



**College of Micronesia-FSM  
Academic Assessment Report  
AY 2018-2019**

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## Overview

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

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

There are three parts to this report.

Part I - Institutional Student Learning Outcomes (ISLOs)

- Assessment Calendar AY2018 & AY 2019
- ISLO 4 Problem Solving
- ISLO 6 Information Literacy

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

- Assessment Calendar AY2018 & AY 2019
- Gen Ed PSLO 1 Effective Communication
- Gen Ed PSLO 5 Workforce Readiness

Part III – Program Assessment Summaries AY2018-2019 (PASs)

## Summary

### Part I: Institutional Student Learning Outcomes

ISLO 4 Problem Solving and ISLO 6 Information Literacy are the two ISLOs assessed in AY2018-2019.

Computer Information Systems (CIS) and Pre Teacher Preparation (TP) are linked to ISLO 4 while Marine Science (MRSC) and Hospitality & Tourism Management are linked ISLO 6. Business Administration (BA), Pre Teacher Preparation (TP), Hospitality & Tourism Management, and certain courses in General Education (Gen. Ed.) are linked to both ISLOs. Table 1 presents the program student learning outcomes (PSLOs) that are linked to the two ISLOs and associated courses by which they are assessed. Table 1.

Table 2 presents the assessment results of the programs and associated courses that are linked to ISLO 4. In Fall 2018, the success rate for all four courses met or exceeded the target rate for success whereas in Spring 2019 all but one course (ED292) was below the target for success. It is worth noting that there were two sections of ED292 in Spring and in Section 2, 100% of the students was successful while only 70% in Section 1 successfully completed CSLOs 1, 2, and 3. Students successfully completed ISLO 4 in Fall 2018 and not as successful in Spring 2019. In addition, more females successfully completed this ISLO than males.

Table 4 presents the assessment results of the programs and associated courses that are linked to ISLO 6. MR250 was not offered in Fall 2018 however, the success rate for Spring 2019 exceeded the target rate for success. HTM250 assessment data for Fall 2018 showed 100% success rate for all the three CSLOs that are linked to this ISLO. No data was available for HTM250 in Fall 2018. Based on the results of the available data the success target rate was met and more males successfully completed ISLO 6 than females.

Program learning outcomes and associated student learning outcomes that are linked to both ISLO's are presented in Table 5. Business Administration (BA) PSLOs 1 and 3, Pre-Teacher Preparation (TP)

PSLOs 1 and 2, Hospitality & Tourism Management (HTM) PSLOs 2,3, and 6, and Gen Ed PSLOs 2.1 and 2.2 are linked to both ISLO 4 and 6.

As presented in Table 6, the assessment results of PSLO1 is based on AC131 CSLO 1, 2, 3; EC 220 CSLO 1,2,3,4,5; and EC 230 CSLO 1,2,3,4,5. The results for Fall 2018 to Spring 2019 are encouraging, except for AC131 CSLO 3 in Spring 2019 and EC 220 CSLO 3 in Fall 2018 where the success rate was below expectation.

## **Part II: General Education Student Learning Outcomes**

General Education (GE) PSLO 1 Effective Communication and PSLO 5 Workforce Readiness are assessed in AY2018-2019.

EN 120A Expository Writing I and EN 120B Expository Writing II are used for assessing GE PSLO 1. GE PSLO 5 was assessed by MU 101 Introduction to Music and ESS 101w Walking for Fitness and Health. Table 9 presents the assessment results of the two GE PSLOs.

All the courses assessed met or exceeded the success rate for both GE PSLOs except for EN120B in GE PSLO 1.

## **Part III: Program Assessment Summaries**

Program student learning outcomes are assessed on a yearly basis and summaries of results are submitted at the beginning of the fall semester. Results of these program summaries inform improvements and implementation plans are developed for the subsequent assessment cycle.

Program assessment summaries that were completed for this reporting include the following Certificates (CA) and Associate Degree programs (AA/AS/AAS); Advanced CA Navigation (Class 5 Master), CA Fishing Technology, CA Electronic Engineering Technology, CA Agriculture and Food Technology, CA Bookkeeping, CA Secretarial Science, CA Carpentry, CA Refrigeration and Air Conditioning, AA Micronesian Studies, AA Pre-Teacher Preparation, AS Business Administration, AA/LA Health Careers Opportunity Program, AS Computer Information System, AS Hospitality and Tourism Management, AAS Building Technology, AAS Electronics Technology, AAS Telecommunication.

## **Recommendations for Improvement:**

### **General recommendations improvement for all assessment levels:**

Consistent collection of data from all campuses.

Establish a schedule for assessment workshops.

### **ISLO assessment:**

Include in the IAR information of all the programs linked to the ISLO being assessed to show that students meet all ISLOs.

Review course outlines to determine where ISLO assessment occurs and provide information on curriculum mapping.

Identify a working group to align ISLOs with Gen Ed PSLO.

## General Education assessment:

Establish targets for Gen Ed courses.

Collect information consistently on male and female success.

## Program Assessment Summaries:

Implement recommendations for improvement from the [IAR 2017-2018](#);

Input program assessment results in an aggregated format to TracDat instead of by individual course for each PSLO. (

Develop consistent formatting of the program assessment summaries.

Identify an assessment leader for each program and provide incentives.

Consistent collection of program assessment summaries for all programs from all campuses.

## Institutional Student Learning Outcomes (ISLOs)

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

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

## ISLO Assessment Plan AY 2018-19

In AY 2018-2019, the college planned to assess two ISLOs:

- ISLO 4. Problem Solving, and
- ISLO 6. Information Literacy

## Programs and Courses Linked to ISLO's 4 and 6

Computer Information Systems (CIS) and Pre Teacher Preparation (TP) are linked to ISLO 4 while Marine Science (MRSC) and Hospitality & Tourism Management are linked ISLO 6. Business Administration (BA), Pre Teacher Preparation (TP), Hospitality & Tourism Management, and certain courses in General Education (Gen. Ed.) are linked to both ISLOs. Table 1 presents the program student learning outcomes (PSLOs) that are linked to the two ISLOs and associated courses by which they are assessed.

**Table 1. Programs & Courses Linked to ISLOs 4 & 6**

ISLO	Programs	PSLO	Course
4 Problem Solving	AS Computer Information Systems	2, 3, 5	IS 260, CA 105
	AA Pre-teacher Preparation	3	ED 292
6 Information Literacy	AS Marine Science	2	MR 250
	AS Hospitality & Tourism Management	4	HTM 250
Both ISLOs 4 & 6	AS Business Administration	1, 3	AC 131, EC 220, EC 230, BU/MS 110
	AA Pre-teacher Preparation	1, 2	ED 292
	Hospitality & Tourism Management	2, 3, 6	HTM 150, HTM 165, HTM 170, HTM 230
	General Education	2.1, 2.2	EN 120A, EN 120B, MU 101, CA 100

## ISLO 4 Assessment

Table 2 below presents the assessment results of the programs and associated courses that are linked to ISLO 4. In Fall 2018, the success rate for all four courses met or exceeded the target rate for success whereas in Spring 2019 all but one course (ED292) was below the target for success. It is worth noting that there were two sections of ED292 in Spring and in Section 2, 100% of the students was successful while only 70% in Section 1 successfully completed CSLOs 1, 2, and 3.

Students successfully completed ISLO 4 in Fall 2018 and not as successful in Spring 2019. In addition, more females successfully completed this ISLO than males.

**Table 2. ISLO 4 Assessment Results**

Program	PSLO	Course	CSLO	Term	Target (%)	Students Assessed	Students Successful	Female	Male	Result (%)
CIS	2	IS260	4	F18	60	10	8	4	4	80
				Sp19		11	10	7	3	91
			5	F18	70	10	8	4	4	80
				Sp19		11	10	7	3	91
	3	CA105	2	F18	70	22	19	9	10	86
				Sp19		15	13	5	8	84
5	IS260	5	F18	70	10	8	4	4	80	
			Sp19		11	10	7	3	91	
PTP	3	ED292	1	F18	90	13	12	10	2	92

			Sp19		18	15	7	8	83
		2	F18	90	13	13	10	3	100
			Sp19		18	15	7	8	83
		3	F18	90	13	13	10	3	100
			Sp19		18	15	7	8	83

## AS Computer Information Systems (CIS)

*PSLO 2. Demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology.*

### IS 260 Business Information Systems

*CSLO 4: Demonstrate the idea of team-work in developing a system by being involved in a small-scale Web site development project.*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 8 (4 females, 4 males) or 80% out of 10 students successfully completed this CSLO. Spring 2019: 10 (7 females, 3 males) or 91% out of 11 students successfully completed this CSLO. Success rate exceeded the target in both semesters.

*CSLO 5 Demonstrate understanding on the major social and ethical issues involved in the development and use of information technology. The student will be able to argue against or in favor of controversial uses of information technologies.*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 8 (4 females, 4 males) or 80% out of 10 students successfully completed this CSLO. Spring 2019: 10 (7 females, 3 males) or 91% out of 11 students successfully completed this CSLO. Success rate exceeded the target in both semesters.

*PSLO 3. Demonstrate proficiency in the use of different software applications significant to manipulating and analyzing information as well as generating and presenting reports in the various functional areas of business.*

### CA 105 Data Analysis

*CSLO 2 Demonstrate basic skills in analyzing and charting financial data*

TARGET: 70%

Assessment results reported by the National Campus for Fall 2018: 19 (9 females, 10 males) or 86% out of 22 students successfully completed this CSLO. Spring 2019: 13 (5 females, 8 males) or 84% out of 15 students successfully completed this CSLO. Success rate exceeded the target in both semesters.

*CSLO 3 Demonstrate basic skills in analyzing data with PivotTable and PivotCharts*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 19 (9 females, 10 males) or 86% out of 22 students successfully completed this CSLO. Spring 2019: Data not available.

*PSLO 5. Demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS.*

### IS 260 Business Information Systems

*CSLO 5 Demonstrate understanding on the major social and ethical issues involved in the development and use of information technology. The student will be able to argue against or in favor of controversial uses of information technologies.*

TARGET: 70%

Assessment results reported by the National Campus for Fall 2018: 8 (4 females, 4 males) or 80% out of 10 students successfully completed this CSLO. Spring 2019: 10 (7 females, 3 males) or 91% out of 11 students successfully completed this CSLO. Success rate exceeded the target in both semesters.

### ***AA Pre-Teacher Preparation***

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

#### **ED 292 Practicum**

*CSLO 1 The student will demonstrate how curriculum standards and benchmarks are used at an elementary school using learning outcomes.*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 12 (10 females, 2) or 92% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO.

(It should be noted that in section 2, 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.)

*CSLO 2 The student will prepare appropriate lesson plans based on FSM or State approved minimum curriculum standards and deliver at least one lesson before a group*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 13 (10 females, 3 males) or 100% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO.

(It should be noted that in section 2, 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.)

*CSLO3.3 The student will understand how to use assessment instruments to detect student learning (strengths and weaknesses).*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 13 (10 females, 3 males) or 100% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO.

(It should be noted that in section 2, 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.)

## **ISLO 6 Assessment**

Table 4 below presents the assessment results of the programs and associated courses that are linked to ISLO 6, followed by detailed information. MR250 was not offered in Fall 2018 however, the success rate for Spring 2019 exceeded the target rate for success. HTM250 assessment data for Fall 2018



showed 100% success rate for all the three CSLOs that are linked to this ISLO. No data was available for HTM250 in Fall 2018.

Based on the results of the available data the success target rate was met and more males successfully completed ISLO 6 than females.

**Table 3. ISLO 6 Assessment Results**

Program	PSLO	Course	CSLO	Term	Target Rate (%)	Students Assessed	Students Successful	Female	Male	Result (%)			
MRSC	2	MR 250	3	F18	60	-	-	-	-	-			
				Sp19		17	14	5	9	82			
			5	F18	60	-	-	-	-	-	-		
				Sp19		17	13	5	8	76			
			7	F18	60	-	-	-	-	-	-		
				Sp19		17	13	5	8	82			
			8	F18	60	-	-	-	-	-	-		
				Sp19		17	15	6	9	94			
			9	F18	60	-	-	-	-	-	-		
				Sp19		17	13	5	8	76			
			HTM	4	HTM 250	1	F18	100	5	5	3	2	100
							Sp19		No data	-	-	-	-
2	F18	100				5	5	3	2	100			
	Sp19					No data	-	-	-	-			
3	F18	100				5	5	3	2	100			
	Sp19					No data	-	-	-	-			

### Marine Science

*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.*

#### MR 250 Fisheries Biology and Management

*CSLO 3: The student will be able to recognize, describe, and list the various taxonomic groups of marine species exploited on a commercial basis.*

TARGET: 60%

Assessment results reported by the National Campus for Spring 2019: 14 (5 females; 9 males) out of 17 students (82%) successfully completed this CSLO as measured by quizzes and/or tests.

*CSLO 5: The student will be able to compile statistical data on the principal species or taxonomic groups landed in volume and value at the world, regional, and local levels.*

TARGET: 60%

Assessment results reported by the National Campus for Spring 2019: 13 (5 females; 8 males) out of 17 students (76%) successfully completed this CSLO as measured by quizzes and/or tests. (08/15/2019)

*CSLO 7: The student will be able to compare and contrast the Holistic and Analytical stock assessment models in population dynamics.*

TARGET: 60%

Assessment results reported by the National Campus for Spring 2019: 13 (5 females; 8 males) out of 17 students (82%) successfully completed this CSLO as measured by quizzes and/or tests. (08/15/2019)

*CSLO 8: The student will be able to describe the work carried out by observers on board western tropical Pacific fishing vessels*

TARGET: 60%

Assessment results reported by the National Campus for Spring 2019: 15 (6 females; 9 males) out of 17 students (94%) successfully completed this CSLO as measured by quizzes and/or tests.

*CSLO 9: The student will be able to state the major biological parameters used in stock assessment, notably: stock abundance, fishing effort, catch rate, growth, recruitment, mortality, and yield.*

TARGET: 60%

Assessment results reported by the National Campus for Spring 2019: 13 (5 females; 8 males) out of 17 students (76%) successfully completed this CSLO as measured by quizzes and/or tests.

### **Hospitality and Tourism Management**

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

#### HTM 250 Facilities Management and Practicum

*CSLO 1 Identify the key elements of the human resource function and employment opportunities within the hospitality industry.*

TARGET: 100%

Assessment results reported by Pohnpei Campus for Fall 2018: 5 (3 females; 2 males) out of 5 students (100%) successfully completed this CSLO as measured by evaluation by site supervisors and instructor. Spring 2019 data not available.

*CSLO 2 Demonstrate quality hospitality service and professional work place habits.*

TARGET: 100%

Assessment results reported by Pohnpei Campus for Fall 2018: 5 (3 females; 2 males) out of 5 students (100%) successfully completed this CSLO as measured by evaluation by site supervisors and instructor. Spring 2019 data not available.

*CSLO 3 Identify professional work place habits.*

TARGET: 100%

Assessment results reported by Pohnpei Campus for Fall 2018: 5 (3 females; 2 males) out of 5 students (100%) successfully completed this CSLO as measured by evaluations by internship supervisors. Spring data not available.

### **ISLO 4 & 6 Assessment**

Program learning outcomes and associated student learning outcomes that are linked to both ISLO's are presented in Table 5. Business Administration (BA) PSLOs 1 and 3, Pre-Teacher Preparation (TP) PSLOs 1 and 2, Hospitality & Tourism Management (HTM) PSLOs 2,3, and 6, and Gen Ed PSLOs 2.1 and 2.2 are linked to both ISLO 4 and 6.

**Table 4. Both ISLOs 4 & 6**

Program	PSLO	Course	CSLO
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Business Administration	1	AC 131	1, 2, 3
		EC 220	1, 2, 3, 4, 5
		EC 230	1, 2, 3, 4, 5
	3	BU/MS 110	3
Pre-Teacher Preparation	1, 2	ED 292	1, 2, 3
Hospitality and Tourism Management	2	HTM 150	1, 2, 3
	3	HTM 165	1, 2, 3
	6	HTM 230	1, 2
General Education	2.1	EN 120A	1, 2, 3
		EN 120B	1, 2, 3
		MU 101	1, 2, 4
	2.2	CA 100	1, 2, 4
		EN 120A	1,2,3
		EN 120B	1, 2, 3
		MU 101	1

### Business Administration

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

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

As presented in Table 6 below, the assessment results of PSLO1 is based on AC131 CSLO 1, 2, 3; EC 220 CSLO 1,2,3,4,5; and EC 230 CSLO 1,2,3,4,5. The results for Fall 2018 to Spring 2019 are encouraging, except for AC131 CSLO 3 in Spring 2019 and EC 220 CSLO 3 in Fall 2018 where the success rates fell below expectations.

PSLO 3 was assessed by BU/MS110 CSLO 3 and success rate exceeded the target rate in both semesters.

**Table 5. Business Administration PSLO Assessment Results**

PSLO	Course	CSLO	Term	Target Rate (%)	Students Assessed	Students Successful	Female	Male	Result (%)
1	AC131	1	F18	65	No data	-	-	-	-
			Sp19		8	6	4	2	75
		2	F18	65	No data	-	-	-	-
			Sp19		8	6	4	2	75
		3	F18	75	No data	-	-	-	-
			Sp19		8	5	4	1	63
	EC220	1	F18	60	20	20	12	8	100
			Sp19		20	19	9	10	95
		2	F18	70	24	19	14	5	80
			Sp19		20	20	2	18	100
		3	F18	80	23	18	14	4	78
			Sp19		21	20	6	14	95
4	F18	70	19	15	9	6	79		

			Sp19		20	18	6	12	90	
		5	F18	80	20	20	18	2	100	
			Sp19		20	15	4	11	90	
	EC230	1	F18	60	6	6	5	1	100	
					Sp19	-	-	-	-	-
			2	F18	60	9	9	6	3	100
				Sp19		-	-	-	-	-
			3	F18	75	9	9	6	3	100
				Sp19		-	-	-	-	-
			4	F18	70	7	7	6	1	100
				Sp19		-	-	-	-	-
			5	F18	60	9	9	6	3	100
				Sp19		-	-	-	-	-
3	BU/ MS110	3	F18	60	22	14	11	3	64	
			Sp19		22	20	10	10	91	

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

#### AC 131 Accounting I

*CSLO1. The student will be able to establish a foundation for the understanding of the nature of accounting, basic accounting concepts and principles, and the complete accounting cycle for service and merchandising types of business operation.*

TARGET: 65%

Assessment results reported by CTEC for Spring 2019: 6 (4 females, 2 males) or 75% out of 8 students successfully completed this CSLO. Success rate exceeded the target.

*CSLO 2. The student will be able to identify and use accounting forms (general and special journals, general and subsidiary ledgers, work sheet, etc.) and perform basic accounting functions including, but not limited to, recording and posting transactions, preparing a trial balance, a work sheet, and simple financial statements, with at least 70% level accuracy.*

TARGET: 65%

Assessment results reported by CTEC for Spring 2019: 6 (4 females, 2 males) or 75% out of 8 students successfully completed this CSLO. Success rate exceeded the target.

*CSLO 3. Recognize the importance of internal control for cash, prepare bank reconciliation statements, make correcting, adjusting, and correcting entries, and perform limited analysis of basic financial reports.*

TARGET: 75%

Assessment results reported by CTEC for Spring 2019: 5 (4 females, 1 males) or 63% out of 8 students successfully completed this CSLO. Success rate was below the target.

#### EC 220 Micro-economics

*CSLO 1. Demonstrate an understanding, usage and application of basic economic principles.*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 20 (12 females, 8 males) or 100% out of 20 students successfully completed this CSLO. Spring 2019: 19 (9 females, 10 males) or 95% out of 20 students successfully completed this CSLO. Success rate exceeded the target for both semesters.

*CSLO 2. Describe and apply the methods for analyzing consumer behavior through demand and supply, elasticity and marginal utility.*

TARGET: 70%

Assessment results reported by the National Campus for Fall 2018: 19 (14 females, 5 males) or 80% out of 24 students successfully completed this CSLO. Spring 2019: 20 (2 females, 18 males) or 100% out of 20 students successfully completed this CSLO. Success rate exceeded the target in both semesters.

*CSLO 3. Understand the role of alternative property rights in resource allocation.*

TARGET: 80%

Assessment results reported by the National Campus for Fall 2018: 18 (14 females, 4 males) or 78% out of 23 students successfully completed this CSLO. Spring 2019: 20 (6 females, 14 males) or 95% out of 21 students successfully completed this CSLO. Success rate exceeded the target in both semesters.

*CSLO 4. Identify and appraise various models of how markets are organized, and the price and output decisions for maximizing profit.*

TARGET: 70%

Assessment results reported by the National Campus for Fall 2018: 15 (9 females, 6 males) or 79% out of 19 students successfully completed this CSLO. Spring 2019: 18 (6 females, 12 males) or 90% out of 20 students successfully completed this CSLO. Success rate exceeded target in both semesters.

*CSLO 5. Know how markets that fail to use resources efficiently create unintended effects.*

TARGET: 80%

Assessment results reported by the National Campus for Fall 2018: 20 (18 females, 2 males) or 100% out of 20 students successfully completed this CSLO. Spring 2019: 15 (4 females, 12 males) or 90% out of 20 students successfully completed this CSLO. Success rate exceeded target in both semesters.

### EC 230 Macro-economics

*CSLO 1. Explain the interdependence among household, business and government sectors in the operation of the economy.*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 6 (5 females, 1 male) or 100% out of 6 students successfully completed this CSLO. Success rate exceeded target. Spring 2019: Data not available.

*CSLO 2. Identify stages of the business cycle - peak, recession, depression and expansion.*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 9 (6 females, 3 males) or 100% out of 9 students successfully completed this CSLO. Success rate exceeded target. Spring 2019: Data not available.

*CSLO 3. Comprehend the methodology used to compute Gross Domestic Product (GDP) in FSM.*

TARGET: 75%

Assessment results reported by the National Campus for Fall 2018: 9 (6 females, 3 males) or 100% out of 9 students successfully completed this CSLO. Success rate exceeded target. Spring 2019: Data not available.

*CSLO 4. 4. Interpret the national budget - sources and expenditure of revenue and reasons for deficit and surplus budgets.*

TARGET: 70%

Assessment results reported by the National Campus for Fall 2018: 7 (6 females, 1 males) or 100% out of 7 students successfully completed this CSLO. Success rate exceeded target. Spring 2019: Data not available.

*CSLO 5. Analyze the role of economic stabilization policy, including fiscal and monetary policy, in influencing the direction of Gross Domestic Product (GDP), unemployment and inflation.*

TARGET:60%

Assessment results reported by the National Campus for Fall 2018: 9 (6 females, 3 males) or 100% out of 9 students successfully completed this CSLO. Success rate exceeded target. Spring 2019: Data not available.

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

### BUMS 110 Business Math

*CSLO 3.1 Demonstrate basic skills in business retailing.*

TARGET: 60%

Assessment results reported by the National Campus for Fall 2018: 14 (11 females, 3 males) or 64% out of 22 students successfully completed this CSLO. Spring 2019: 20 (10 females, 10 males) or 91% out of 22 students successfully completed this CSLO. Success rate exceeded the target in the latter semester.

## **Pre Teacher Preparation**

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

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

Assessment results for PSLO1 and PSLO2 are based on assessment of ED292 CSLO 1, 2.1, 2.2, 2.3 3. As shown in Table 7 below, the results for Fall 2018 exceeded the target rate while results CSLO 1, 2, and 3 fell below expectations in Spring 2019 except for PSLO 1 CSLO 2.2, 2.3, 3.

**Table 6. Pre Teacher Preparation PSLO Assessment Results**

Program	PSLO	Course	CSLO	Term	Target Rate (%)	Students Assessed	Students Successful	Female	Male	Result (%)
PTP	1	ED292	1	F18	90	13	12	9	3	92
				Sp19		18	15	7	8	83
			2.1	F18	90	13	13	10	3	100
				Sp19		18	15	7	8	83
			2.2	F18	90	6	6	5	1	100

			SP19		8	8	3	5	100	
		2.3	F18	90	6	6	5	1	100	
			SP19		8	8	3	5	100	
		3	F18	90	13	13	10	3	100	
			Sp19		15	15	10	5	100	
	2	ED292	1	F18	90	13	12	10	2	92
				Sp19		18	15	7	8	83
			2	F18	90	13	13	10	3	100
				Sp19		18	15	7	8	83
			3	F18	90	13	13	10	3	100
				Sp19		18	15	7	8	83

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

### ED 292 Practicum

*CSLO 1 The student will demonstrate how curriculum standards and benchmarks are used at an elementary school using learning outcomes.*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 12 (9 females, 3 males) or 92% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO. Target met in the Fall semester and below target in the Spring semester. (It should be noted that in section 2 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.)

*CSLO 2 The student will prepare appropriate lesson plans based on FSM or State approved minimum curriculum standards and deliver at least one lesson before a group.*

TARGET: 90%

Development of Lesson Plan in Writing – Fall 2018: 13 (10 females, 3 males) or 100% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO. Target met in the Fall semester and below target in the Spring semester. It should be noted that in section 2 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.

Development of Lesson Plan in Math – Fall 2018: 6 (5 females, 1 male) or 100% out of 6 students successfully completed this CSLO. Spring 2019: 8 (3 females, 5 males) or 100% out of 8 students successfully completed this CSLO. Success rate exceeded target in both semesters.

Development of Lesson Plan in Social Studies – Fall 2018: 6 (5 females, 1 male) or 100% out of 6 students successfully completed this CLO. Spring 2019: 8 (3 females, 5 males) or 100% out of 8 students successfully completed this CSLO. Success rate exceeded target in both semesters.

*CSLO3.3 The student will understand how to use assessment instruments to detect student learning (strengths and weaknesses).*

TARGET: 90%

Written description of class's strengths and weaknesses – Fall 2018: 13 (10 females, 3 males) or 100% of students successfully completed this CSLO. Spring 2019: 15 (10 females, 5 males) or 100% out of 15 students successfully completed this CSLO. Success rate exceeded target in both semesters.

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

ED 292 Practicum

*CSLO 1 The student will demonstrate how curriculum standards and benchmarks are used at an elementary school using learning outcomes.*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 12 (10 females, 2) or 92% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO. It should be noted that in section 2 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.

*CSLO 2 The student will prepare appropriate lesson plans based on FSM or State approved minimum curriculum standards and deliver at least one lesson before a group*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 13 (10 females, 3 males) or 100% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO. It should be noted that in section 2, 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.

*CSLO3.3 The student will understand how to use assessment instruments to detect student learning (strengths and weaknesses).*

TARGET: 90%

Assessment results reported by the National Campus for Fall 2018: 13 (10 females, 3 males) or 100% out of 13 students successfully completed this CSLO. Spring 2019: 15 (7 females, 8 males) or 83% out of 18 students successfully completed this CSLO. It should be noted that in section 2, 100% of the students was successful while only 70% in section 1 successfully completed the CSLO.

**Hospitality and Tourism Management**

*PSLO 2. Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.*

*PSLO 3. Explain the types and elements of food service operations*

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

Table 8 presents the assessment results for HTM PSLOs 2, 3, and 6.

PSLO 2 was assessed by HTM150 CSLO 1, 2, and 3 with results exceeding the success target rate in Fall 2018 except for CSLO 3. The course was not offered in Spring 2019.

PSLO3 was assessed by HTM165 and success rate exceeded the established success target rate in both semesters.

PSLO6 was assessed by HTM230 and success rate exceeded the established success target rate in both semesters.

**Table 7. Hospitality and Tourism Management PSLO Assessment Results**

PSLO	Course	CSLO	Term	Target Rate (%)	Students Assessed	Students Successful	Female	Male	Result (%)
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2	HTM 150	1	F18	70	16	15	13	2	94
			Sp19		-	-	-	-	-
		2	F18	70	15	15	13	2	100
			Sp19		-	-	-	-	-
		3	F18	100	15	14	12	2	93
			Sp19		-	-	-	-	-
3	HTM 165	1	F18	70	9	9	8	1	100
			Sp19		13	12	11	1	92
		2	F18	70	9	9	8	1	100
			Sp19		13	12	11	1	92
		3	F18	70	9	9	8	1	100
			Sp19		10	9	9	0	90
6	HTM 230	1	F18	-	20	20	17	3	100
			Sp19		-	-	-	-	-
		2	F18	-	20	20	17	3	100
			Sp19		-	-	-	-	-

*PSLO 2. Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.*

### HTM 150 Hospitality Supervision

Note: The course was not offered in Spring 2019.

*CSLO 1 Explain the history of the lodging industry and relate current world lodging to this history.*

TARGET: 70%

Fall 2018: 15 (14 females and 2 males) out of 16 students (94%) successfully completed this CSLO as measured by group and class discussions, quizzes, research assignments and classwork.

*CSLO 2 Identify and describe different lodging types ranging from sole proprietorship through chain affiliation and the interdependent components of the multi-function of lodging facilities.*

TARGET: 70%

Fall 2018: 15(13 females and 2 males) out of 15 students or (100%) successfully completed this CSLO as measured by group and class discussions, quizzes, research assignments, exam and video presentation.

*CSLO 3 Demonstrate the application of hotel operations used in the lodging industry.*

TARGET: 100%

Fall 2018: 14(12 females and 2 male) out of 15 students or (93%) successfully completed this CSLO as measured by group and class discussions, quizzes, oral group presentation, calculations of ARR, Occupancy percentage, Rev Par and Trev Par and research assignment.

*PSLO 3. Explain the types and elements of food service operations*

### HTM 165 Food Fundamentals and Quantity Cooking

*CSLO 1 Demonstrate basic practices and requirements in food services including proper kitchen conduct, attire, hygiene and personal safety.*

TARGET: 70%

Fall 2018: 9 (8 females, 1 male) out of 9 students or (100%) successfully completed this CSLO as measured by quizzes, assignments, and performance in the kitchen.

Spring 2019: 12 (11 females, 1 male) out of 13 students or (92%) successfully completed this CSLO as measured by quizzes, assignments, and performance in the kitchen.

*CSLO 2 Demonstrate proper use of kitchen tools, materials, and equipment.*

TARGET: 70%

Fall 2018: 9 (8 females and 1 male) out of 9 students (100%) successfully completed this CSLO based on results of quizzes, kitchen laboratory, proper handling of tools, equipment and food preparation.

Spring 2019: 9 (9 females and 0 male) out of 10 students (90%) successfully completed this CSLO based on results of quizzes, laboratory, proper handling of tools, equipment and food preparation.

*CSLO 3 Demonstrate proper basic food preparation, production, storage, and services.*

TARGET: 70%

Fall 2018: 9 (8 females and 1 male) out of 9 students (100%) successfully completed this CSLO based on results of quizzes, kitchen laboratory, research, food preparation and methods of cooking, food cost and selling price computation and final exam.

Spring 2019: 9 students (9 females and 0 male) out of 10 students (90%) successfully completed this CSLO based on results of quizzes, kitchen laboratory, research, food preparation and methods of cooking, food cost and selling price computation and final exam.

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

### HTM 230 Hospitality Marketing

*CSLO 1 Identify the elements of a hospitality marketing system*

TARGET: None available

Fall 2018: 20 (17 females, 3 males) out of 20 students (100%) successfully completed this CSLO as measured by group and class discussions, quizzes, and exams. Spring 2019: Data not available for Spring 2019.

*CSLO 2 Explain the history and current status of international hospitality and tourism marketing.*

TARGET: None available

Fall 2018: 20 (17 females, 3 males) out of 20 students (100%) successfully completed this CSLO as measured by group and class discussions, quizzes, and exams. Data not available for Spring 2019.

### **General Education**

*PSLO 2.1 Demonstrate the ability for independent thought and expression.*

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

**Table 8. General Education PSLO Assessment Results**

PSLO	Course	CSLO	Term	Target Rate (%)	Students Assessed	Students Successful	Female	Male	Result (%)
2.1	EN 120A	1	F18	70	150	132	79	53	88
			Sp19		95	84	46	39	88
		2	F18	70	150	120	69	51	80
			Sp19		95	79	43	36	83
		3	F18	70	91	77	49	28	85
			Sp19		95	74	42	32	78
	EN 120B	1	F18	70	93	70	49	21	75
			Sp19		84	53	25	28	63
		2	F18	70	76	50	37	13	66
			Sp19		69	44	21	23	64
		3	F18	70	76	52	38	14	68
			Sp19		106	72	34	38	68
MU 101	1	F18	-	102	80	47	33	78	
		Sp19		87	56	36	20	64	
	2	F18	-	116	90	53	37	78	
		Sp19		87	72	49	23	83	
	4	F18	-	92	73	41	32	79	
		Sp19		87	78	53	25	97	
2.2	CA100	1	F18	-	166	145	82	63	87
			Sp19		168	148	77	71	88
		2	F18	60	192	179	100	79	93
			Sp19		155	135	73	62	87
	EN 120A	1	F18	70	150	132	79	53	88
			Sp19		95	85	46	39	89
		2	F18	70	150	120	69	51	88
			Sp19		95	79	43	36	83
		3	F18	70	91	77	49	28	85
			Sp19		95	74	42	32	78
	EN 120B	1	F18	70	93	70	49	21	75
			Sp19		84	53	21	32	63
		2	F18	70	76	50	37	13	66
			Sp19		69	44	21	23	64
		3	F18	70	76	52	38	14	68
			Sp19		69	44	21	23	64
	MU 101	1	F18	-	92	71	41	30	77
			Sp19		87	65	42	23	75

PSLO 2.1 Demonstrate the ability for independent thought and expression

### EN 120A Expository Writing I

CSLO 1 Utilize all stages of the writing process: pre-writing, drafting, revising when composing academic papers.

TARGET: 70%

Fall 2018: 132 (79 females, 53 males) out of 150 students (88%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 84 (46 females, 39 males) out of 95 (88%) successfully completed this CSLO. Target met in both semesters.

*CSLO 2 Write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis.*

TARGET: 70%

Fall 2018: 120 (69 females, 51 males) out of 150 students (88%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 79 (43 females, 36 males) out of 95 students (83%) successfully completed this CSLO.

Target met in both semesters.

*CSLO 3 Establish and defend a position in an argumentative essay.*

TARGET: 70%

Fall 2018: 77 (49 females, 28 males) out of 91 students (85%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 74 (42 females, 32 males) out of 95 students (78%) successfully completed this CSLO.

Target met in both semesters.

### EN 120B Expository Writing II

*CSLO 1 Investigate research topics in a variety of disciplines.*

TARGET: 70%

Fall 2018: 70 (49 females, 21 males) out of 93 students (75%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 53 (25 females, 28 males) out of 84 students (63%) successfully completed this CSLO.

Target met in the Fall semester and not in the Spring semester.

*CSLO 2 Write research-supported papers in the humanities, natural sciences, and social sciences.*

TARGET: 70%

Fall 2018: 50 (37 females, 13 males) out of 76 students (66%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 44 (21 females, 23 males) out of 69 students (64%) successfully completed this CSLO.

Target not met in both semesters.

*CSLO 3 Establish and defend a position in an argumentative research paper.*

TARGET: 70%

Fall 2018: 52 (38 females, 14 males) out of 76 students (68%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 72 (34 females, 38 males) out of 106 students (68%) successfully completed this CSLO.

Target was not met in both semesters.

### MU 101 Introduction to Music

*CSLO 1 Demonstrate an understanding of the elements of music: melody, harmony, rhythm, and simple compositional forms.*

TARGET: Not available

Fall 2018: 80 (47 females, 33 males) out of 102 students (78%) successfully completed this CSLO as reported by National and Yap Campuses.

Spring 2019: 56 (36 females, 20 males) out of 87 students (64%) successfully completed this CSLO.

*CSLO 2 Show basic skills in operating a keyboard and other instruments, such as bass, guitar, ukulele, and drums.*

TARGET: % Not available

Fall 2018: 90 (53 females, 37 males) out of 116 students (78%) successfully completed this CSLO as reported by National and Yap Campuses.

Spring 2019: 72 (49 females, 23 males) out of 87 students (83%) successfully completed this CSLO.

*CSLO 4 Perform in public with self-confidence, when singing or playing an instrument*

TARGET: % Not available

Fall 2018: 73 (41 females, 32 males) out of 92 students (79%) successfully completed this CSLO as reported by National and Yap Campuses.

Spring 2019: 78 (53 females, 25 males) out of 87 students (97%) successfully completed this CSLO.

*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*

### CA 100 Computer Literacy

*CSLO 1 Explain basic computer concepts*

TARGET: No baseline data was established for this CSLO

Fall 2018: 145 (82 females, 63 males) out of 166 students (87 %) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 148 (77 females, 71 males) out of 168 students (88%) successfully completed this CSLO. Success rate is above average.

*CSLO 2 Demonstrate basic skills in electronic mail, internet, word processor, spreadsheet, database, and presentation applications*

TARGET: 60%

Fall 2018: 179 (100 females, 79 males) out of 192 students (93%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 135 (73 females, 62 males) out of 155 students (87 %) successfully completed this CSLO. Success rate is above average.

### EN 120A Expository Writing I (Assessment data is the same as for PSLO 2.1)

*CSLO 1 Utilize all stages of the writing process: pre-writing, drafting, revising when composing academic papers.*

TARGET: 70%

Fall 2018: 132 (79 females, 53 males) out of 150 students (88%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 84 (46 females, 39 males) out of 95 (88%) successfully completed this CSLO. Target met in both semesters.

*CSLO 2 Write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis.*

TARGET: 70%

Fall 2018: 120 (69 females, 51 males) out of 150 students (88%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 79 (43 females, 36 males) out of 95 students (83%) successfully completed this CSLO. Target met in both semesters.

*CSLO 3 Establish and defend a position in an argumentative essay.*

TARGET: 70%

Fall 2018: 77 (49 females, 28 males) out of 91 students (85%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 74 (42 females, 32 males) out of 95 students (78%) successfully completed this CSLO. Target met in both semesters.

### EN 120B Expository Writing II

*CSLO 1 Investigate research topics in a variety of disciplines.*

TARGET: 70%

Fall 2018: 70 (49 females, 21 males) out of 93 students (75%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 53 (21 females, 32 males) out of 84 students (63%) successfully completed this CSLO. Target met in Fall semester and not in Spring.

*CSLO 2 Write research-supported papers in the humanities, natural sciences, and social sciences.*

TARGET: 70%

Fall 2018: 50 (37 females, 13 males) out of 76 students (66%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 44 (21 females, 23 males) out of 69 students (64%) successfully completed this CSLO. Success rate fell below target in both semesters.

*CSLO 3 Establish and defend a position in an argumentative research paper.*

TARGET: 70%

Fall 2018: 52 (38 females, 14 males) out of 76 students (68%) successfully completed this CSLO as reported by National and Yap Campuses.

Spring 2019: 44 (21 females, 23 males) out of 69 students (64%) successfully completed this CSLO. Success rate fell below target in both semesters.

### MU 101 Introduction to Music

*CSLO 1 Demonstrate an understanding of the elements of music: melody, harmony, rhythm, and simple compositional forms.*

TARGET: Not available

Fall 2018: 71 (41 females, 30 males) out of 92 students (77%) successfully completed this CSLO as reported by National, Pohnpei, and Yap Campuses.

Spring 2019: 65 (42 females, 23 males) out of 87 students (75%) successfully completed this CSLO. Success rate is above average in both semesters.

## **General Education Program Student Learning Outcomes (GE PSLOs)**

### **1. Effective Communication**

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

### **2. Critical Thinking and Problem Solving**

- 2.1 Demonstrate the ability for independent thought and expression.

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

## General Education Assessment Plan AY 2017-2018

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

### 1. Effective Communication

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

### 5. Workforce Readiness

- 5.1 Determine healthy lifestyles by describing the value of physical activity to a healthful lifestyle and participating in regular physical activity for at least one semester.
- 5.2 Demonstrate professionalism, interpersonal skills, teamwork, and leadership and decision-making skills.

## General Education Assessment

EN 120A Expository Writing I and EN 120B Expository Writing II are used for assessing GE PSLO 1. GE PSLO 5 was assessed by MU 101 Introduction to Music and ESS 101w Walking for Fitness and Health. Table 9 presents the assessment results of the two GE PSLOs.

**Table 9. Courses Linked to Gen Ed PSLOs and Assessment Results**

PSLO	Course	CSLO	Term	Target %	# Assessed	# Successful	# Female	# Male	Result %
1	EN 120A	1,2,3	F18	70	130	110	-	-	85
			SP19		95	79	-	-	83
	EN 120B	1,2,3	F18	70	73	50	-	-	68
			SP19		69	45	-	-	65
5	ESS 101w	1,2,3,4	F18	-	15	15	11	4	100
			SP19		23	22	27	5	96
	MU 101	3	F18	-	92	77	33	44	80
			SP19		77	61	41	20	79

As measured by EN120A, out of 130 students, 110 (85%) successfully completed PSLO 1.1 in Fall 2018 and 79 (83%) out of 95 students were successful in Spring 2019. Success rate exceeded target in both semesters.

The success rate for EN120B is 68% in Fall 2018 and 65% in Spring 2019. Success rate for PSLO 1 fell below target in both semesters.

Success rate for PSLO 5 as assessed by ESS101w Fall 2018 was 100% and 96% in Spring 2019. Target rate was not established for this course as of the writing of this report; in MU 101 for Fall 2018 80% students successfully completed the PSLO and 79% in Spring 2019.

## General Education Program Review AY2018-2019

Comprehensive GE program review is available at [https://www.dropbox.com/s/7jb7hoc85bymkkf/2018-2019%20IPR\\_General%20Education.pdf?dl=0](https://www.dropbox.com/s/7jb7hoc85bymkkf/2018-2019%20IPR_General%20Education.pdf?dl=0)

## Program Assessment Summaries

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

## Advanced Certificate of Achievement in Navigation (Class 5 Master)

### Program Student Learning Outcomes:

1. Demonstrate competency in safe management and operation of a vessel of not more than 200 gross tonnage by:
  - (a) Setting up and correctly operating navigational and communication equipment;
  - (b) Maintaining the good stability of a vessel in compliance with national and international requirements;
  - (c) Planning and conducting the coastal passage of a vessel.
2. Demonstrate competency in defining and outlining the structural and watertight integrity of a vessel.

### What we looked at:

PSLO 1 using written, oral and practical assessments to assess the competency in the safe management and operation of a vessel of not more than 200 gross tonnage in *planning and conducting the coastal passage of a vessel*.

### What we found:

11 out of 11 cadets, or 100% achieved a grade of 70% or better. 100% of the students achieved higher competency level during practical exercises.

### What we are planning to work on:

Fully utilize bridge simulator electronic chart display information system (ECDIS),



Incorporate the continuous use of update nautical publications and doing practical chart-work throughout cadets' entire training (ashore and / or during shipboard training),

Fully utilize shipboard training and ship tour activities and opportunities to learn this course.

### Recommendations for students:

Cadets to best utilize study hours and complete requirements as per training record book (especially during shipboard training)

## Certificate of Achievement in Fishing Technology

### Program Student Learning Outcomes:

1. Demonstrate basic knowledge in fisheries and fishing techniques.
2. Demonstrate competency in designing fishing gears and operate fishing instrument and machinery.
3. Demonstrate competency in marine resources management for small scale fishing business.
4. Demonstrate competency in safe management and operation of vessel with propulsion power of more than 250KW by:
  - a. operation and maintaining the machineries,
  - b. calculating fuel consumption and storage requirements
5. Demonstrate knowledge, skills and understanding in safe management and operation of vessel of not more than gross tons by:
  - a. setting up and correctly operating navigational and communication equipment
  - b. maintaining the good stability of a vessel in compliance with national and international requirements.
  - c. Planning and conduction the coastal passage of a vessel

### What we looked at:

PSLO #2: Results of students' Test on FT 130 Fishing Gear design, and equipment, and machinery operation will be used to assess this PSLO. **Criteria** is 70% or better.

### What we found:

PSLO# 2: Demonstrate competency in designing fishing gear and operating fishing instruments and machinery.

Task Name: Describe the major components of netting yarns, fiber ropes and wire ropes.

Task Description: Written assessment (test) is used to assess students' competence in:

Describing the basic components of netting yarn, different types of fiber robes, wire ropes, different types of lay and its characters; and

Estimating the tensile strength of wire and fiber rope.

Result:, 3 of 3 or 100% of students achieved an average of 91% on their test, or 100% achieved a grade of B or better.

### What we are planning to work on:

More practical on rope work and net mending  
More hands on (instruments and machinery operation)  
Plan more fishing trips for hands on training.  
Learn different techniques of delivering this course.

### **Recommendations for students:**

Purchase more twine and rope for this course.  
Safety wears will be worn during shipboard trip and practical training.  
Hokuto need to be fixed as soon as possible.

## **Associate of Art in Micronesian Studies**

### **Program Student Learning Outcomes:**

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

### **What we looked at:**

PSLO 5 was identified to be assessed for the 2018-2019 cycle based on the previous assessments and recommendations.

#### **Tool:**

The assessment tool used is a survey questionnaire composed of 14 Likert-scale questions, assessing 4 major areas to assess “Appreciation”.

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

#### **Sample:**

A total of 28 students from both Fall 2018(n=12) & Spring 2019 (n=8), & Summer 2019 (n=8) in their final semester of the Micronesian studies program.

Assessment was done to see students’ appreciation of the program, specifically on the following areas:

Assistance from instructors in the Micronesian studies program

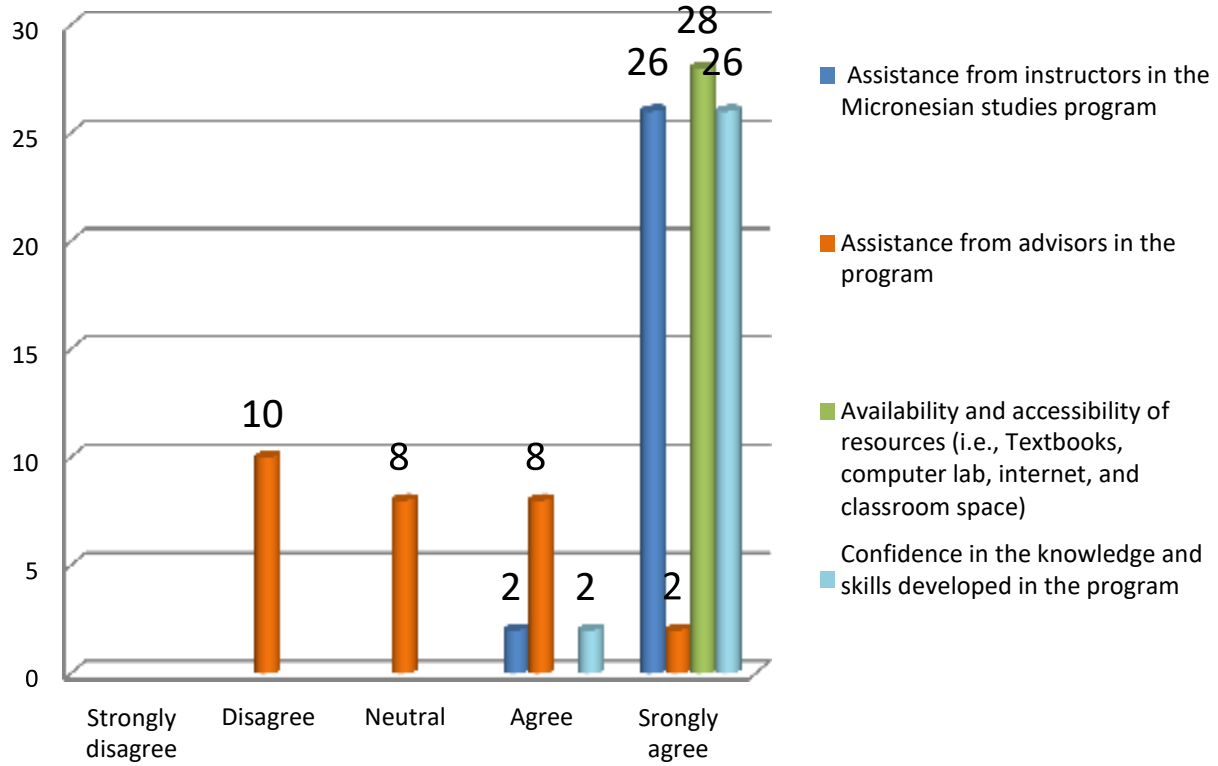
Assistance from advisors in the program

Availability and accessibility of resources (i.e., Textbooks, computer lab, internet, and classroom space)

Confidence in the knowledge and skills developed in the program

### **What we found:**

## School year 2018-2019-Appreciation of the Micronesian Studies program N=28



As can be seen from results, the majority of students strongly agreed on three categories:  
Assistance from instructors in the Micronesian studies program (26 students or 93%);

Availability and accessibility of resources (i.e., Textbooks, computer lab, internet, and classroom space) (28 students or 100%); and

Confidence in the knowledge and skills developed in the program (26 students or 93%)

Their opinion on advisors was much more widespread, but clearly, this indicates that assistance provided by advisors is weakest compared to other areas. The 10 or 36% of the students disagreed that advisor assistance is sufficient. Eight students or 29% have neutral opinions about advisors. Generally speaking, 65% of the 28 students who were surveyed do not agree that advisors' assistance is sufficient in the program.

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

### **What we are planning to work on:**

Maintain class size for Research courses at a minimum of 15 students each section.

Employ more critical thinking and writing exercises in SS courses to improve student performance in areas of analysis and reasoning.

Organize for activities (i.e., lecture forums, field trips, experiential learning, and others) to engage students in their learning. Need to coordinate with outside community in the planning of activities.

### **Recommendations for students:**

Make it a point to know ones advisor.

Must have good reading and writing to articulate ideas, both in written and oral communication.

Seek advice of the Micronesian Studies program advisors in terms of course-planning.

## **Associate of Arts in Pre-Teacher Preparation**

### **Program Student Learning Outcomes:**

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

## What we looked at:

The Education Division's assessment focused on PSLO #2; review teaching performance of students enrolled in ED 292 using a rubric. (Target 70%)

## What we found:

Fall 2018 - 6/6 (100%) pass the course; 6 (1 male; 5 females) out of 6 students (100%) successfully completed this CSLO as measured by lesson plan rubric.

Fall 2018 - 6/7 (86%) pass the course; 6(5 females; 1 males) out of 7 students (86%) successfully completed this CSLO on developing a complete lesson plan on writing.

Spring 2019 - 7/8 (88%) pass the course; 8(5 male and 3 female) out of 8 students (100%) successfully complete the CSLO.

Spring 2019 - 7/9 (78%) pass the course; 7 (4 females; 3 males) out of 10 students (70%) successfully completed this CSLO by preparing appropriate lesson plans based on FSM or State approved minimum curriculum standards and deliver at least one lesson before a group.

## What we are planning to work on:

Continue to implement activities and strategies to practicum courses

Advise students change major to the revised Pre Teacher Preparation program.

Incorporate and administer contents of NSTT as part of SC/ED 210 and MS/ED 210

## Recommendations for students:

Students should select or switch to the revised PTP program to ensure smoother transition.

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

Students should focus and pass courses with at least a "C" on the first try.

Students should take ED210 Introduction to Teaching before ED292 Practicum

## Associate of Science in Business Administration

### Program Student Learning Outcomes:

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

## **PSLO Assessment Report Summary**

### **What we looked at:**

For Assessment Cycle 2018-2019 PSLO 1, PSLO 3, and PSLO 5 were assessed. PSLO 1 and PSLO 3 were assessed as a part of the Business Administration program’s collaborative activity called the Friday Food & Fashion Festival (F4). For the F4 Activity, students were to demonstrate a basic knowledge in functional areas of business and performing common business computations. PSLO 5 was assessed using a summative exam in which students were able to demonstrate basic understanding of the legal and ethical environment faced by businesses.

### **What we found:**

A total of 72 students were assessed for PSLO 1 covering three courses (BU101 Intro to Business, BU260 Management, and BU270 Marketing) during the F4 Activity with an overall 97% success rate.

A total of 22 students were assessed for PSLO 3 covering one course (BU/MS 110 Business Math) during the F4 Activity with a success rate of 100%.

A total of 12 students were assessed for PSLO 5 covering one course (BU271 Business Law) using a summative exam with a 100% success rate.

### **What we are planning to work on:**

In conjunction with improvement activity on PSLOs, we are also planning on improving coordination and collaboration between faculty in program planning due to turnover.

Improvement plans for each PSLO are as follows:

PSLO 1: Begin team building for F4 groups early in the semester so that ample time is provided for student creativity for potential products.

PSLO 3: Improve the planning phase so that planned products for sale match products actually sold at the event and that products are priced with consideration of costs to allow for a profit.

PSLO 5: Incorporate field trips to complement instruction regarding the FSM Court System and legal proceedings (FSM Code).

### **Recommendations for students:**

Make every effort to attend class regularly and on time.

Communicate and interact with faculty during class time and office hours.

Seek help from advisor with questions, concerns, or to coordinate available services, such as tutoring.

Communicate and interact with peers for group assignments/projects; contribute to group assignments equally with peers and address group concerns with faculty.

## **Associate of Arts in Liberal Arts/Health Careers Opportunity Program**

### **Program Learning Outcomes:**

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

### **What we looked at:**

The Liberal Arts/ Health Careers Opportunity Program assessment focused on two HCOP PSLOs (PSLO 1 and PSLO 2) during the academic year 2018-2019 (Fall 18 & Spring 19)

### **What we found:**

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

Fall 2018-Anatomy & Physiology I (SC 122A) - Over 92% of students were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

Spring 2019-Anatomy & Physiology II (SC 122A) - All the students (100%) were able to describe the structure and function of organ systems in the human body based on the number of students passing the Anatomy and Physiology course with a score of 70% or better.

PSLO 2: Demonstrate a solid foundation in basic biological sciences

Spring 2019-Microbiology (SC 180) - Over 98% of students were able to demonstrate a solid foundation in basic biological sciences based on the number of students passing the Microbiology course with a score of 70% or better.

### **What we are planning to work on:**

Assess PSLO 3 and PSLO 4 for the next PSLO summary assessment cycle ( Fall 2019 and Spring 2020)

HCOP faculty members are working to improve survey tactics to determine the number of students who are currently seeking advance degrees related to HCOP.

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

### **Recommendations for students:**

1. Take advantage of advertised tutoring opportunities with the Math&Science Division.
2. Review and revise notes after class.
3. Submit all assignments on time.
4. Interact meaningfully with faculty.
5. Attend class regularly and arrive on time.
6. Continue to work with advisors, get help as need, and ask questions.

## **Associate of Science in Computer Information Systems**

### **Program Student Learning Outcomes:**

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



**Introduction:**

The Division of Business Administration posted the Associate of Science in Computer Information Systems (CIS) program assessment plan in TracDat for assessment cycle 2018-2019. The CIS program assessed CIS\_PSLO\_3, and CIS\_PSLO\_5.

**What we looked at:**

The CIS program targeted at least sixty percent (60%) of students should meet at least a BENCHMARK level of performance based on grading rubric (See Table A1) as measured by individual hands-on project. The assessment of CIS\_PSLO\_3 used CA105 Data Analysis and IS230 Database Design, embedded assessment strategies to demonstrate proficiency in the use of different software applications significant to manipulating and analyzing information as well as generating and presenting reports in the various functional areas of business (See Table A2). The assessment of CIS\_PSLO\_5 used IS245 Desktop Publishing embedded assessment strategies to demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS. (See Table A2).

Table A1

Hands-on Activity/Project Rubric

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

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

Table A2

ASSESSED CIS PSLO NUMBER	MAPPED COURSES	CSLO NUMBER
CIS_PSLO_3	CA105 – Data Analysis using Spreadsheet	CA105_CSLO_3
	IS230 – Database Design	IS230_CSLO_4
CIS_PSLO_5	IS245 – Desktop Publishing	IS245_CSLO_1

**What we found:**

CIS OUTCOME/PSLO ASSESSED

		ASSESSMENT RESULTS					
PSLO	Courses/CSLO	No. of students Assessed	No. of Female Students Successful	No. of Male Students Successful	No. of Students Successful (%)	Target	Assessment Methods (Type)
CIS_PSL O_3	CA105_CS LO_3	37	14	17	83.78%	At least sixty percent(60%) of students should meet at least a BENCHMARK level of performance based on grading rubric	Individual Hands-on Project with Rubric

	IS230_CS LO_4	27	7	15	81.4%	At least sixty percent(60%) of students should meet at least a BENCHMARK level of performance based on grading rubric	Individual Hands-on Project with Rubric
CIS_PSL O_5	IS245_CS LO_1	22	11	10	95.45%	At least sixty percent(60%) of students should meet at least a BENCHMARK level of performance based on grading rubric	Individual Hands-on Project with Rubric

SOURCE: TracDat- Assessment Cycle AY 2018-2019

### What we are planning to work on:

#### PSLO\_3\_CA105

Help student to improve critical thinking skills by providing more opportunities of learning by doing case project scenarios in their Learning Management System(LMS) account and work on them anytime and anywhere.

Monitor student engagement using either MindTap or Schoology Platform and create different groups according to their level of knowledge.

Modify the course outline to change the logical sequence of course student learning outcomes and focus on acquiring skills in analyzing data.

#### PSLO\_3\_IS230

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

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

#### PSLO\_5\_IS245

Follow-up with Curriculum Committee the change of course title and content from Desktop Publishing to Digital Image Design as it is more appropriate on this course.

Change some course activities to match the course revision request especially in relation to principles and elements of design.

Follow up:

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

### **Recommendations for students:**

Develop a habit of logical thinking since there are many topics in Information Systems or computing for that matter that requires a systematic way of approaching and solving problems.

Acquire own computer to be used to access course resources and work on hands-on project even outside class classroom to increase proficiency in soft skills.

Make a good planning of registered course to accommodate the series of rigorous hands-on activities as expected in the field of ICT.

## **Associate of Science in Hospitality and Tourism Management**

### **Program Student Learning Outcomes:**

1. Explain the interdependent components of the international hospitality and tourism industry including transportation, customer service, food service, lodging, and 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.

### **What we looked at:**

PSLO #6- Describe the importance of developing the FSM as a sustainable tourism destination; Focusing our assessments on students' writing and math skills in course HTM110-Introduction to Hospitality and Tourism Management HTM120-Introduction to World Tourism, HTM165-Food Fundamentals and Basic Cookery, HTM220-Food and Beverage Management, HTM230-Hospitality Marketing and; and their math skills in courses HTM150-Hospitality Supervision, HTM170-Front Office Management, and HTM250-Facilities Management & Practicum (Capstone Course).

### **What we found:**

HTM110- 22 (16 females and 6 males) out of 23 students or (96%) successfully completed this PSLO as measured by group and class discussions, quizzes, class works and research assignments in Fall 2018.

HTM120- 15 (12 females; 3 males) out of 17 students (88%) successfully completed this PSLO as measured by group research and class discussions and quizzes in Spring 2019.

HTM165- \*90% or 9/10 students (9 females and 0 male) successfully completed this PSLO as measured by quiz, kitchen laboratory, research, food preparation and methods of cooking, food cost and selling price computation and final exam in Spring 2019.

\*100% or 9/9 students (8 females and 1 male) successfully completed this PSLO as measured by quiz, kitchen laboratory, research, food preparation and methods of cooking, food cost and selling price computation and final exam in Fall 2018.

HTM150- 14(12 females and 2 male) out of 15 students or (93%) successfully completed this PSLO as measured by group and class discussions, quizzes, oral group presentation, calculations of ARR, Occupancy percentage, RevPar and TrevPar and research assignment in Fall 2018.

HTM170-100% or 18/18 students achieved a rating of 70% or higher based on a classwork activity, performing video presentation for check-in and check-out in Spring 2019.

HTM220- \*7(6 females and 1 male) out of 7 students (100%) successfully completed this PSLO as measured by group and class discussions, role playing, practical demonstration and actual food and beverage operations in BPC in Spring 2019.

\* 18(15 females and 3 male) out of 18 students (100%) successfully completed this PSLO as measured by group and class discussions, role playing, practical demonstration and actual food and beverage operations in BPC in Fall 2018.

HTM230- 20 (17 females; 3 males) out of 20 students (100%) successfully completed this PSLO as measured by group and class discussions, quizzes and midterm in Fall 2018.

HTM 250-100% 5(3 Females; 2 Males) out 5 students or 100% successfully completed this PSLO as measured through evaluations by site supervisors and as well as performing basic calculations such as food costing, menu planning, quantity cooking, food portioning, guest check calculation, and cashiering in Fall 2018

HTM250-100% 4 (4 Females) out of 4 students or 100% successfully completed this PSLO as measured through evaluations by site supervisors and as well as performing basic calculations such as food costing, menu planning, quantity cooking, food portioning, guest check calculation, and cashiering in Spring 2019.

HTM250- 100% 10 (10 Females, 0 male) out of 10 students or 100% successfully completed this PSLO as measured through evaluations by site supervisors and as well as performing basic calculations such as food costing, menu planning, quantity cooking, food portioning, guest check calculation, and cashiering in Summer 2019.

## **What we worked on and planning to work on:**

Continue assessing all the program core courses focusing on the same criteria: writing and math skills;

Course modification of HTM220 into lecture/lab course; and

Finalizing PSLO modification request.

## **Recommendations for students:**

Students are advised to successfully complete EN110, EN120, and at least MS099 by the first semester.

Students are advised to successfully complete AC131 prior to taking HTM150 or HTM170.

## **Associate of Applied Science in Building Technology**

### **Program Student Learning Outcomes:**

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

### **What we looked at:**

Courses offered from Fall 2018 to Spring 2019 of Building Technology (BT) Program assessment which focused on PSLO's 7, 8, 9, 11 & 12. During these terms students' competency was assessed on PSLO 8, 9, 11 & 12 through written and hands-on activities/experimentation. (PSLO's 1 to 6 was assessed during their certificate program) Table below shows the total number of students' registered and the descriptive summary of results for each course.

### **What we found:**

Courses FA18 – SP19	PSLO's	No. of students	Students Passed	D's	F's
VEE 266	8 & 9	4	4	0	0
VEM 212	11	3	3	0	0
VEM 240	9, 11 & 12	3	3	0	0

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

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

100% of the students got 'C' or better and were able to show success in demonstrating basic knowledge in installation and troubleshooting of motor controls using performance worksheet and the Simutech Troubleshooting Skills report in VEM 240 (Industrial Wiring).

### What we are planning to work on:

Modification request for Building Technology major in Electrical program has been submitted and returned for minor revisions. Base on that modification, current competencies in-demand for an Electrical technician's qualification will be met and will include PLO's with improvement linkage to CSLO's and by inclusion of Solar PV technology into BT program which students graduated from the program can take the certification set by the Pac-TVET as recognized certificate to work in Renewable Energy Technology (RET) in the Pacific region. Lessen contact hours in academic requirements (GenEd. course) and more focus on hands-on/practical courses and servicing. 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 across all courses

### Recommendations for students:

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

## Associate of Applied Science in Electronic Technology

### Program Student Learning Outcomes:

1. Practice safety and occupational health procedures in the work place.
2. Use electronics tools and test equipment competently.
3. Interpret schematic diagrams and waveforms.

4. Build electronics projects to a given specification.
5. Perform troubleshooting techniques to maintain and resolve hardware/software related problems in a personal computer system.
6. Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices.

### What we looked at:

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

### What we found:

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

VEE 223 (PC Hardware and Software),

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

Activity 2: Perform preventive maintenance on computer units.

Activity 3: Service and repair defective computer units.

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

Activity 5: Configure computer networking.

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

8 (8 males & 0 female) out of 10 or 80 % of the students pass the assessment and were able to repair computer units and laptops. Perform preventive maintenance, upgrade computer units and connect computers in the network.

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

VEE 224 (Video System and Product Servicing),

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

Activity 2: Service and repair defective VCR mechanism system.

Activity 3: Service and repair defective CD (Compact Disc) player.

Activity 4: Service and repair defective DVD (Digital Video Disc) players.

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

In VEE 225 (Business Machine Servicing)

Activity 1: Service and repair of fax machine.

Activity 2: Service and repair of fax machine.

Activity 3: Service and repair of cash register.

Activity 4: Service and repair of photocopier.

Activity 5: Service and repair of microwave oven.

10 (10 males & 0 female) out of 10 or 100 % of the students pass the assessment and were able to troubleshoot and repair Fax machine, Computer printer, Cash register and Microwave oven



## **What we are planning to work on:**

Modify course outline to make CA100 as a pre-requisite.

Purchase software, including Windows 10 (for 12 computers).

Purchase accessories, including 2 Android smartphones or tablets, 2 Apple smartphones or tablet.

Increase more time for the students to become more competent in using electronic test equipment, signal generators and oscilloscope in troubleshooting audio and video appliances and computers.

Intensify more activity in checking and testing of passive and active electronics components to increase the level of competency of the students in troubleshooting.

Include audio servicing in the program.

Planning to purchase special equipment for troubleshooting and repair of new appliances such as LED TV, LED monitors and other surface mount components. Circuits now a days are getting smaller and integrated removal of components on a double sided board need special tool.

Add more space to store the business machine we are troubleshooting on this class. Purchase new model of printers, copier and a scanner type cash register for continuous improvement of the course.

Purchase Infra-red soldering station for repairing/replacing chips in computer and laptop motherboard.

## **Recommendations for students:**

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

## **Associate of Applied Science in Telecommunications**

### **Program Student Learning Outcomes:**

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

## What we looked at:

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

## What we found:

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

VEE250 (Cooperative Education) – 6 out of 7 or 86% of the students got 'C' or better on their final grade and able to practice a career in telecommunication and IT facilities by attending on-the-job training.

VTE 260 (Microwave) 7 out of 7 or 100% of the students got “C” or better on their final grade and able to troubleshoot microwave communication system using NIDA system trainer.

VTE 261 (Fiber optics) 9 out of 9 or 100% of the students got “C” or better on their final grade and able to terminate, connect and test fiber optics cable using industry standard connectors and equipment.

VTE 280 ( Telephone system) 8 out of 8 students or 100% of the students got “C” or better on their final grade and able to troubleshoot telephone set using telephone module kit board.

VTE 281 (Cellphone servicing) 7 out 7 or 100% of the students got “C” or better on their final grade and able to troubleshoot hardware and software related problem of cellular phone.

## What we are planning to work on:

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

Attend seminars and workshop in related to the current trends of communication system such as telephone switch network, LTE technology, modern microwave communication system, Cellular phone technology troubleshooting and repair.

Modify VEE230 to include FM transmitter system setup and maintenance.

Convert VTE 281 (Cellular phone servicing) as technical requirement course instead of elective course.

## 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.

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

## Certificate of Achievement in Electronic Engineering Technology

### Program Student Learning Outcomes:

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

### What we looked at:

Courses offered from Spring 2018 to Summer 2019 for Electronic Engineering Technology Program focused on PSLOs 1, 2, 3, and 4. During these terms, student's competency was assessed on PSLOs 1 thru 4 based on written tests/exams, presentation projects, and hands-on experiments/activities.

### What we found:

Courses Spring 18 to Fall 19	PSLO's	No. of Students	Students Passed	D's	F's	I's
VSP 121	1	12	11	0	0	1
VEE 100	2 & 4	12	10	1	0	1
VEM 110	2	12	11	0	0	1
VEE 103	2 & 3	12	11	0	0	1
VEE 104	3	22	20	1	1	0
VEE 110	3	22	20	1	1	0
VEE 125	3	16	15	0	1	0
VEE 135	3	21	18	3	0	0

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

Students were assessed based on certain standards' such as:

Apply safety procedure when using electronic equipment's.

Follow safety rules in the workshop or workplace.

Proper use of personal protective equipment (PPE).

Proper use of fire extinguishers.

Results: 11 out of 12 or 92% of the students achieved a grade of 70% or better.

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

Students were assessed based on certain topics such below:

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

Multimeters (Analog & Digital)

Oscilloscopes

Function generators

Frequency counters  
Soldering iron (general pen & stationary)  
Crimpers, pliers, strippers, and cable assembly tools.

Results:

VEE 100 Soldering & Mechanical Termination Techniques (10 out of 12 or 83% of the students achieved a grade of 70% or better).

VEM 110 Workshop Fabrication (11 out of 12 or 92% of the students achieved a grade of 70% or better).

VEE 103 Electronic Fundamentals I (11 out of 12 or 92% of the students achieved a grade of 70% or better).

PSLO #3: Interpret schematic diagrams and waveforms.

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

Results:

VEE 103 (11 out of 12 or 92% of the students achieved a grade of 70% or better).

VEE 125 (15 out of 16 or 94% of the students achieved a grade of 70% or better).

VEE 135 (18 out of 21 or 86% of the students achieved a grade of 70% or better).

Student's competency were assessed using practical exercises, written exams/test, and troubleshooting experiments to measure, calculate, and troubleshoot various signal waveforms such as AC sine & non-sinusoidal waveforms and digital waveforms for both VEE 104, VEE 110, and VEE 135 courses.

Results:

VEE 104 (20 out of 22 or 91% of the students achieved a grade of 70% or better).

VEE 110 (20 out of 22 or 91% of the students achieved a grade of 70% or better).

VEE 135 (18 out of 21 or 86% of the students achieved a grade of 70% or better).

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

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

Results:

VEE 100 (10 out of 12 or 83% of the students achieved a grade of 70% or better).

### **What we are planning to work on:**

Implement the use of Schoology platform to all certificate required courses.

Modify course to increase more practical use of trade tools such as the oscilloscope, frequency counter, function generators, and multimeter (analog/digital).

Request to purchase Ball grid array (BGA) soldering using hot air work station and Infrared soldering station since I don't have them at my respective campus. We need these types of soldering stations since it is used in the advancement/current trend of soldering techniques by the majority of

manufacturing companies on consumer electronics, business machines, and telecommunication products being used today.

Modify and suggest schedule of program courses to begin with the four basic courses such as VEE 100, VEM 110, VEE 103, and VSP 121 on every fall semester to accommodate new students.

Continuously expand EET program recruitment to the community.

### **Recommendations for students:**

Electronic Engineering Program is the stepping stone to more advance courses in Electronic

Technology and Telecommunication Technology Programs and has a strong foundation in math and science. Therefore, students must passed or have a grade “C” or better in all General Education requirement courses (4 courses) along with Technical Requirement courses (8 courses) for them to automatically roll-over to preferred degree program (AAS) in Electronic or Telecommunication.

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

## **Certificate of Achievement in Agriculture and Food Technology**

### **Program Student Learning Outcomes:**

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

## What we looked at:

Fall 2018: PSLOs 1, 2, 3, and 4. Results from AG084, AG092, AG094, and AG090.

Spring 2019: PSLOs 1, 2, 3, 4, and 7. Results from AG084, AG090, AG092, AG094, and AG096.

Summer 2019: PSLOs 4 and 7. Results from AG092 and AG096.

## What we found:

Fall 2018

PSLO #1: 27 (13 females; 14 males) out of 28 students (96%) successfully completed this CSLO.

PSLO #2: 22 (11 females; 11 males) out of 27 students (81%) successfully completed this CSLO as measured by students' overall performance in the related courses.

PSLO #3: AG090/P1, 18 (10 females; 8 males) out of 22 students (82%) successfully completed this CSLO as measured by students' overall performance in the related course. AG090/P2, 14 (10 females; 4 males) out of 21 students (67%) successfully completed this CSLO as measured by students' overall performance in the related course.

PSLO #4: 19 (12 females; 7 males) out of 30 students (63%) successfully completed this CSLO as measured by students' overall performance in the related courses.

Spring 2019

PSLO #1: 16 (10 females; 6 males) out of 20 students (80%) successfully completed this CSLO as measured by field work, group discussion, and exams

PSLO #2: 20 (9 females; 11 males) out of 23 students (87%) successfully completed this CSLO as measured by students' overall performance in the related courses.

PSLO #3: 17 (10 females; 7 males) out of 20 students (85%) successfully completed this CSLO as measured by students' overall performance in related course.

PSLO #4: 12 (5 females; 7 males) out of 25 students (48%) successfully completed this CSLO as measured by students' overall performance in related course.

PSLO #7: 22 (10 females; 12 males) out of 22 students (100%) successfully completed this CSLO as measured by students' overall performance in the related course.

Summer 2019

PSLO #4: 12 (6 females; 6 males) out of 18 students (67%) successfully completed this CSLO as measured by students' overall performance in related course.

PSLO #7: 11 (5 females; 6 males) out of 11 students (100%) successfully completed this CSLO as measured by students' overall performance in the related course.

### **What we are planning to work on:**

Continue modifying course outlines to meet student needs and cope with the advancement of modern agriculture industry.

To hire a full-time instructor that can also teach other courses. Number of students enrolling in the CA program seems to increase every semester and one instructor is not enough to accommodate all students in the program.

Program needs to purchase new equipment for hydroponic systems or similar systems that can incorporate innovations into the program.

Encourage hands-on activities in all classes to supplement materials taught in class.

### **Recommendations for students:**

Recommendations for students:

Continue encouraging students to seek advice from academic advisors, or program supervisors math, and science in order to be successful in this program.

It is mandatory for students to enroll in English tutoring services if they're registered in ESL089 and ESL099.

It is required that students must have strong background in science in order to be successful in this program.

## **Certificate of Achievement in Bookkeeping**

### **Program Student Learning Outcomes:**

1. Program Student Learning Outcomes (PSLOs)
2. Demonstrate proper bookkeeping techniques for a small business.
3. Demonstrate general computer competence and information technology literacy.
4. Describe small business management techniques.
5. Communicate effectively in English for business purposes.
6. Perform business computations and apply logic as needed.
7. File documents properly and use common office machines.

## What we looked at:

The Bookkeeping certificate assessment focused on PSLO #4 – “Communicates effectively in English for business purposes” and PSLOs #5 – “Perform business computations and apply logic as needed” and related courses for Fall 2018 and Spring 2019. Listed below are the courses assessed for each respective semester for PSLO #4 and PSLOs #5.

Note: Yap Campus offered BK courses but there were no students who registered; therefore, the classes were cancelled. This PAS is based on data from Chuuk and CTEC for Fall 2018 and Spring 2019.

## What we found:

PSLO #4: Assessment based on BU 097, BU100, ESL/BU095, and ESL/BU096.

BU 097 = Assessment was based on writing and presenting a simple business plan. 19/25 students or 76% successfully completed this PSLO.

BU 100 = Assessment was based on pre-practicum exercises (job applications, interest letters, and interviews) and practicum evaluation by work-site supervisors. 11/12 students or 92% successfully met this PSLO.

ESL/BU095 = assessment was based on English and communication skills necessary in a business workplace. 22/29 or 76%% successfully met this PSLO.

Course	Chuuk		Pohnpei	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019
BU 097	5/7=71%	No data	No data	14/18=77%
BU 100	5/5 = 100%	2/2=100%	2/2=100%	2/3=67%
ESL/BU 095	14/17=82	8/12=67%	No data	No data
ESL/BU 096	No data	No data	No data	No data

Average = 52/66 students or 78% successfully met this PSLO.

(Fall 2018-Spring 2019 CLA Chuuk Campus & TracDat CTEC)

PSLO #5: Assessment based BU 097, BK 095, BK 096, BU 098, and BU100.

BK 095 = Assessment was based on bookkeeping practices. 30/49 or 61% successfully met this PSLO.

BK 096 = Assessment was based on bookkeeping practices. 15/23 or 65%% successfully met this PSLO.

BU097 = Assessment based on writing and presenting a simple business plan. 19/25 or 76% successfully met this PSLO.

BU 098 = Assessment was based on students’ demonstration of business math skills in fractions, percentages, statistics and equations for applications in banking, payroll, merchandising, and others. 21/37 or 57% successfully met this PSLO. Improvement Plan: Mandatory Tutorial and work on improving student attendance

BU 100 = Assessment was based on pre-practicum exercises (job applications, interest letters, and interviews) and practicum evaluation by work-site supervisors. 11/12 students or 92% successfully met this PSLO.



Course	Chuuk		Pohnpei	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019
BU 095	10/24=46%	No data	11/14=78%	9/11=81%
BU 096	2/3=67%	No data	3 / 4 =75%	10/16=63%
BU 097	5/7=71%	No data	No data	14/18=78%
BU 098	8/18=44%	No data	13/19=68%	Not offered
BU 100	5/5=100%	2/2=100%	2/2=100%	2/3=67%

Average = 96/146 students or 66% successfully met this PSLO.  
(Fall 2018-Spring 2019 CLA Chuuk Campus & TracDat CTEC)

## What we are planning to work on:

AY2019-2020

Complete proposed modification of Bookkeeping Programs. IC, supervisor, and faculty to review and submit recommended changes to relevant course outlines and program learning outcomes. STATUS – Transmitted to CTEC IC Fall 2017 to share and complete with other campuses offering BK program.

Delete PSLO6 and reword PSLO3 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 PSLOs. STATUS – pending program modification request

BK 095 and BK 096 – Finalize CO modification to be included in program change request. Mandatory tutorial on Fridays.

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; suggestions included eliminating BU097 from certificate programs or making BU097 elective; another recommendation is to require CA095 as pre-requisite. STATUS – Pending and program modification request

BU100 – Finalize BU100 course outline and put into effect immediately and reflected in CLAs/TracDat. STATUS – pending program modification request

## Recommendations for students:

Students meet with advisors on a regular basis and attend mandatory tutorials as stipulated by faculty.

Students must take ownership of their education and improve their attendance. Transportation needs to be improved for students (more shuttle buses to accommodate number of students and provide bus from outlying municipalities).

## Certificate of Achievement in Secretarial Science

### Program Student Learning Outcome:

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.

### **What we looked at:**

### **Result of the changes and improvements:**

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

### **What we looked at (SY 2017-2018):**

The Secretarial Science certificate assessment focused on PSLO #4 – “Communicates effectively in English for business purposes” and PSLOs #5 – “Perform business computations and apply logic as needed” and related courses for Fall 2018 and Spring 2019. Listed below are the courses assessed for each respective semester for PSLO #4 and PSLOs #5.

Note: Yap Campus offered SS courses but there were no students who registered; therefore, the classes were cancelled. This PAS is based on data from Chuuk and CTEC for Fall 2018 and Spring 2019.

### **What we found:**

PSLO #4: Assessment based on BU100, ESL/BU095, ESL/BU096, and SS100

BU 100 = Assessment was based on pre-practicum exercises (job applications, interest letters, and interviews) and practicum evaluation by work-site supervisors. 11/12 students or 92% successfully met this PSLO.

ESL/BU095 = assessment was based on English and communication skills necessary in a business workplace. 22/29 or 76%% successfully met this PSLO.

SS 100 = Assessment was based on research, communication, demonstration on work roles, jobs, and attitudes necessary in a business workplace. 40/49 or 82% successfully met this PSLO.

Course	Chuuk		Pohnpei	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019
BU 100	5/5=100%	2/2=100%	2/2=100%	2/3=67%
ESL/BU 095	14/17=82%	8/12=67%	8/12=67%	No data
ESL/BU 096	No Data	No data	No data	No data
SS 100	8/11=73%	No data	No data	7/10=70%

Average = 73/90 students or 81% successfully met this PSLO.

(Fall 2018-Spring 2019 CLA Chuuk Campus & TracDat CTEC)

PSLO #5: Assessment based on BK 095, BK 096, BU 098, and BU100.

BK 095 = Assessment was based on bookkeeping practices. 30/49 or 61% successfully met this PSLO.

BK 096 = Assessment was based on bookkeeping practices. 15/23 or 65%% successfully met this PSLO.

BU 098 = Assessment was based on students' demonstration of business math skills in fractions, percentages, statistics and equations for applications in banking, payroll, merchandising, and others. 21/37 or 57% successfully met this PSLO. Improvement Plan: Mandatory Tutorial and work on improving student attendance

BU 100 = Assessment was based on pre-practicum exercises (job applications, interest letters, and interviews) and practicum evaluation by work-site supervisors. 11/12 students or 92% successfully met this PSLO.

Course	Chuuk		Pohnpei	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019
BK 095	10/24=46	No data	11/14=78%	9/11=81%
BK 096	2/3=67%	No data	3 / 4 =75%	10/16=63%
BU 098	8/18=44%	No data	13/19=68%	Not offered
BU 100	5/5=100%	2/2=100%	2/2=100%	2/3=67%

Average = 77/121 students or 64% successfully met this PSLO.

(Fall 2018-Spring 2019 CLA Chuuk Campus & TracDat CTEC)

## What we are planning to work on:

AY2019-2020

Complete proposed modification of the Secretarial Science Program. IC, supervisor, and faculty to review and submit recommended changes to relevant course outlines and program learning outcomes. STATUS – Transmitted to CTEC IC Fall 2019 to share and complete with other campuses offering SS program.

Delete PSLO6 and reword PSLO3 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 PSLOs. STATUS – pending program modification request

BK 095 and BK 096 – Finalize CO modification to be included in program change request.

Mandatory tutorial on Fridays. STATUS - Instructor conducting tutorials on Fridays

BU100 – Finalize BU100 course outline and put into effect immediately and reflected in CLAs/TracDat. STATUS – pending program modification request

SS100 – Tutoring and mentoring for students; STATUS – Working with Student Services to offer this service

## **Recommendations for students:**

Students meet with advisors on a regular basis and attend mandatory tutorials as stipulated by faculty.

Students must take ownership of their education and improve their attendance. Transportation needs to be improved for students (more shuttle buses to accommodate number of students and provide bus from outlying municipalities).

## **Certificate of Achievement in Carpentry**

### **Program Student Learning Outcomes:**

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

### **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 4 out of 5 students or 80% 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 4 out of 5 students or 80% 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:**

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

### **Recommendations for students:**

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.

Recruit only students that are interested in carpentry and willing to complete the program.

## **Certificate of Achievement in Refrigeration and Air Conditioning**

### **Program Student Learning Outcomes:**

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.

### **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

7 (1 female; 6 males) out of 8 students (88%) successfully completed the VEM\_113\_CSLO\_4 as measured by group and class discussions, quizzes and performances. Given the different cylinders of

refrigerant, safety goggles and manifold gauge, the students will determine the types by using PT chart and electronic refrigerant identifier.

#### PSLO2: Hand and Power Tools

7 (1 female; 6 males) out of 8 students (88%) successfully completed the VEM\_113\_CSLO\_5 as measured by group and class discussions, quizzes and performances.

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

3 (0 females; 3 males) out of 3 students (100%) successfully completed the VEM\_114\_CSLO\_3 as measured by group and class discussions, performances, and quizzes.

Given an air conditioning unit, hand tools and supplies, the students performed general cleaning of the unit.

#### PSLO4: Electrical Wiring

4 (1 female; 3 males) out of 4 students (100%) successfully completed the VEM\_105\_CSLO\_5 as measured by group and class performances and quizzes.

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

1 (0 females; 1 male) out of 1 student (100%) successfully completed the VEM\_114\_CSLO\_5 as measured by group and class performances and quizzes.

Given a defective room air conditioner, refrigerator, recovery machine, vacuum pump, system analyzer and supplies, the students diagnosed the defects and repaired it with workmanship.

#### PSLO6: Trade Participation

1 (0 females; 1 male) out of 1 student (100%) successfully completed the VEM\_114\_CSLO\_6 as measured by group and class performances and quizzes.

They were grouped by two's and assigned to perform refrigeration and air conditioning unit servicing into the campus facilities and in the community with confidence.

### **What we are planning to work on:**

Continue the RAC equipment servicing in campus/community as part of students hands-on training.

Promote the program with the high schools in the FSM.

Maintain the strong collaboration with the Department of Environment Climate Change Emergency Management - FSM (DECCEM).

Offer short term RAC technicians training.

Develop RAC technician's trade certification test package to be used in the FSM.

### **Recommendations for students:**

All students in this program must be a member of the Refrigeration and Air Conditioning Students Club (RACSC) to promote awareness in the trade.

The students shall actively participate in all FSM-RAC association projects, workshops, and activities.