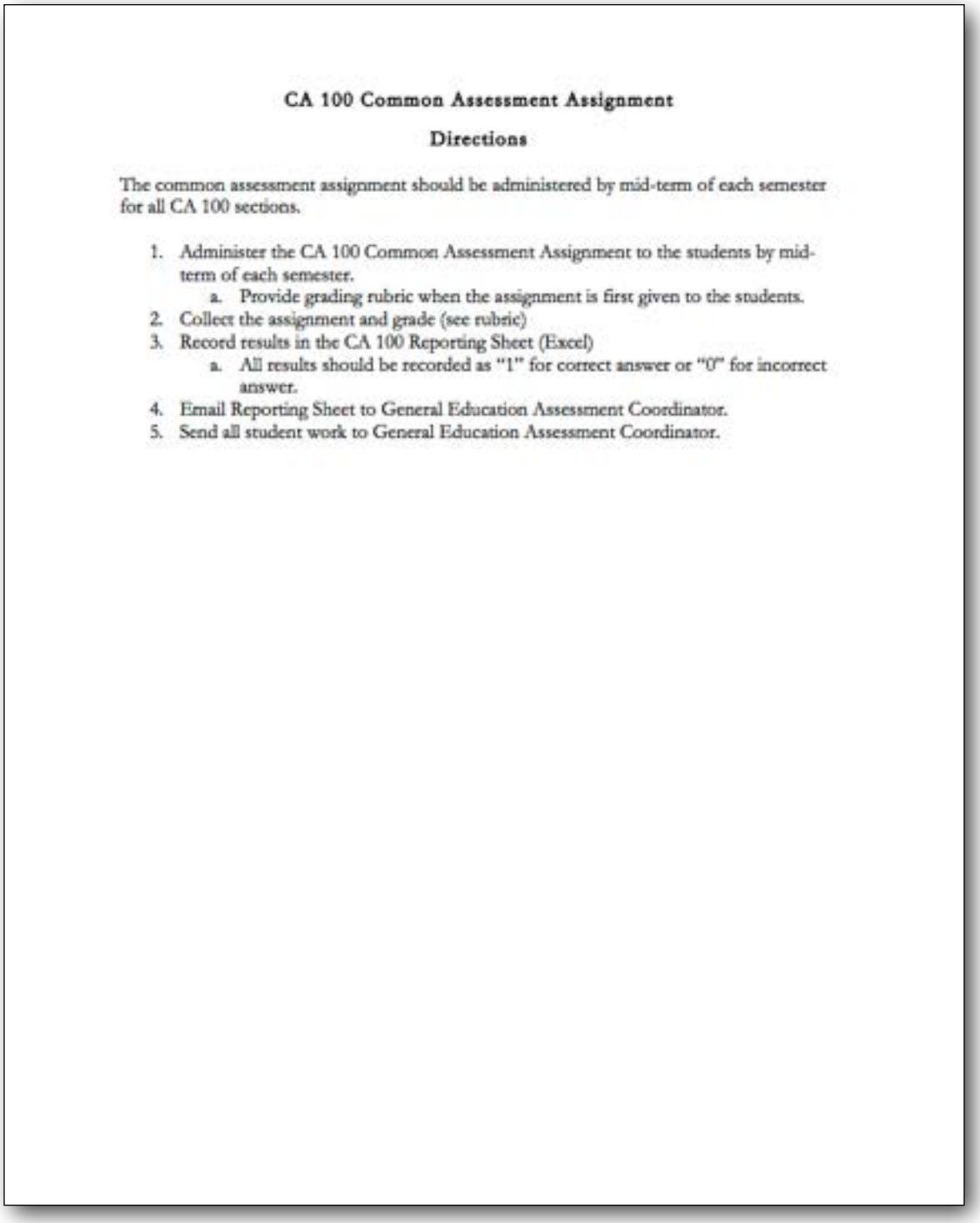
Exhibit I.a – CA 100 Alignment Matrix (Word document)



CA 100 Alignment Matrix

CSLO 2	PSLO 2.2	ISLO 6
Demonstrate basic skills in electronic mail, internet, word processor, spreadsheet, database, and presentation applications (2.2, 2.6)	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	**Information Literacy**: 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.

Exhibit I.b – Directions to faculty (Word document)



CA 100 Common Assessment Assignment

Directions

The common assessment assignment should be administered by mid-term of each semester for all CA 100 sections.

1. Administer the CA 100 Common Assessment Assignment to the students by mid-term of each semester.
    a. Provide grading rubric when the assignment is first given to the students.
2. Collect the assignment and grade (see rubric)
3. Record results in the CA 100 Reporting Sheet (Excel)
    a. All results should be recorded as "1" for correct answer or "0" for incorrect answer.
4. Email Reporting Sheet to General Education Assessment Coordinator.
5. Send all student work to General Education Assessment Coordinator.

Exhibit I.c – Directions to students (Word document)

CA100 Common Assessment Project

COM-FSM ID number:_____

Name:_____

Check which campus you are attending:

____ Kosrae ____ Pohnpei ____ National ____ Chuuk _____ Yap _____ FMI

ISLO: 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.

GEN ED PLO 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.

CSLO 2.3: Demonstrate acquired basic skills in using word processor application on: Creating content, organizing content, formatting content, working with graphics.

Directions:

1. Search the internet for information about one of the following topics:
   a. Your favorite movie – title, actors, director, producer, short summary of story
   b. Your favorite place in the world – location, climate, types of local plants, types of local food, why it is your favorite place.
   c. Your favorite famous person – name, profession, why person is famous, why you like this person.

2. Write the search terms you used to locate information in the space below. Be sure to use a Boolean search.

3. Organize the information in a word document. Format the document. Use tables to organize information. Create interesting page layouts by adding graphics.

4. Use either MLA or APA citation style and list the websites where you retrieved information for your project in the space below.

Works Cited

Page 1 of 2

Exhibit I.c – Directions to students (Word document) – *Continued*

6. Submit this form and your output according to the directions provided by your instructor.

Please take a few minutes to answer the questions below. Your input is important and will assist the instructors in making improvements to this assignment and to CA 100.

Circle the number of the description that best describes you.

1. How confident are you in searching on the Internet to locate information?

1	2	3	4
Not confident	Somewhat confident	Confident	Very confident

2. How confident are you in using computer applications such as Microsoft word?

1	2	3	4
Not confident	Somewhat confident	Confident	Very confident

3. How confident are you in using the MLA or APA citation style information provided?

1	2	3	4
Not confident	Somewhat confident	Confident	Very confident

Page 2 of 2

Exhibit I.d – Grading rubric for student and faculty (Word document)

Rubric for CA 100 Assessment Project

	Benchmark	Below Benchmark
Access the needed Information	1 Accesses information using Boolean search, retrieves information with some relevance and quality. (https sources)	0 Accesses information randomly, retrieves information that lacks relevance and quality.
Use Information Effectively to Accomplish a Specific Purpose	1 Communicates information from sources. The information is fragmented but used appropriately (quoted, paraphrased, summarized)	0 Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.) so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	1 Students use one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting, using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	0 Students are not able to use any information strategies (use of citations and references; choice of paraphrasing, summary, or quoting, using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) or demonstrate an understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.

(Additional criteria may be added to assess specific computer skills for Internet use and Microsoft word.)

Exhibit I.e – Reporting Sheet for faculty (Excel spreadsheet)

ID	Campus	Access the needed Information	Use Information Effectively to Accomplish a Specific Purpose	Access and Use Information Ethically and Legally	
5555555	National	0	1	1	
		1	1	1	
		0	0	1	
		0	1	1	
		0	1	1	
		0	1	0	
		0	0	1	
		0	1	1	
		0	1	0	
		0	0	1	
		1	0	1	
		1	1	1	
		1	1	1	
		1	1	1	
		1	1	1	
		1	1	1	
		1	1	1	
		1	1	1	
		1	0	1	
		1	1	1	
		1	1	1	
		1	1	0	
		13	17	19	
		22	22	22	
		59%	77%	86%	
				2.2	**74%**

Exhibit I.f – Sample of Student's Work – Research Project

COLLEGE OF MICRONESIA- YAP CAMPUS

MY FAVORITE PLACE

YAP ISLAND

[redacted]

IN PARIAL FULFILLMENT OF THE REQUIREMENTS IN CA 100- COMPUTER LITERACY UNDER PROF. RHODA

Welcome to Yap

One of my favorite place in the whole world is Yap Island. Yap is known for Yapese as waqab. Yap is an island in the Caroline Islands of the western Pacific Ocean. Yap is one of the island in Micronesia who is attracted to tourists because of its ancient tradition, fascinating legends, and has the most distinctive cultures in the Pacific. Attractions like handmade seaside men's house, cultural village tours, ancient stone money disc and stone money banks, dancing, handicrafts making, marine life and etc. (wikipedia, free source)

This is the top view of Yap Island

Map of Yap Island

http://en.wikipedia.org/wiki/File:Yap_Islands.png

I will always love Yap Island for the rest of my life, yap will be my favorite place. Yap island is my favorite place because that is my home town, I was born and raise on Yap Island. I went to study more about Micronesian history and the pacific islands. The meaning of YAP I know is: Yap Always Peaceful. (wikipedia)

Yap stone money (1) Yap flag(2) Yap bear (3)

All of these pictures are from: en.wikipedia.org/wiki/Yap/images.jpg

These are some of the memories of Yap island that I will never forget throughout my life. I will always remember this island of Yap. I will serve and help YAP in the future...

Yapese way of Living(Lifestyle)

Source: en.wikipedia.org/wiki/Yap/images.jpg

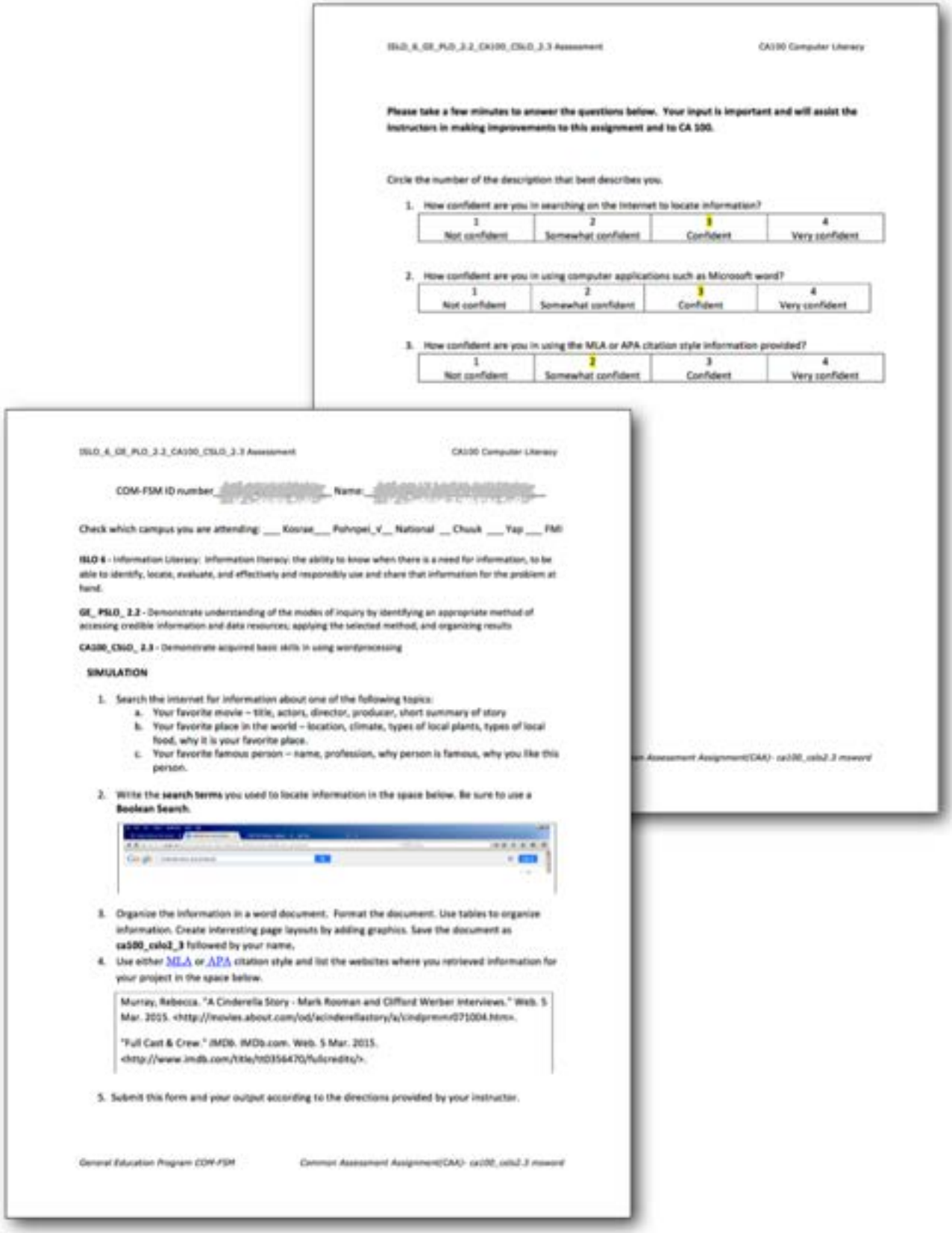
References:

5 januare 2013. wikipedia, free source. 10 march 2015 <http://en.wikipedia.org/wiki/Yap>.

12 feruary 2011. wikipedia. 10 march 2015 <http://en.wikipedia.org/wiki/Yap>.

(Visit yap.com)

Exhibit I.f – Sample of Student's Work *(Continued…)* – Directions and Survey



ISLO_6_GE_PLO_2.2_CA100_CSLO_2.3 Assessment CA100 Computer Literacy

Please take a few minutes to answer the questions below. Your input is important and will assist the instructors in making improvements to this assignment and to CA 100.

Circle the number of the description that best describes you.

1. How confident are you in searching on the Internet to locate information?

1	2	3	4
Not confident	Somewhat confident	Confident	Very confident

2. How confident are you in using computer applications such as Microsoft word?

1	2	3	4
Not confident	Somewhat confident	Confident	Very confident

3. How confident are you in using the MLA or APA citation style information provided?

1	2	3	4
Not confident	Somewhat confident	Confident	Very confident

ISLO_6_GE_PLO_2.2_CA100_CSLO_2.3 Assessment CA100 Computer Literacy

COM-FSM ID number_____ Name:_____

Check which campus you are attending: ___ Kosrae___ Pohnpei_V__ National __ Chuuk ___ Yap ___ FMI

ISLO 6 - Information Literacy: 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.

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

CA100_CSLO_ 2.3 - Demonstrate acquired basic skills in using wordprocessing

SIMULATION

1. Search the internet for information about one of the following topics:
   a. Your favorite movie – title, actors, director, producer, short summary of story
   b. Your favorite place in the world – location, climate, types of local plants, types of local food, why it is your favorite place.
   c. Your favorite famous person – name, profession, why person is famous, why you like this person.
2. Write the **search terms** you used to locate information in the space below. Be sure to use a **Boolean Search.**

3. Organize the information in a word document. Format the document. Use tables to organize information. Create interesting page layouts by adding graphics. Save the document as **ca100_calo2_3** followed by your name,
4. Use either MLA or APA citation style and list the websites where you retrieved information for your project in the space below.

Murray, Rebecca. "A Cinderella Story - Mark Rosman and Clifford Werber Interviews." Web. 5 Mar. 2015. <http://movies.about.com/od/acinderellastory/a/cindprmm071004.htm>.

"Full Cast & Crew." IMDb. IMDb.com. Web. 5 Mar. 2015. <http://www.imdb.com/title/tt0356470/fullcredits/>.

5. Submit this form and your output according to the directions provided by your instructor.

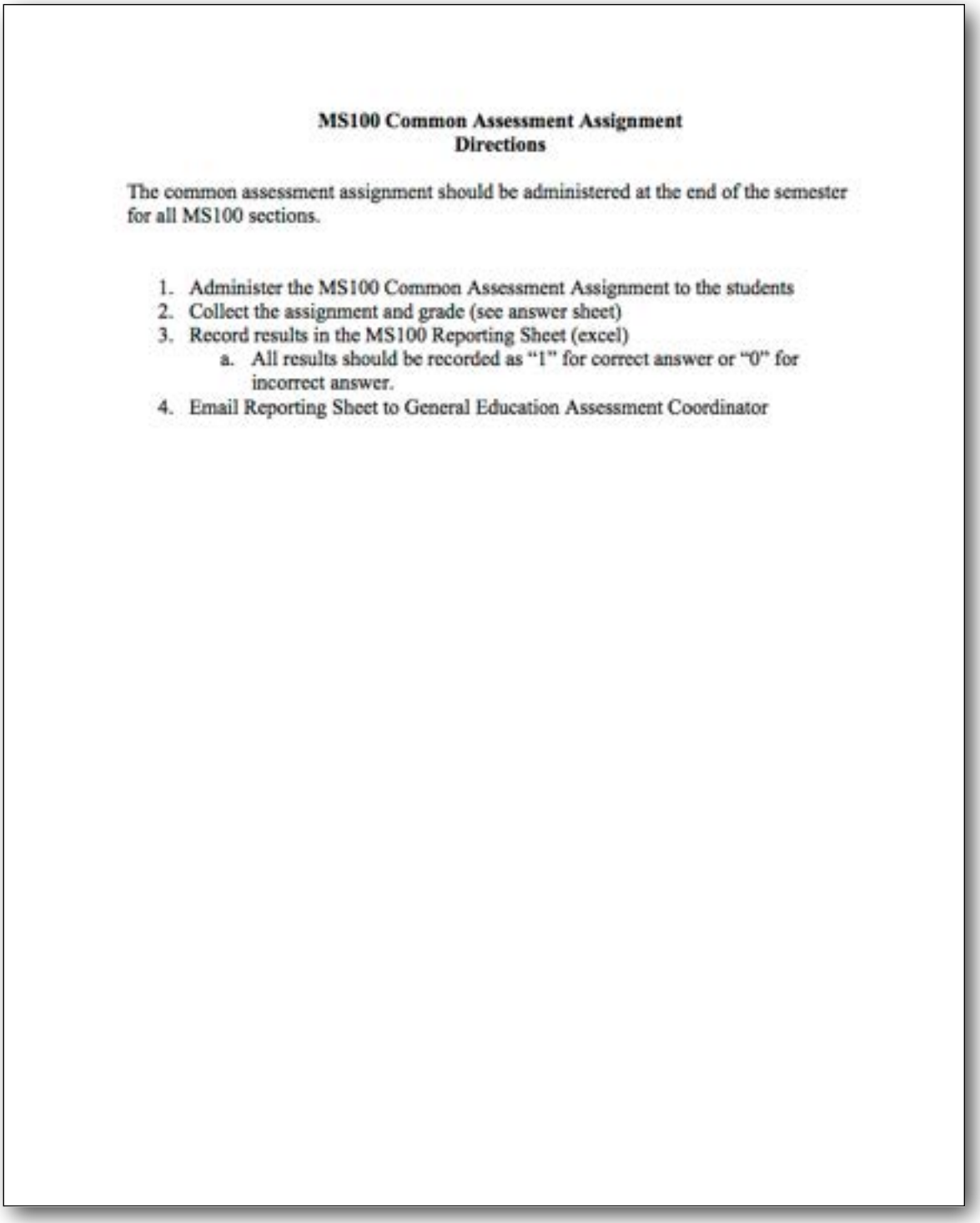
General Education Program COM-FSM *Common Assessment Assignment(CAA)- ca100_calo2.3 msword*

Exhibit II.a – MS 100 Alignment Matrix (Word document)

MS 100 Alignment Matrix

CSLO 1 Graph and solve linear and quadratic equations and inequalities. CSLO 2 Evaluate and analyze functions and their graphs including combinations and compositions of functions. CSLO 3 Sketch and analyze graphs polynomial functions and mathematical models of variation.	PSLO 3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day-to-day activities. PSLO 3.2 Present and interpret numeric information and graphic forms. PSLO 3.3 Communicate thoughts and ideas effectively using proper mathematical terms.	ISLO 8 **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

Exhibit II.b – Directions to faculty (Word document)



MS100 Common Assessment Assignment
Directions

The common assessment assignment should be administered at the end of the semester for all MS100 sections.

1. Administer the MS100 Common Assessment Assignment to the students
2. Collect the assignment and grade (see answer sheet)
3. Record results in the MS100 Reporting Sheet (excel)
    a. All results should be recorded as "1" for correct answer or "0" for incorrect answer.
4. Email Reporting Sheet to General Education Assessment Coordinator

Exhibit II.c – MS 100 Common Assessment Questionnaire (PDF document)

Common Math Assessment -- (MS 100 classes)

COM-FSM ID number:_____ Name:_____.

Check which campus you are attending:

___ Kosrae ___ Pohnpei ___ National ___ Chuuk ___ Yap ___ FMI

Directions:

All answers are Multiple Choice (a, b, c, d) or TRUE/FALSE (a=true, b=false).

You may use a calculator and scratch paper. Please show all calculations on the scratch paper and submit it with your test. We don't expect all papers to be perfect, but your work will contribute to your final grade so do your best.

1. Solve for x :

a) $x=-3$ b) $x=4$ c) $x=1$ d) $x=3$

2. Factor the expression:

a) $(x+2)(x+7)$ b) $(5x-2)(x+7)$ c) $(x-2)(x+7)$ d) $(x+2)(x-7)$

3. The sum of three consecutive numbers is ?

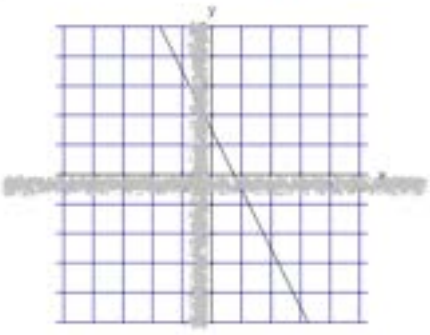
a) $x+(x+1)+(x+2)=114$ b) $x+2x+3x=114$ c) $x(x+1)(x+2)=114$ d) $x+x+x=114$

4. Solve using the Quadratic Formula:

a) $x=-\frac{1}{2},4$ b) $x=-\frac{1}{7},5$ c) $x=-\frac{1}{2},-4$ d) $x=\frac{1}{7},-5$

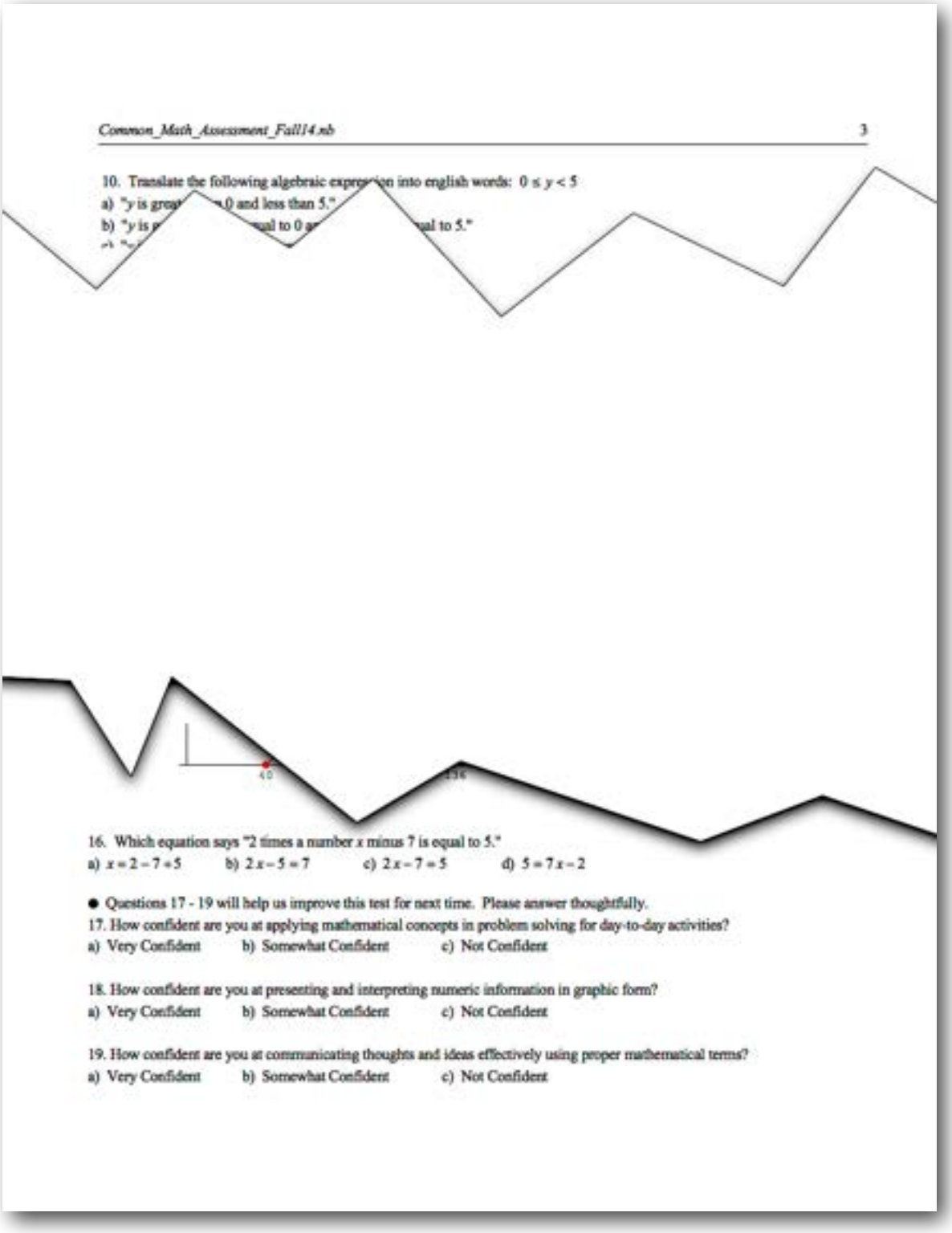
5. a) TRUE or b) FALSE:

x	−1	1	2	3	5
y	5	1	−1	−3	−7



Page 1 of 3 (Some texts and figures have been blocked out.)

Exhibit II.c – MS 100 Common Assessment Questionnaire (PDF document) …*Continued*



Common_Math_Assessment_Fall14.nb 3

10. Translate the following algebraic expression into english words: $0 \le y < 5$

a) "y is great... 0 and less than 5."

b) "y is ... ual to 0 ... al to 5."

16. Which equation says "2 times a number x minus 7 is equal to 5."

a) $x = 2 - 7 = 5$ b) $2x - 5 = 7$ c) $2x - 7 = 5$ d) $5 = 7x - 2$

● Questions 17 - 19 will help us improve this test for next time. Please answer thoughtfully.

17. How confident are you at applying mathematical concepts in problem solving for day-to-day activities?

a) Very Confident b) Somewhat Confident c) Not Confident

18. How confident are you at presenting and interpreting numeric information in graphic form?

a) Very Confident b) Somewhat Confident c) Not Confident

19. How confident are you at communicating thoughts and ideas effectively using proper mathematical terms?

a) Very Confident b) Somewhat Confident c) Not Confident

Page 3 of 3 (Survey Component – Questions 17, 18, and 19. Other items are not shown.)

Exhibit II.d – Reporting Sheet for faculty, *with sample results* (Excel spreadsheet)

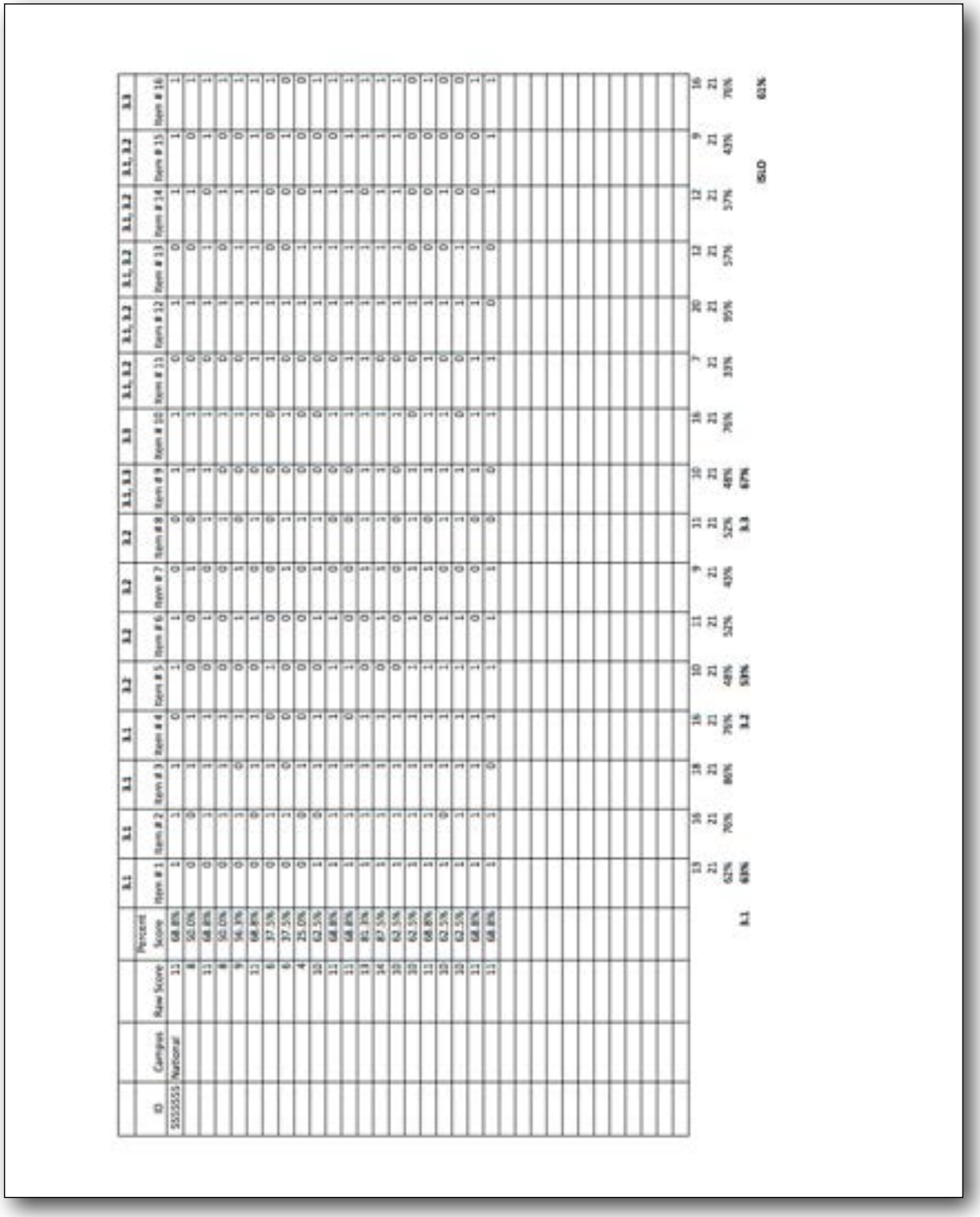
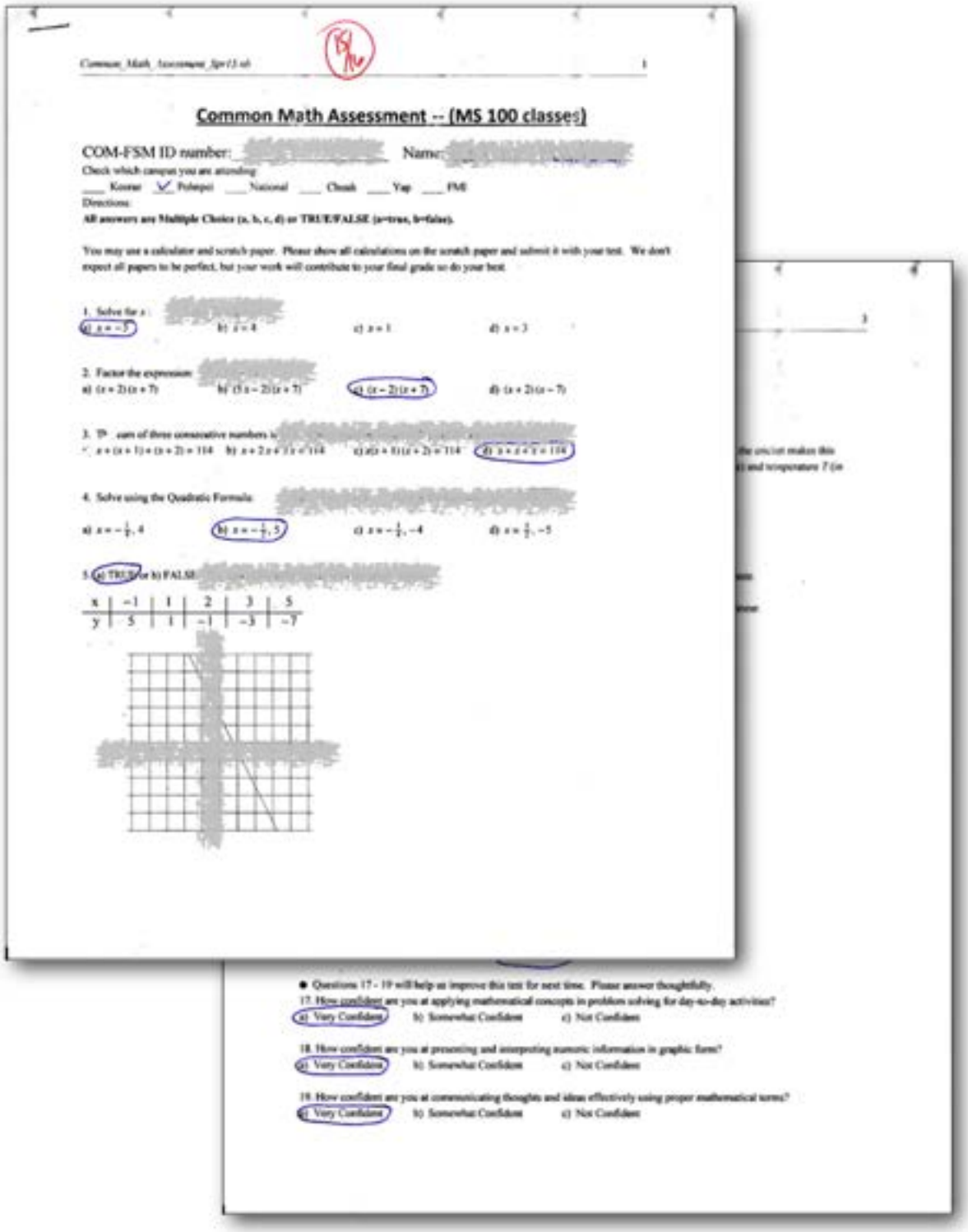


Exhibit II.e – Sample of student's work



Common Math Assessment -- (MS 100 classes)

COM-FSM ID number: [redacted] Name: [redacted]

Check which campus you are attending:

___ Kosrae ✓ Pohnpei ___ National ___ Chuuk ___ Yap ___ FMI

Directions:

All answers are Multiple Choice (a, b, c, d) or TRUE/FALSE (a=true, b=false).

You may use a calculator and scratch paper. Please show all calculations on the scratch paper and submit it with your test. We don't expect all papers to be perfect, but your work will contribute to your final grade so do your best.

1. Solve for x :

a) x = −7 b) x = 4 c) x = 1 d) x = 3

2. Factor the expression:

a) (x + 2)(x + 7) b) (5 x − 2)(x + 7) c) (x − 2)(x + 7) d) (x + 2)(x − 7)

3. The sum of three consecutive numbers is

a) x + (x + 1) + (x + 2) = 114 b) x + 2 x + 3 x = 114 c) x(x + 1)(x + 2) = 114 d) x + x + 1 + x + 2 = 114

4. Solve using the Quadratic Formula:

a) $x = -\frac{1}{2}, 4$ b) $x = -\frac{1}{7}, 5$ c) $x = -\frac{1}{2}, -4$ d) $x = \frac{1}{2}, -5$

5. a) TRUE or b) FALSE

x	−1	1	2	3	5
y	5	1	−1	−3	−7

● Questions 17 - 19 will help us improve this test for next time. Please answer thoughtfully.

17. How confident are you at applying mathematical concepts in problem solving for day-to-day activities?

a) Very Confident b) Somewhat Confident c) Not Confident

18. How confident are you at presenting and interpreting numeric information in graphic form?

a) Very Confident b) Somewhat Confident c) Not Confident

19. How confident are you at communicating thoughts and ideas effectively using proper mathematical terms?

a) Very Confident b) Somewhat Confident c) Not Confident

Pages 1 and 3 (Some information are blocked out or partially hidden.)