



COM-FSM Institutional Student Learning Outcomes  
Academic Assessment Report  
Academic Year 2013-2014

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## Table of Contents

<b>I. Institutional Students Learning Outcomes .....</b>	<b>3</b>
ISLO Assessment Plan AY 2013-2014.....	4
Coordinating .....	4
ISLO Results and Analysis .....	4
Program Level Performance:.....	9
Summary of ISLO Assessment.....	9
Comparative Results.....	10
ISLO Assessment Recommendations and Improvements.....	11
<b>II. General Education Program Students Learning Outcomes.....</b>	<b>12</b>
General Education Assessment Plan AY 2013-2014 .....	12
General Education Goals and Courses Used for Assessment AY 2013-2014 .....	12
General Education Program Assessment Summary .....	13
General Education Analysis.....	15
General Education Recommendations (Improvements).....	15
General Education TracDat Assessment Report for AY 2013-2014:.....	16
<b>III. Other Academic Programs.....</b>	<b>19</b>
Overview of Trends and/or Themes .....	19
Agriculture & Natural Resources Management Program .....	19
Building Technology Program .....	21
Business Administration Program.....	23
Computer Information System Program.....	26
Electronics Technology.....	28
Liberal Arts/ Health Careers Opportunity Program .....	32
Hospitality & Tourism Management Program.....	34
Liberal Arts Program .....	37
Marine Science Program .....	41
Micronesia Studies Program .....	46
Nursing Program .....	51
Pre-Teacher Preparation.....	53
Public Health Program .....	55
Telecommunication Program.....	58

This report was written during the fall 2014 semester. An initial outline was presented to the vice president for institutional effectiveness and quality assurance (VPIEQA) in early September 2014 for feedback and comments. On October 28, 2014, a first draft was shared via Google documents with VPIEQA for additional feedback and guidance. At a working meeting on December 7, 2014, VPIEQA and the author made final revisions and edits to the report. On December 11, 2014, a Google document link was sent to division chairs, selected faculty, and instructional administration for comments and feedback, the deadline for feedback was December 18, 2014.

The hyperlinks in the Tracdat reports will not work in this document, if you would like to review the assessment evidence visit: <http://www.comfsm.fm/?q=program-assessment>.

# I. Institutional Students Learning Outcomes

The College of Micronesia-FSM Board of Regents (COM-FSM BOR) approved the updated institutional student learning outcomes (ISLOs) on [May 6-7, 2013](#). This update expanded the ISLOs from five to eight.

## *Previous ISLOs:*

1. Communicate effectively
2. Employ critical thinking [and problem solving]
3. Possess specific knowledge and skills in a major discipline or professional program of study
4. Take responsibility and develop skills for learning
5. Interact responsibly with people, cultures and their environment

## *Revised ISLOs:*

1. **Effective oral communication:** capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' 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 interactive 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 everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

For Academic Year (AY) 2013-2014 the college assessed *effective oral communication* using the AAC&U Value Rubrics.

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### **ISLO Assessment Plan AY 2013-2014**

*Effective oral communication* was assessed in the following 8 programs and 8 courses in AY 2013-2014:

<b>Programs</b>	<b>Courses</b>
Nursing	NU 225 Health and Illness II
Computer Information Systems	IS260 Business Information Systems
Public Health	PH 316B Research Project in Applied Epidemiology and Health Research
Liberal Arts	EN/CO205 Speech Communication
Pre-Teacher Preparation	ED292 Practicum and Seminar
Micronesian Studies	SS280 Directed Study: Selected Topics
Marine Science	MR254 Marine Biology Field Studies
Business Administration	EN121 Business Communication

A total of 156 students were assessed. Capstone or final courses were identified to assess this outcome. All the courses identified have an oral communication embedded component.

### **Coordinating**

The assessment coordinator and assistant-ALO (ACAALO) in collaboration with the dean of academic programs (DAP) identified courses that would assess oral communication. In spring 2014, all instructors were contacted via email with directions and rubrics for assessing and reporting. In AY 2012-2013 most instructors in the selected courses assessed oral communication, these assessment results can be viewed at: [http://wiki.comfsm.fm/Academic\\_Programs](http://wiki.comfsm.fm/Academic_Programs). Instructors submitted their oral communication assessment results for tabulation and reporting.

### **ISLO Results and Analysis**

Criterion for success on the *Effective Oral Communication* AAC&U Value Rubric for graduating COM-FSM students is to perform at a level of Milestone 2 or 3, which is equivalent to mastery for a two-year degree. The reasoning is that the AAC&U Value Rubrics were designed for four-year institutions.

## Effective Oral Communication Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors

Figure 1 displays the overall percentage of students who were successful at each performance level.

Figure 1.

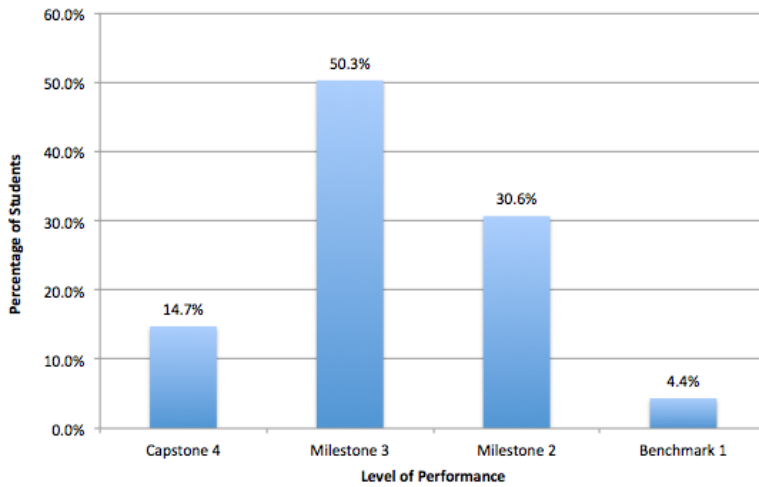
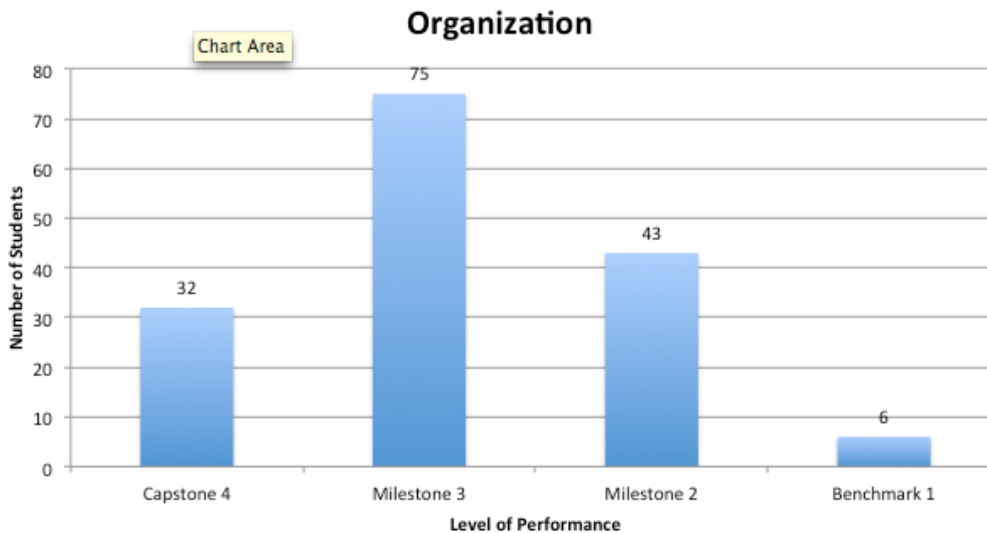


Figure 2 shows that 150 out of 156 (96.1%) students were able to demonstrate organizational skills when preparing an oral presentation.

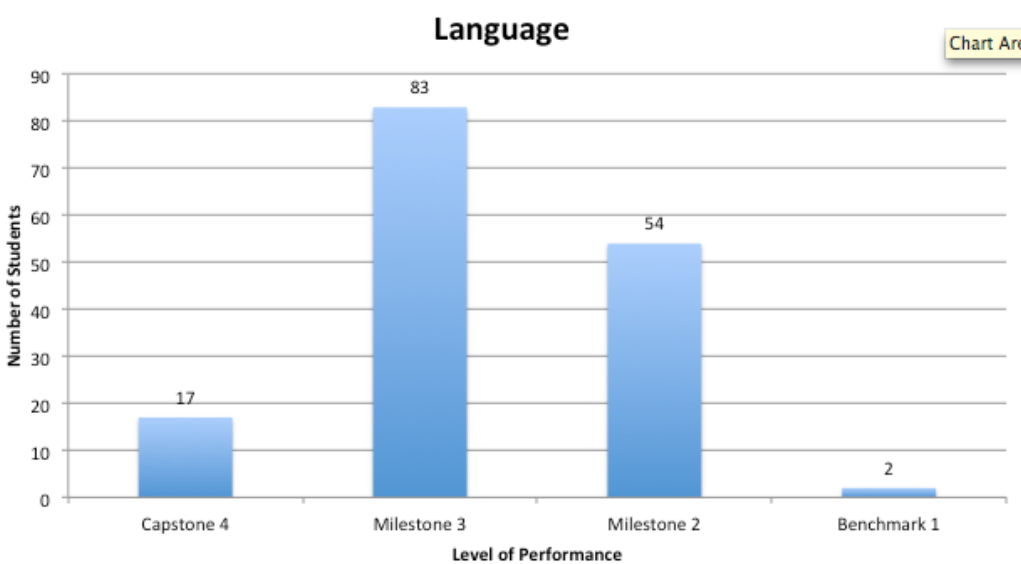
Figure 2



Organizational skills are the grouping and sequencing of ideas and supporting materials in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.

Figure 3 shows that 154 out of 156 (98.7%) students were able to demonstrate the expected language skills when preparing an oral presentation.

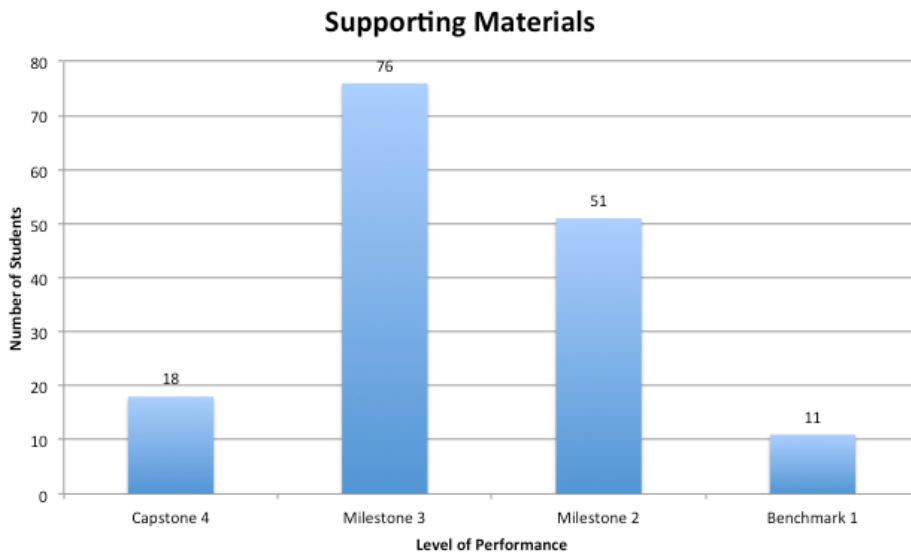
Figure 3



Organizational skills include vocabulary, terminology, and sentence structure. Students are able to use language that supports the effectiveness of a presentation that is appropriate to the topic and audience.

Figure 4 shows that 150 out of 145 (92.9%) students were able to demonstrate the ability to use supporting materials when preparing an oral presentation.

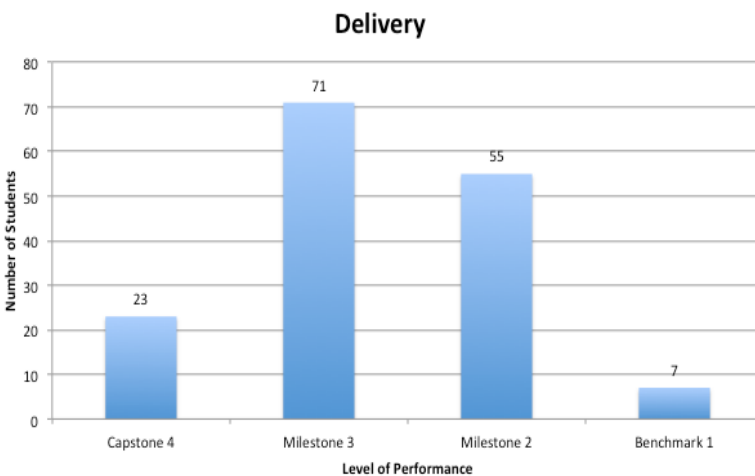
Figure 4



Supporting materials includes the use of explanations, examples, illustrations, and statistics to support the topic.

Figure 5 shows that 149 out of 156 (95.5%) students were able to use a variety of delivery techniques during an oral presentation.

Figure 5



These techniques include posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).

Figure 6 shows that 148 out of 156 (94.8%) students were able to demonstrate the ability to deliver a clear central message that was easy to identify; a compelling central message is also vivid and memorable.

Figure 6

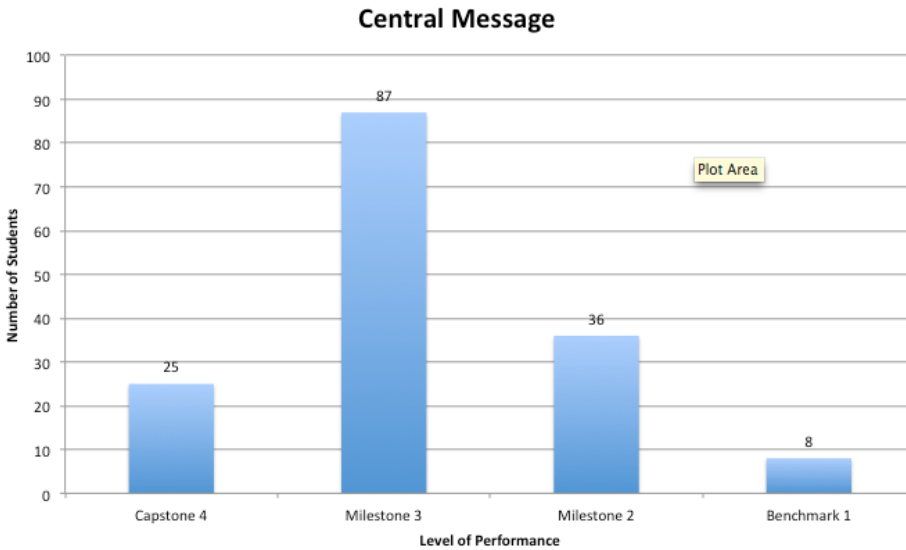
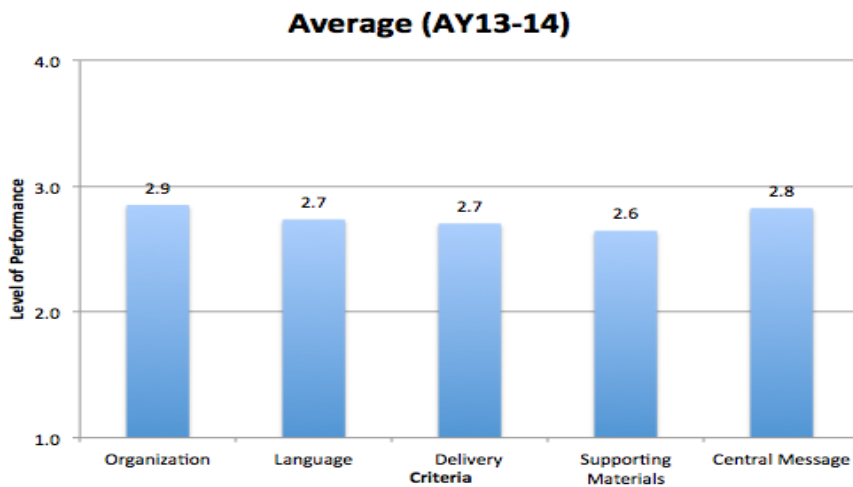


Figure 7 indicates the average level of performance for each criterion.

Figure 7



It is noted that the overall level of performance range is between 2.6 (Supporting Materials) to 2.9 (Organization). These performance ratings reach the acceptable criteria for success at the COM-FSM.



The two highest scoring categories are Central Message at 2.8 and Organization at 2.9. This indicates that student are able to maintain a central message during their oral presentation and that the presentation are well organized. The use of Supporting Materials at 2.6 scored the lowest, which may be linked to a weakness in critical thinking skills and research skills. Critical thinking skills will be formally assessed in the Fall 2014.

**Program Level Performance:**

The following section reports the performance level for each program that assessed *oral communication*.

**Summary of ISLO Assessment**

Table 1 represents a summary of each program’s assessment of *effective oral communication*. Performance level

Table 1

	Organization	Language	Delivery	Supporting Materials	Central Message
Nursing	3.0	3.0	2.6	2.8	2.6
Computer Information Systems	2.5	2.3	2.4	2.4	3.1
Public Health	3.0	2.5	2.5	3.0	3.0
Liberal Arts	2.8	2.6	2.7	2.7	2.9
Pre-Teacher Preparation	2.9	2.9	2.7	2.9	2.8
Micronesian Studies	3.2	3.2	3.1	2.7	2.8
Marine Science	2.5	2.8	2.5	2.3	2.5
Business Administration	2.9	3.0	2.9	2.8	2.8

1.00-1.99 Benchmark	2.00-2.99 Milestone 2	3.00-3.99 Milestone 3
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*Nursing*

Students scored an overall average of 2.8 performance score on the *oral communication* rubric. The highest score was in Organization (3.0) and Language (3.0), while the lowest was in Delivery (2.6) and Central Message (2.6). This indicates that students need more opportunity to practice their presentations.

*Computer Information Systems*

Students scored an overall average of 2.54 on the *oral communication* rubric. The highest scoring criterion was Central Message (3.1), with the lowest score in Language (2.3). This indicates that students need more opportunities to present information orally.

*Public Health Program*

Students scored an overall average of 2.80 on the *oral communication* rubric. The highest scoring criteria were Organization (3.0), Supporting Materials (3.0), and Central Message (3.0), while the lowest scores were in Language (2.5) and Delivery (2.5).

*Liberal Arts Program*

Students scored an overall average of 2.74 on the *oral communication* rubric. The highest scoring criterion was Central Message (2.9), while the lowest scores was in Language (2.6).

*Pre-Teacher Preparation*

Students scored an overall average of 2.84 on the *oral communication* rubric. The highest scoring criteria were Organization (2.9), and Supporting Materials (2.9), while the lowest score was in Delivery (2.7).

*Micronesia Studies*

Students scored an overall average of 3.00 on the *oral communication* rubric. The highest scoring criteria were Organization (3.2), and Language (3.2), while the lowest score was in Supporting Materials (2.7).

*Marine Science Program*

Students scored an overall average of 2.52 on the *oral communication* rubric. The highest scoring criterion was Language (2.8), while the lowest scores were in Organization (2.5) and Delivery (2.5).

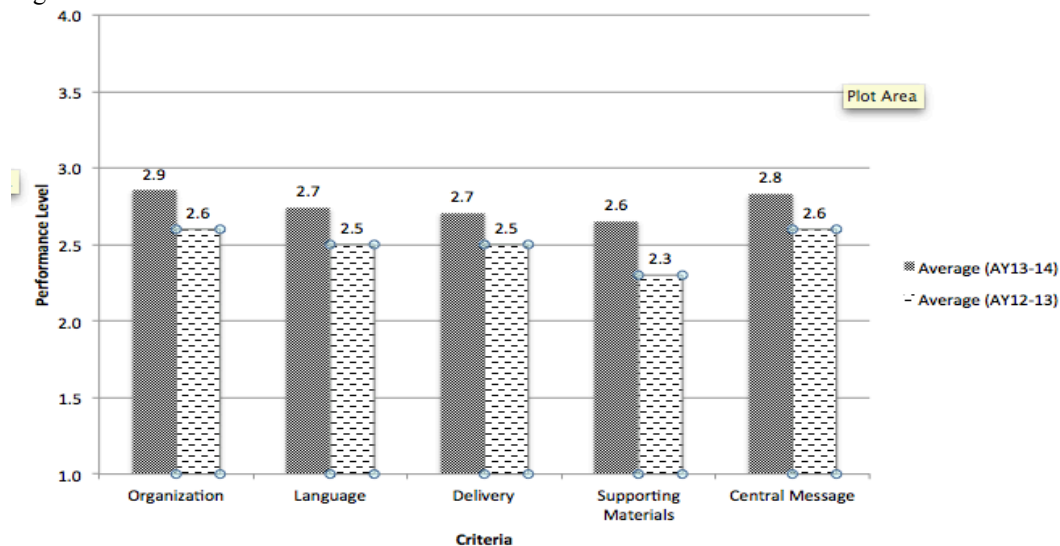
*Business Administration Program*

Students scored an overall average of 2.88 on the *oral communication* rubric. The highest scoring criterion was in Language (3.0), while the lowest scores were in Supporting Materials (2.8) and Central Message (2.8).

**Comparative Results**

Figure 8 shows the comparative results between AY 2012-2013 and AY 2013-2014. Overall, AY 2013-2014 had a slightly higher performance level than AY 2012-2013 in every criterion.

Figure 8



## ISLO Assessment Recommendations and Improvements

1. For Academic Year 2014-2015 a full matrix will be developed to ensure a comprehensive ISLO assessment plan. With the development of an ISLO matrix, program will be able to identify gaps and establish action plans to ensure alignment.

Table 1

<b>Fall 2014</b>	<b>Spring 2015</b>
Effective oral communication	Intercultural knowledge and competence
Effective written communication	Information literacy
Critical thinking	Foundations and skills for life-long learning
Problem solving	Quantitative reasoning

2. Conduct faculty training on using AAC&U Value Rubrics as an institutional assessment tool.
  - a. Associated cost: \$500.00 to conduct trainings for one academic year.
3. Examples of student's work will be collected and used as evidence of student learning and success.
  - a. Associated cost: None.
4. Develop a new reporting sheet for improved reporting and tabulation. The new reporting sheet will be implemented in fall 2014. This improvement will help with overall collection of data and reporting, which will allow faculty to provide critical feedback and improvements to assessing ISLOs.
  - a. Associated cost: \$300.00 to conduct trainings for one academic year. The training will focus on reporting assessment results for individual students.
5. Collect samples assessment assignments used by faculty to assess the ISLOs, this will be used to in the faculty focus groups to analysis how the assessment assignments aligns with the ISLOs.
  - a. Associated cost: None

## II. General Education Program Students Learning Outcomes

### General Education Assessment Plan AY 2013-2014

For Academic Year (AY) 2013-2014, the assessment coordinators worked with General Education faculty to identify assessment assignments for the different courses. Faculty in the different courses identified assessment strategies that addressed the General Education PSLOSs. These strategies were inputted into TracDat and would be used to establish baseline data for comparison and program improvement for the AY 2014-2015.

### General Education Goals and Courses Used for Assessment AY 2013-2014

<b>General Education Goals</b>	<b>Courses Assessed</b>
Goal 1: Effective Communication	EN120a EN120b SC130
Goal 2: Critical Thinking and Problem Solving	CA100 EN110 EN120a EN120b
Goal 3: Quantitative and Scientific Reasoning	MS100 MS101 MS104/106 SC111 SC115 SC117 SC130 SC220 SC255
Goal 4: Ethics and Culture	SS150 SS111 SS170/171 SS240
Goal 5: Workforce Readiness	All ESS courses

## General Education Program Assessment Summary

General Ed. Outcomes	Target	Result	Met
1.1 Write a clear, well-organized paper using documentation and quantitative tools when appropriate.	No target set	A common writing rubric was developed in the Spring 2014 and will be utilized in Fall 2014. This rubric will help establish a baseline to future comparison and improvements.	Target will be established in Spring 2015
1.2 Make a clear, well-organized verbal presentation.	No target set	The development of the general education matrix identified that this outcome is not assessed in any general education courses. There will need to be an evaluation of the course learning outcomes to identify a linkage.	Target will be established in Spring 2015
2.1 Demonstrate the ability for independent thought and expression.	No target set	This outcome will be assessed in the spring 2015	Target will be established in Spring 2015
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.	No target set	69.9% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
3.1 Demonstrate understanding and apply mathematical concepts in problem solving and in day-to-day activities	No target set	68.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
3.2 Present and interpret numeric information.	No target set	76.5% of students were successful at this learning outcome.	Target will be set at current level of 76.5% for AY 2014-2015
3.3 Communicate thoughts and ideas effectively using proper mathematical terms.	No target set	86.7% of students were successful at this learning outcome.	Target will be set at current level of 86% for AY 2014-2015

3.4 Define and explain scientific concepts, principles, and theories of a field of science.	No target set	68.6% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
3.5 Perform experiments that use scientific methods as part of the inquiry process.	No target set	64.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
4.1 Demonstrate a fundamental knowledge of world geography.	No target set	67.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
4.2 Demonstrate knowledge of the cultural issues of a person's own culture and other cultures.	No target set	67.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
4.3 Demonstrate knowledge of major historical events affecting one's culture and other cultures.	No target set	67.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
4.4 Demonstrate familiarity with contemporary global issues.	No target set	67.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
4.5 Demonstrate an understanding of major ethical concerns.	No target set	67.3% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
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.	No target set	69.1% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015

5.2 Demonstrate professionalism, interpersonal skills, teamwork, leadership, and decision-making skills.	No target set	69.1% of students were successful at this learning outcome.	Target will be set at 70% for AY 2014-2015
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The General Education curriculum matrix can be viewed at:  
<http://www.comfsm.fm/?q=general-education-program>

**General Education Analysis**

10 of 16 (62.5%) of the General Education PSLOs have student success rates below 70%. Before any major changes are made to the General Education program, another cycle of assessment will need to be conducted in order to identify specific areas that need improvement.

Targets have been established for a 13 of 16 (81%) PSLOs for the General Education program.

**General Education Recommendations (Improvements)**

The General Education (GE) assessment plan for AY 2014-2015 and AY 2015-2016 will divide the GE PSLOs in eight outcomes for each academic year. The select outcomes will be assessed in the fall of each academic year and the results will be collected and analyzed in the spring semester. This would allow faculty time to review and discuss the results and then formulate any improvements to the GE program.

Another area of improvement is the development of common embedded assessment assignments for the General Education course to assess CSLOs, PSLOs, and ISLOs. This will be an on going project to ensure that the data collected is valid, reliable, and actionable. The first two courses that will undergo this process are MS100 College Algebra and CA100 Computer Literacy. Other course will undergo the common embedded assessment assignment process during AY 2014-2015.

Focus groups will be brought together representing the different General Education PSLOs and begin discussions about the effectiveness of the assessment strategies and an analysis of the results to see what improvements need to be made to increase student learning.

The benefit of developing common embedded assessment assignments (CAAs) is that the GE program will be able to collect reliable and valid data to make informed decisions about the GE program.

Once CAAs are embedded in the GE courses to assess CSLOs, PSLOs, and ISLOs, reporting sheets will be submitted in a disaggregated

It is recommended that two days during the academic year (one in the fall and one in the spring) be set aside to focus on developing assessment plans (fall) and analyzing assessment results (spring).

Another recommendation is to modify the current GE PSLOs to reflect the current ISLOs, this will ensure that analysis of data for subpopulations.

A qualitative section will be added to the assessment results for AY 2014-2015.

## General Education TracDat Assessment Report for AY 2013-2014:

### Unit Assessment Report - Four Column

#### College of Micronesia - FSM

#### A - instruction - General Education

**Mission Statement:** The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development which will encourage students to formulate goals and develop values for the enrichment of their lives.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - General Education - GE_PSLO_2.2 - Demonstrate understanding of the modes of inquiry by identifying an appropriate method of ac cessing credible information and data resources; applying the selected method; and organizing results <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Hand on project to demonstrate understanding of learning outcomes <b>Assessment Type:</b> Project-Individual <b>Target:</b> 70% of students will score 70% or better on the hands on project	05/19/2014 - In CA100, 69.9% of the students were able to demonstrate understanding of the modes of inquiry by identifying an appropriate method of ac cessing credible information and data resources through hands on project. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_3.1 - Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 09/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Each instructor's Final Exam will contain a "common" section which will be the same for all sections of MS 100. This section will specifically address the PSLOs listed above and will be used to assess the outcomes <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students will score 70% or better on the "common" exam	05/19/2014 - In MS100, 68.3% of the students were able to Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities through common question on the final exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	



Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - General Education - GE_PSLO_3.2 - Present and interpret numeric information. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Each instructor's Final Exam will contain a "common" section which will be the same for all sections of MS 100. This section will specifically address the PSLOs listed above and will be used to assess the outcomes <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students will score 70% or better on the "common" exam	05/19/2014 - In MS100, 76.5% of the students were able to demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities through common question on the final exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_3.3 - Communicate thoughts and ideas effectively using proper mathematical terms <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Each instructor's Final Exam will contain a "common" section which will be the same for all sections of MS 100. This section will specifically address the PSLOs listed above and will be used to assess the outcomes <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students will score 70% or better on the "common" exam	05/19/2014 - In MS100, 86.7% of the students were able to Demonstrate understanding and apply mathematical concepts in problem solving and in day to day activities through common question on the final exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_3.4 - Define and explain scientific concepts, principles, and theories of a field of science <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/15/2013 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> A rubric will be used to assess this outcome <b>Assessment Type:</b> Written Assignment <b>Target:</b> 70% of students will score satisfactory or better on the rubric	07/10/2014 - 68.6% of students were able to define and explain scientific concepts, principles, and theories of a field of science <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	

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Page 2 of 6

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active A - instruction - General Education - GE_PSLO_3.5 - Perform experiments that use scientific methods as part of the inquiry process <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> General education science PLO be a laboratory submitted and then marked against the 50 point rubric. <b>Assessment Type:</b> Written Assignment <b>Target:</b> 70% of students will score satisfactory or better on the rubric	07/10/2014 - 64.3% of students were able to Perform experiments that use scientific methods as part of the inquiry process <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_4.1 - Demonstrate a fundamental knowledge of world geography <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students will take an exam to demonstrate fundamental knowledge of world geography <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate a fundamental knowledge of world geography through an exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_4.2 - Demonstrate knowledge of the cultural issues of a person's own culture and other cultures <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students will take an exam to demonstrate knowledge of the cultural issues of a person's own culture and other cultures <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate knowledge of the cultural issues of a person's own culture and other cultures through an exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	

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Page 3 of 6

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
05/15/2014 PSLO Status: Active			
A - instruction - General Education - GE_PSLO_4.3 - Demonstrate knowledge of major historical events affecting one's culture and other cultures PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 Start Date: 08/05/2013 Inactive Date: 05/15/2014 PSLO Status: Active	<b>Assessment Strategy:</b> Students will take an exam to demonstrate knowledge of major historical events affecting one's culture and other cultures <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate knowledge of major historical events affecting one's culture and other cultures through an exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_4.4 - Demonstrate familiarity with contemporary global issues PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 Start Date: 08/05/2013 Inactive Date: 05/15/2014 PSLO Status: Active	<b>Assessment Strategy:</b> Students will take an exam to demonstrate familiarity with contemporary global issues <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate familiarity with contemporary global issues through an exam. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_4.5 - Demonstrate an understanding of major ethical concerns PSLO Assessment Cycle: 2013 - 2014 2014 - 2015 Start Date: 08/05/2013 Inactive Date:	<b>Assessment Strategy:</b> Students will take an exam to demonstrate an understanding of major ethical concerns <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students will score 70% or better on the exam	05/19/2014 - In the SS courses, 67.3% of the students were able to demonstrate an understanding of major ethical concerns through an exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	

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Page 4 of 6

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
05/15/2014 PSLO Status: Active			
A - instruction - General Education - GE_PSLO_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. PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 Start Date: 08/05/2012 Inactive Date: 05/15/2014 PSLO Status: Active	<b>Assessment Strategy:</b> The students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 60% of the students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester.	05/19/2014 - In the ESS courses, 69.1% of the students were able to 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 by participating regularly (not more than 2 absences per semester) for one semester in an ESS course. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - General Education - GE_PSLO_5.2 - Demonstrate professionalism, interpersonal skills, teamwork, leadership and decision making skills PSLO Assessment Cycle: 2012 - 2013 2013 - 2014 2014 - 2015 Start Date: 08/20/2012 Inactive Date: 05/15/2013 PSLO Status: Active	<b>Assessment Strategy:</b> The students taking ESS classes will participate regularly (not more than 2 absences per semester) for one semester. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> 1.1. 60% of the students should participate in school intramurals and community sports competition.  1.2. At least 60% of ESS students will actively participate in fun run and college workout program.  1.3. At least 90% of the enrolled students will actively participate in class tournament, group discussion and practicum.	05/19/2014 - In the ESS courses, 61.9% of the students were able to 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 by participating regularly (not more than 2 absences per semester) for one semester in an ESS course. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

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Page 5 of 6

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - General Education - Sample - Sample, sample, sample. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/05/2012 <b>Inactive Date:</b> 05/04/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Strategy #1-Quiz <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> Establish Baseline	01/14/2014 - Sample result 2013-2014 <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Assessment Strategy:</b> Strategy #2-exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> Establish Baseline	01/22/2014 - Sample result 2013-2014 <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

### III. Other Academic Programs

#### Overview of Trends and/or Themes

##### Highlights

1. All two-year programs have established success targets for each PSLO.
2. All academic programs are using TracDat.

##### Areas of improvement

1. Programs will need to input assessment results in an aggregated format instead of by individual course for each PSLO.
2. Assessment strategies to be directly linked to the learning outcome. The assessment tools will be collect and archived in TracDat. Some programs are still using course grades as assessment. VPIA, DAP and ACAALO have worked with this programs that they have to make a distinction between grades and assessment of learning outcomes.
  - a. Associated cost for improvements: \$500.00 for AY to conduct trainings for faculty in the area of strategy development linked to student learning outcomes. This improvement is connected to the Assessment Leadership Academy project.

#### Agriculture & Natural Resources Management Program

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

1. Demonstrate an understanding of how human choices influence the relationship between living beings, their surroundings, and the quality of life.
2. Demonstrate an understanding of the principles of efficient livestock production including feeding practices, breeds, management, housing, marketing, diseases, and sanitation under tropical conditions.
3. Apply knowledge of farm records in preparation of financial net worth statement, receipts and expenses records, enterprise accounts, and farm budgeting. And also demonstrate and understanding the role of the manager in the organization and operation of the agribusiness.

4. Demonstrate an understanding of growing, harvesting, handling, storing, processing, and marketing of vegetables and local cash crops.
5. Demonstrate the ability to write and present a practicum report that details the field experience.

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

The Agriculture & Natural Resources Management Program assessment focused on PSLO 1. Listed below are the results for the PSLO.

PSLO1. Demonstrate an understanding of how human choices influence the relationship between living beings, their surroundings, and the quality of life.

### **Baseline established FY 2012-2013:**

This course was never assessed before so we decided to establish a baseline to work from. The baseline established is that 70% of students passed the posttest. The passing point for the posttest is 30 out of 50 questions or 60% or higher.

### **What we found:**

1. 68% or 36/53 students passed the posttest demonstrating an understanding of how human choices influence the relationship between living beings, their surroundings, and the quality of life.

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

Improve our target to 70% of students passing and by focusing more on the subjects that the students lack knowledge in. Also adapt the pre-test so it reflects the courses better.

### **Recommendations for students:**

- Take advantage of advertised tutoring opportunities with the math/science division
- Take advantage of your ANR instruction office hours and see them if you need assistant beyond the classroom.
- Talk to your advisor, get help if you are struggling and ask questions!
- Read your text books before coming to class. It will help you understand the lectures better.
- Going to classes every day, doing assignments, lab work and studying is the key for student success.
- Seek instructions support.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Agriculture and Natural Resource Management (AS)

**Mission Statement:** This program prepares individuals for careers in agriculture or for further graduate study. The curriculum is structured to offer a well-rounded education in basic and applied sciences of agriculture. The program blends comprehensive class room instruction with practical experience. The aim of the program is to graduate skilled agriculturists who can further develop and promote agriculture across the nation.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Agriculture and Natural Resource Management (AS) - ANR_PSL0_1 - Acquire fundamental concepts and principals of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2014 <b>Inactive Date:</b> 05/14/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Administer pretest during first week of class and post test one week prior to the end of the semester <b>Assessment Type:</b> Exam/Quiz - Pre-Post <b>Target:</b> 60% of students passing post test	05/10/2014 - 68% or 36 out of 53 students passed the post test <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Agriculture and Natural Resource Management (AS) - ANR_PSL0_2 - Demonstrate basic competencies in the management of land resources and food production. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/18/2014 <b>Inactive Date:</b> 05/14/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Prepare and administer final exam for Ag 110 and Ag 140 covering all the SLO's <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% pass rate	05/20/2014 - 9 out of 11 passed 82% passed <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

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Page 1 of 2

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Agriculture and Natural Resource Management (AS) - ANR_PSL0_3 - Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry- level employment in a land resource management related agency. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/18/2014 <b>Inactive Date:</b> 05/14/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Comprehensive exam at the end of the semester <b>Assessment Type:</b> Exam/Quiz - Pre-Post <b>Target:</b> 75% of the course	05/20/2014 - 9 out of 11 passed. 82% of the class were successful <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

## Building Technology Program

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

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

7. Identify and interpret basic solid state (electronics) symbols and circuit schematics commonly found in the electrical industry
8. Analyze circuit operations on basic motors.
9. Perform basic troubleshooting on basic motors.
10. Install and perform basic maintenance of air-conditioning units.
11. Interpret and install electrical circuits according to rules and regulations of the National Electrical Code book.
12. Install and analyze basic motor control circuits.

### What we looked at:

Courses offered from Fall 2013 to Spring 2014 of Building Technology (BT) Program assessment that focused on PSLO's 7, 8 and 9 during these terms. PSLO's 1 to 6 was assessed during their certificate program. Listed below are the results for each course related to the following PSLOs.

### What we found:

<b>Courses FA13 - SP14</b>	<b>Related to PSLO's</b>	<b>No. of students</b>	<b>Students Passed</b>	<b>D's</b>	<b>F's</b>
<b>VEE 110</b>	<b>7</b>	<b>38</b>	<b>36</b>	<b>1</b>	<b>1</b>
<b>VEE 222</b>	<b>7</b>	<b>26</b>	<b>25</b>	<b>1</b>	<b>0</b>
<b>VEE 266</b>	<b>8 &amp; 9</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>0</b>

- 95% of the students got 'C' or better and were able to identify and interpret basic solid-state electronic components base on written and hands-on experimentation worksheets in VEE 110 (Discrete Device I).
- 96% of the students got 'C' or better and were able to demonstrate basic knowledge and perform troubleshooting of trigger devices (electronic) base on performance worksheets in VEE 222 (Discrete Device II).
- 100% of the students got 'C' or better and were able to show success in demonstrating basic knowledge and troubleshooting motors using performance worksheet in VEE 266 (Rotating Machinery).

### What we are planning to work on:

Update courses in Building Technology base on current competencies in-demand for an Electrical technician's qualification. These will include modification of CSLO's with improvement linkage to PSLO's, lesser credit hours in academic requirements but increase in credit hours on their hands-on/practical courses like combining SLO's of discrete devices I & II into one course to focus more on electrical theorems and applications. Include in the program student industrial immersion (OJT) to enhance further their learned skills.

### Recommendations for students:

Students must have a grade of "C" or better in Math and English courses to help students become proficient to meet the course work in Building technology technical courses.

Likewise should also satisfactorily meet the prerequisite of each course in the program to assure program completion in two years.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Building Technology (AAS)

**Mission Statement:** The career and technical training divisions of COM-FSM are learning communities dedicated to creating a high quality workforce through educational excellence and student success in collaboration with its diverse communities.

The Building Technology Majoring – Construction Electricity program offers academic course work, technical skills training and practical experience to prepare students as Electrician in this field. Students are introduced to theory, installation and practices in troubleshooting residential circuits, motor circuits and motor control circuits.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Building Technology (AAS) - BT_PSLO_7.1 - Identify and interpret basic solid state (electronics) symbols and circuit schematics commonly found in the electrical industry. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Perform circuit tracing and identifying solid state component operation and function in their NIDA experiments. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70% of students in AAS Building Technology major in Construction Electricity should atleast have a grade of "C" or better.  <b>Task Name:</b> Familiarizing solid state components in electronic circuits. <b>Task Description:</b> Familiarize/Become aware of the symbols, operating characteristics and application of different discrete devices (solid state) use in their experiments.	05/05/2014 - In Spring 2014 VEE 222, 10 out of 11 students or 91% got a grade of "C" or better in this course. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014  12/09/2014 - In Fall 2013, VEE 222, 15 out f 15 students or 100% got a grade of "C" or better in this course. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Building Technology (AAS) - BT_PSLO_8.1 - Analyze circuit operations on basic motors. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/08/2015	<b>Assessment Strategy:</b> Familiarize with the operation of the different AC/DC motors and generators. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of students in AAS Building Technology major in Construction Electricity should atleast have a grade of "C" or better.	12/09/2013 - In Fall 2013 VEE 266, 15 out of 15 students or 100% got a grade of "C" or better in this course. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

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Page 1 of 2

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>PSLO Status:</b> Active			
A - instruction - Building Technology (AAS) - BT_PSLO_9.1 - Perform basic troubleshooting on basic motors. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/20/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Task Name:</b> AC/DC motor troubleshooting. <b>Task Description:</b> Identify possible motor faults and perform simulated troubleshooting using Simutech skills series software.	12/01/2014 - In Fall 2013 VEE 266, 15 out of 15 students or 100% got a grade of "C" or better in this course. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

Business Administration Program

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

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

### **PSLO Assessment Report Summary**

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

The Business Administration Program assessment focused on PSLO 1 that was the originally identified and looked at in the AY 2012-2103 PAS. In that assessment summary, we proposed to resolve the problem of financial reports turned in by students revealing a weakness in their understanding and skills in this area of accounting by assigning activities related to service or merchandising only (as opposed to manufacturing). We also looked at the scheduling problems by engaging in a more coordinated set of activities by holding a conference of faculty members concerned, at the start of the semester, for planning purposes.

#### **What we found:**

None of the proposed plans were implemented because most of the faculty got heavily engaged in the program review for the division’s four programs, which took up much of their time outside instructional duties.

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

In early August 2014, we will hold a faculty meeting to prepare a mapping document that will specify how the PSLOs will be met at the course level. This document will also indicate who’s in charge, and when each assessment strategy will be carried out. This will insure that student learning outcomes will definitely be assessed by a designated person according to scheduled timeframe.

#### **Recommendations for students:**

Share the mapping document contents with the students early in the semester to clarify course and program expectations and requirements. Also, continue to motivate all students



to participate in collaborative learning activities, especially those that involve other courses within the program, to better grasp and appreciate the relationships among the different courses.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Business Administration (AS)

**Mission Statement:** The Business Division of the College of Micronesia-FSM is committed to provide academic, career and technical educational opportunities in the fields of accounting, business, and computer information systems as gateways to the students' personal and professional growth, and for the economic development and self-reliance of the Federated States of Micronesia.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Business Administration (AS) - BA_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.</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 08/04/2014</p> <p><b>PSLO Status:</b> Active</p>		<p>05/12/2014 - SLO #1.1 - Twelve students passed this SLO. SLO #1.2 - Twelve students passed this SLO. SLO #2.1 - Ten students passed this SLO. SLO #2.2 - Nine students passed this SLO. SLO #2.3 - Eleven students passed this SLO. SLO #2.4 - Nine students passed this SLO. SLO #3.1 - Eight students passed this SLO. SLO #3.2 - Nine students passed this SLO. SLO #3.3 - Ten students passed this SLO.</p> <p>Notes: (1) Nineteen students were originally registered in this course. One subsequently withdrew, leaving a total of 18 students. (2) Pass is used here to mean having a grade of "C" or higher.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	
<p>A - instruction - Business Administration (AS) - BA_PSLO_2 - Demonstrate basic knowledge and skill in the use of cost and managerial accounting concepts and techniques as management tools for planning, controlling, evaluating performance and making decisions.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013</p>	<p><b>Assessment Strategy:</b> Conduct pretest on the first day of instruction, embed the same questions in the final exam to serve as post-test at end of semester, compare and note any improvement in meeting learning outcomes.</p> <p><b>Assessment Type:</b> Exam/Quiz - Pre-Post</p> <p><b>Target:</b> Minimum of 10/20 for those that require</p>	<p>10/14/2014 - Fall 2012 results - Average of 2/20 for Pretest; 12/20 for Post-test (CLO #1) 0.67/20 for Pretest; 14/20 for Post-test (CLO #2) 2/20 for Pretest; 5/20 for Post-test (CLO #3)</p> <p>Spring 2014 results - Average of 7/20 for CLO #1 7/20 for CLO #2 4/20 for CLO #3</p> <p>Note: CLO #1 and #2 require I,D,P while CLO #3 only requires I</p>	<p>10/15/2014 - Talk to students as soon as a pattern of repeated absences is noticed in the early part of the semester and explain the importance of being in class and participating in classroom activities in meeting their learning outcomes.</p> <p>Apply other interventions as early as</p>

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014 <b>Start Date:</b> 08/07/2012 <b>PSLO Status:</b> Active	mastery (I, D, M) and 5/20 for those that require only introduction (I) to the learning outcome.	Target met in Fall 2013 but not in Spring 2014. Initial findings indicate that poor attendance in Spring may be one reason for the poor outcome. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	possible to those whose performance indicate need for assistance.  Coordinate with appropriate support service offices for the timely hiring of accounting tutors by identifying and recommending qualified candidates for the job.
A - instruction - Business Administration (AS) - BA_PSLO_3 - Demonstrate basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis. <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> The skills of the students in performing common business computations will be assessed using two separate student activities for two courses. MS/BU110 (Business Math) students will be assessed using a group activity on pricing, while the BU250 (Principles of Finance) will be assessed using a quiz. The averages for each course will be used to assess the performance of the students on this PLO. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> At least 70% of the students for both courses should get a "C" or better	02/14/2013 - 48.5% of the students for both course got a rating of "C" or better <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	03/14/2013 - For the next cycle, the students will be asked to organize a Pricing activity, where BU/MS110 (Business Math) students will be asked to form groups and organize a bake sale. For this activity students will be using common business computations and analysis to come up with the most profitable price for their products. The BU250 (Principles of Finance) students will also be asked to collaborate with the BU/MS110 students and compute the future value and cash flows of the BU/MS110 students. A rubric will be used to assess the students on how they use common business computations, statistical data presentation and analysis, for the said activity.
A - instruction - Business Administration (AS) - BA_PSLO_5 - Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in	<b>Assessment Strategy:</b> PSLO 5 will be assessed using a research activity. The research activity will require the students to identify the laws governing	02/28/2013 - 74% of the students got a rating of 70 or better out of the 100 points. <b>Target Met:</b> Yes	10/13/2014 - Organize a field trip to show the students how an actual hearing is done

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Page 2 of 3

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
general and in the FSM, from both local and global perspectives. <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/06/2012 <b>PSLO Status:</b> Active	business is FSM, identify legal and ethical challenges faced by business in FSM. A rubrics will be used to assess the research. <b>Assessment Type:</b> Research <b>Target:</b> At least 70% of the students should get good or better in the Rubric. <b>Related Documents:</b> <a href="#">Law Research Rubric.docx</a>	<b>Reporting Period:</b> 2013 - 2014	

## Computer Information System Program

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

1. To provide the students an in-depth knowledge of computer information systems necessary for them to understand and appreciate how CIS fits to the achievement of an organization's objectives.

2. To provide literacy training on basic software productivity tools such as word processing, spreadsheets, electronic presentations, desktop publishing, internet and other office applications.
3. To help the students understand and apply various computer information systems tools such as database design and management, webpage engineering, programming and networking.
4. To ingrain to the students the necessity of continuous upgrading to keep at pace with the ever-changing nature of the information and communications technology.
5. To prepare graduates of this program to advance to a higher information and communications technology program.

## **PSLO Assessment Report Summary**

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

The Computer Information System Program, assessment focused on PSLO #2. Listed below are the results for PSLO #2.

### **What we found:**

- PSLO#2:
  - 88 out of 114 students or 77.19% got 'C' or better or were successful in this PSLO
  - Only 2 (two) electives (i.e. CA105 and IS245) were offered for an approximately 150 students per Academic Year on alternate basis (i.e. IS245 for Spring and CA105 for Fall).

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

- Create at least one more elective for fall 2014 that would be offered as early as Spring 2015.
- Create PSLO to Course Level mapping document that includes the faculty assignments or to do list for each semester.

### **Recommendations for students:**

- Students who are taking early schedule classes (i.e. 8am) are advised not to take the class if they are not able to commit to it for the whole semester.
- Students are advised to finish all their exercises or at least most of their exercises on classes that are heavy on exercises (e.g. CA105, IS245, CA100) because the biggest chunk of the percentage of their grade comes from that category.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Computer Information Systems (AS)

**Mission Statement:** Associate of Science in Computer Information Systems provides students with a solid foundation in theory and practice of the computer information systems and prepares them to meet the immediate job market needs, adapt themselves to the rapidly evolving computer industry and further their education in a higher degree program. This contributes to the college's mission of assisting in the development of the Federated States of Micronesia, and to be globally connected.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Computer Information Systems (AS) - PSLO 2 - Demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology. <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 08/01/2013 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> A project that allows students to extract data from OLAP (Online Analysis and Processing) Information Systems and then use such data to make strategic decisions accordingly. <b>Assessment Type:</b> Descriptive Statistics <b>Target:</b> At least 65% of students will be successful in this activity	11/19/2013 - 16 out of 22 or 72% successfully pass this activity <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	10/13/2014 - Create an alternative activity that would demonstrate their understanding in the use of IS in case a student fails to complete the said activity because of absence or insufficient skills and knowledge.

## Electronics Technology

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

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

### PSLO Assessment Report Summary

#### What we looked at:

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

#### What we found:

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

#### **Task Name: Computer Networking**

Task Description: Students will perform the following:

1. Design, configure, and run a peer-to-peer network
2. Connect and configure a computer to an existing client-server network
3. Perform basic maintenance and troubleshooting on a computer network system.

Result: 16 students were assessed, 9 students rated as exemplary, 4 students rated as developing, and 3 students were unacceptable

#### **Task Name: OS Installation**

*Task Description: Students will perform operating system (OS) and system drivers' installation and configuration processes with Windows XP, Windows 7, and Linux (Fedora)*

Result: 16 students were assessed, 8 students rated as exemplary, 5 students were rated as developing, and 3 students were rated unacceptable.

***Task Name: System Configuration***

Task Description: Students will configure to optimize a computer operating system.

Result: 16 students were assessed, 3 students were rated as exemplary, 9 students were rated as developing, and 4 students were rated as unacceptable

***Task Name: PC Assembly***

Task Description: Students will disassemble and re-assemble of a PC system

Result: 16 students were assessed, 12 students were rated as exemplary and 4 students were rated as developing.

***Task Name: Communication Skills***

Task Description: Students will use the Internet or a local store to gather information about components you will need to complete your customer's computer system. Information will be presented in power-point presentation.

Result: 16 students were assessed, 3 students were rated as exemplary, 4 students rated as developing, and 9 students were rated as unacceptable

- PSLO 6: Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices.  
VEE 224: Video System and Product Servicing

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

Activity 2: Service and repair defective CD and DVD system.

Activity 3: Service and repair defective VCR mechanism system.

There were 16 students undergo the assessment. 16 out of 16 were able to perform the servicing and repairing of video systems and products.

VEE 225: Business Machine Servicing

Activity 1: Service and repair of defective computer printer.

Activity 2: Service and repair of fax machine.

Activity 3: Service and repair of cash register.

Activity 4: Service and repair of photocopier.

Activity 5: Service and repair of microwave oven.

There were 16 students undergo the assessment. 16 out of 16 were able to perform the servicing and repairing of business machine.

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

- Provide opportunity to students to gain more hands-on skills and customer-client interaction experiences through the CTE Community Servicing.
- Increase more time for the students to become more competent in using electronics test equipment and signal generators.
- Intensify more activity in checking and testing of passive and active electronics components to increase the level of competency of the students in troubleshooting.
- Develop additional activities to meet the technician competency in repairing personal computers, tablets and laptops.
- Must include LCD and LED TV technology on the course outline of VEE 224 to keep abreast on fast changing technology.
- Students need to learn the new soldering techniques for surface mount devices (SMD) that are the current technology used in the industry to solder the electronics component onto the circuit board of electronics devices.
- Include programming activity of cash register with bar code scanner in VEE225.

### **Recommendations for students:**

Students should be able to:

1. Follow written and oral direction.
2. Write correct grammatical sentences.
3. Be confident in using English when doing project presentation.
4. Know the basic mathematics foundation prior in taking the program.
5. Competent in using the electronics test equipment and generators.
6. Identify and test passive and active electronics components.
7. Read block, wiring and schematic diagram.
8. Develop patience, perseverance and hard work during troubleshooting activity.

Through these the student have a significant advantage to meet the course work in AAS electronics technology technical courses and every course prerequisite of each course in the program to assure program completion in two years.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Electronics Technology (AAS)

**Mission Statement:** The Electronic Technology Program will provide much needed vocational and technical training to all the Nation's States. Its primary purpose is to provide students with marketable entry-level skills in the electronic industry or any related field/career. The program qualifies students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, the program prepares students at skill levels expected of employees in an occupation found in the workforce. The academic and technical coursework will also prepare students to pursue advanced training in the area at higher institution

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.5 - Perform troubleshooting techniques to maintain and resolve hardware/software related problems in a personal computer system. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Task Name:</b> Communication skills <b>Task Description:</b> Students will use the Internet or a local store to gather information about components you will need to complete your customer's computer system. Information will be presented in power-point presentation.	12/16/2013 - 16 students were assessed, 3 students were rated as exemplary, 4 students rated as developing, and 9 students were rated as unacceptable <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
	<b>Task Name:</b> Computer Networking <b>Task Description:</b> Students will perform the following: 1. Design, configure, and run a peer-to-peer network 2. Connect and configure a computer to an existing client-server network 3. Perform basic maintenance and troubleshooting on a computer network system.	12/16/2013 - 16 students were assessed, 9 students rated as exemplary, 4 students rated as developing, and 3 students were unacceptable <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	08/04/2014 - Encourage students with poor performances to attend tutorial sessions on computer networking as designed and offered by the electronic program
	<b>Task Name:</b> OS Installation <b>Task Description:</b> Students will perform operating system (OS) and system drivers installation and configuration processes with Windows XP, Windows 7, and Linus (Fedora)	12/16/2013 - 16 students were assessed, 8 students rated as exemplary, 5 students were rated as developing, 3 students were rated as unacceptable <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Task Name:</b> PC Assembly	12/16/2014 - 16 students were assessed, 12 students were rated as exemplary and 4 students	

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Page 1 of 2

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Electronics Technology (AAS) - ET_PSLO_1.6 - Perform troubleshooting techniques to maintain, diagnose, and repair electronic equipment and devices. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 01/09/2012 <b>Inactive Date:</b> 05/08/2015 <b>PSLO Status:</b> Active	<b>Task Description:</b> Students will disassemble and re-assemble of a PC system	were rated as developing. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Task Name:</b> System Configuration <b>Task Description:</b> Configuring and optimizing a computer operating system	12/16/2013 - 16 students were assessed, 3 students were rated as exemplary, 9 students were rated as developing, and 4 students were rated as unacceptable <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Assessment Strategy:</b> • The student will troubleshoot a defective video system and business machine. * The student will perform advance soldering and rework procedure on surface mount devices. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.	05/07/2014 - 16 out of 16 or 100% of the student got a grade of "C" or better and were able to troubleshoot a defective video system and business machine. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

## Liberal Arts/ Health Careers Opportunity Program

### Program Student Learning Outcomes (PSLOs)

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

1. Describe the structure, function, and basic pathologies of the human body.
2. Demonstrate a solid foundation in basic biological sciences.
3. Describe health care and allied professions and gain experience working effectively in groups and with health professionals to address human life sciences and health problems.
4. Discuss, analyze, and interpret fundamental and current issues relevant to human life sciences and health problems and communicate information in a critical, scientific, and technologically advanced manner.

### PSLO Assessment Report Summary

#### What we looked at:

The Liberal Arts/ Health Careers Opportunity Program assessment focused on HCOP\_PSLO\_1 and HCOP\_PSLO\_2. Listed below are the results for each of the HCOP\_PSLOs.

#### What we found:

- **HCOP\_PSLO\_1:** *Describe the structure, function and basic pathologies of the human body.*  
79% 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 (SC 122a, as program indicator) with a score of 70% or better.
- **HCOP\_PSLO\_2:** *Demonstrate a solid foundation in basic biological sciences*  
64% of students were able to demonstrate a solid foundation in basic biological sciences based on the number of students passing the Biology course (SC 120 as program indicator) with a score of 70% or better.

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

- Investigate the possibility of adding a science section to the College of Micronesia Entrance Exam (COMET). This will perhaps ensure that students deciding to take a "science major" are better prepared and/or can be placed better into appropriate programs/courses.
- Investigate the possibility of readopting the SC098 (Survey in Science) course, which has been discontinued at the National Campus, but is still being taught at the Pohnpei State Campus. This could potentially become a prerequisite for HCOP students to try and improve the student's science knowledge prior to taking classes such as chemistry and biology. The aim is to better prepare the students for these



"core science" classes before they continue on with more advanced courses in the program (e.g. A&P, Microbiology),

- A larger proportion of Biochemistry has been included in the Chemistry Course Outline as previously planned, but the large number of SLOs in the course outline should be reduced by the elimination of some SLOs and merger of others. This change should be under the purview of the Chemistry instructor.

### Recommendations for students:

- Take advantage of advertised tutoring opportunities with the Math&Science Division.
- Learn about the different opportunities available that can help you prepare yourself for science at COM-FSM e.g., Step-Up.
- Form your own study groups when difficult assignments are set – it's OK to work with others so long as your final work is your own.
- Talk to your advisor, get help if you are struggling and ask questions!

### Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - LA/HCOP (AA)

**Mission Statement:** The mission statement of the HCOP is to build relationship with motivated and talented students and to unwaveringly guide these students' involvement in the academic training and exposure to events or people that lead to increased knowledge or skills toward careers in health and medical profession. We will serve as advocates for students and prepare them with academic and social skills to compete for admission, enroll, progress and graduate from health profession programs.

Program Student Learning Outcomes	Assessment Strategies & Target /Tasks	Results	Improvement & Follow-Up
A - instruction - LA/HCOP (AA) - HCOP_PSLO_1 - Describe the structure, function, and basic pathologies of the human body. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/14/2012 <b>Inactive Date:</b> 05/15/2015 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students will describe the different anatomical parts of the body and explain the functions of each structure and the physical conditions that deviates from normal. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 70% of student will preform at 70% or better.	01/07/2014 - FALL 2012 (SC122a): PASS = 73%, FAIL = 27% SPRING 2014 (Sc. 101) PASS = 63% FAIL =37%  <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">SC120 Lab_Report_grade</a> <a href="#">SC120 Lab_report_Instruction</a> <a href="#">SC120_spring_2014_assessment_results</a>	05/16/2014 - Generate a draft "introduction to science" course or adapt the current SC098 (Survey in Science) course. This could potentially become a prerequisite for HCOP students to try and improve the students science knowledge prior to taking classes such as chemistry, biology, AMP etc etc....The aim is to better prepare the students for these "core science" subjects.  10/24/2013 - Investigate the possibility of adding a science section to the COMET. This will perhaps ensure that students deciding to take a "science major" are better prepared and/or can be placed better into appropriate programs/courses.  10/24/2013 - 1) Adapt the chemistry course to include a larger proportion of BIOCHEMISTRY.  <b>Follow-Up:</b> 02/17/2014 - Working with HCOP

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			<p><b>Follow-Up:</b> faculty to determine what biochemistry is required</p> <p>10/21/2013 - The average pass rate for all classes was 69%, however the target was 70%. This is very close therefore it is recommended that the same assessment is carried out through the next academic year, but assessing PLO3 and 4 instead. This will enable the program to determine any difference in students abilities and provide more baseline data for future assessment.</p>
A - instruction - LA/HCOP (AA) - HCOP_PSLO_3 - Describe health care and allied professions and gain experience working effectively in groups and with health professionals to address human life sciences and health problems. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/19/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Students in SC101 are assigned research papers to be completed a group of two or three. The research papers are on topics associated with the PLO. <b>Assessment Type:</b> Written Assignment <b>Target:</b> Class mean of 70%	02/18/2014 - Fall 2013 Pass rate = 75% Fail rate = 25% <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">SC120 Lab_report_Instruction</a> <a href="#">SC120 Lab_Report_grade</a> <a href="#">SC120_spring_2014_assessment_results</a>	02/23/2014 - Target met therefore repeat the same assessment in spring 2014
A - instruction - LA/HCOP (AA) - HCOP_PSLO_4 - Discuss, analyze, and interpret fundamental and current issues relevant to human life sciences and health problems and communicate information in a critical, scientific, and technologically advanced manner.	<b>Assessment Strategy:</b> Research papers <b>Assessment Type:</b> Written Assignment <b>Target:</b> Class mean 70%	02/18/2014 - Fall 2013 Average pass rate = 66.3% Average fail rate = 33.7% <b>Target Met:</b> No <b>Reporting Period:</b>	02/23/2014 - Target not met, but close at 66%. Recommend we repeat the same assessment in spring 2014

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Page 2 of 3

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 08/19/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Inactive		2013 - 2014 <b>Related Documents:</b> <a href="#">SC120 Lab_report_Instruction</a> <a href="#">SC120_spring_2014_assessment_results</a> <a href="#">SC120 Lab_Report_grade</a>	

## Hospitality & Tourism Management Program

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

1. Explain the interdependent components of the international hospitality and tourism industry including transportation, customer service, food service, lodging, recreation management, roles of national and state visitors' authorities, marketing and sales.
2. Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.
3. Explain the types and elements of food service operations.

4. Demonstrate front of the house technical and supervision techniques.
5. Describe tourism attraction support services and related business opportunities.
6. Describe the importance of developing the FSM as a sustainable tourism destination.
7. Communicate in basic Japanese for lodging, food service and tourism provider guest services.

## PSLO Assessment Report Summary

### What we looked at:

The Hospitality & Tourism Management Program assessment focused on the following PLOs and these selected related courses for Fall 2013, Spring 2014, and Summer 2014:

- PSLOs #1 to 5
- HTM110-*Introduction to Hospitality & Tourism Management*, HTM120-*Introduction to World Tourism*, HTM165-*Food Fundamentals & Quantity Cooking*, HTM220-*Food & Beverage Management*, and HTM250-*Facilities Management & Practicum*.

### What we found:

- For each PSLO and course assessed the following results represent the target success rate of 70% (“C”) or better.
  - PSLO#1:
    - HTM110 & HTM120-assessment was based on research assignments in which 95% or 37 out of 38 successfully met this PSLO.
    - HTM 250- assessment was based on presentations and demonstrations in which 100% or 7 out of 7 successfully met this PSLO.
  - PSLO#2:
    - HTM 250- assessment was based on practicum evaluation by work-site supervisors. In Fall 2013, 50% 1 out of 2 successfully met this PSLO, in Spring 2014 and Summer 2014, 100% or 9 out of 9 successfully met this PSLO.
  - PSLO#3:
    - HTM165-assessment was presentations and demonstrations. In Fall 2013, 88% or 7 out of 8 successfully met this PSLO and in Spring 2014, 100% or 13 out of 13 successfully met this PSLO.
    - HTM220-assessment was based on presentations and demonstrations in which 89% or 8 out of 9 successfully met this PSLO.
    - HTM250-assessment was based on practicum evaluation by work-site supervisors in which 100% or 11 out of 11 successfully met this PSLO.
  - PSLO#4:
    - HTM220-assessment was presentations and demonstrations in which 89% or 8 out of 9 successfully met this PSLO.
    - HTM250- assessment was based on practicum evaluation by work-site supervisors in which 100% or 11 out of 11 successfully met this PSLO.
  - PSLO#5:

- HTM110-the assessment type was a research assignment in which 95% or 18 out of 19 successfully met this PSLO.
- HTM120-the assessment type was a research assignment in which 74% or 14 out of 19 successfully met this PSLO.
- HTM250- assessment was based on practicum evaluation by work-site supervisors in which 100% or 11 out of 11 successfully met this PSLO.

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

- Modifying scheduling of classes HTM165 and HTM220 to allow for ample hands on and practical applications. Suggested scheduling 1hr Wednesday afternoons for lecture and 2 hrs. Thursdays 10:30am to 12:30pm for practical applications and also to coincide with Thursday lunch operation of Blue Plate Café (teaching restaurant).
- Maintaining target of HTM250 and increase practicum hours from 150 to 300 for more experience as recommended by students, instructor, and site supervisors. A course modification request will need to be prepared.
- Coordinating with Student Services for student tutorial assistance in writing and research skills.
- Setting up the Blue Plate Café as a student enterprise to be able to serve breakfast and lunch and cater to the needs of the students, staff, faculty, and the community.

#### **Recommendations for students:**

- Pass EN110 and EN120a with a “C” or better.
- Have good writing, research, and math skills.
- Visit your academic advisor as often as possible.
- Take advantage of support services provided such as tutorial, counseling, and learning resources.
- Actively participate in HTM club and program activities.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Hospitality and Tourism Management (AS)

**Mission Statement:** The mission of the Hospitality and Tourism Management (HTM) AS degree program is to prepare students for employment and/or advancement in the industries of hospitality and tourism and/or for the pursuit of advanced degree(s) in hospitality and/or tourism by educating them in the fundamental concepts, knowledge, and laboratory/on-site practices and skills of hospitality and tourism.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_4 - Demonstrate front of the house technical and supervision techniques. <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 01/13/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Checklist, customer surveys, and instructor's evaluation sheet rating student's performance in lodging and food services. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 70% to achieve a passing grade of 70% or better.	05/11/2014 - 8 out of 9 students or 89% in the class demonstrated the targeted SLO Assessed through foodservice skills application at Blue Plate Café  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">CLA HTM 220 Sp14</a>  07/18/2014 - 100% achieved an evaluation rating of 70% or better from respective practicum site supervisors. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">CLA HTM250_Su2014</a>	
A - instruction - Hospitality and Tourism Management (AS) - HTM_PSLO_5 - Describe tourism attraction support services and related business opportunities. <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 01/13/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Research assignments to identify the interdependent components of the international travel and tourism system and explain the economic, cultural and environmental impacts of tourism. <b>Assessment Type:</b> Research	05/12/2014 - 74% or 14/19 achieved passing grade of 70% or better. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">CLA HTM 120 Sp14</a>	05/16/2014 - To encourage students to take advantage of tutorial assistance in writing and research skills.

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Page 1 of 2

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active	<b>Target:</b> 70% to achieve 70% or better.	12/17/2013 - 95% of HTM110 or 18/19 achieved passing grade of 70% or better; 100% of HTM250 or 2/2 achieved passing grade of 70% or better. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">F13CLA HTM110/P1</a> <a href="#">F13CLA HTM110/P2</a> <a href="#">F13CLA HTM 250</a>	

## Liberal Arts Program

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

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

## PSLO Assessment Report Summary

### What we looked at:

The Liberal Arts Program assessment focused on PSLO 2, more specifically the writing aspect of the PSLO. Listed below are the results for the PSLO assessment.

### What we found:

- Only 13% of the students in the EN 201 class could demonstrate **coherent** writing and appropriate use of writing **conventions**.
- In the EN/CO 205 class, less than 25% of the students (4 out of 17) could articulate in writing the **content** of the course in the required **format** for the writing assignment.
- In the EN 208 and EN 209 classes, because new and unfamiliar concepts and theories were introduced to the students, only 37-40% of the total number of students assessed (15-16 students out of 40) demonstrated knowledge of **content** and **format** in their writing.

These were the areas of weakness that were apparent from the writing samples provided by the students.

### What we are planning to work on:

- For the 2014-2015 SY, the students in the Foreign Language (FL) courses will be assessed on their performance and speaking ability in the foreign language that they studied. Students will need to demonstrate the ability to carry out a simple conversation with a native speaker of the language that they study. These assessment activities will assess PSLO 1 and 2 of the Liberal Arts program with a specific focus on speaking abilities.
- 100% of all students who are taking the FL 101: Japanese I, FL102: Japanese II, FL103: Chinese I and FL 104: Chinese II courses will be assessed. Since these classes are electives for the Liberal Arts students, the students in these classes will need to demonstrate a 70% or better accuracy in speaking in specific situations in the respective languages.
- The rubric for assessing their speech will be developed by the FL faculty for use during the next assessment cycle.
- The division will gradually incorporate pre-requisites for these courses (EN 110, EN120a and EN 120b) so that students are gaining the requisite skills needed for success in other required courses.
- Work with our advisees to ensure effective planning (take what is needed first to build skills before taking upper level courses) and timely completion.
- Analyze Liberal Arts students' IDPs to see how many have taken EN120a? How many had to repeat this class? How well did he/she do in EN 120a? Has this student taken EN120b? How many times?
- This analysis will provide the data needed to show whether past performance in EN120a/EN110 is an indicator of future performance in EN120b and other upper level classes. We need to determine where students are having difficulty in order to determine ways to help them.

## Recommendations for students:

- Read regularly: To help aid in **coherence, comprehension** and to expand background knowledge on **content**, students need to make reading a regular part of their everyday practice. Reading will help them more in their English courses and in any other courses in college since this will help to expand vocabulary and increase understanding of usage and will build knowledge of different subjects. To be successful in the Liberal Arts program, students need to read **often** and read **regularly**. Students should make it a habit to read ahead in their textbooks rather than relying on their instructors to provide all the information they need.
- Writing and Reflection: To become better at writing, students do need to **practice writing**. Putting thoughts into writing, reading what they write and reflecting on their writing is good practice. Writing about their reading can also help to aid understanding of unfamiliar subjects. For students to be proficient in writing, they must **write**.
- Assessment done in these classes involves a writing component so it is recommended that students successfully complete EN 120a and EN120b prior to enrolling in upper level classes. Identifying their weaknesses in writing, getting help from qualified tutors and making writing a skill that they practice often can help students improve.
- Students need to already start thinking and learning about their future careers so that when they enter into the Liberal Arts program, they will be informed about what types of skills and knowledge they will need for their future careers. Being aware of this will help students better plan their education and their career paths and will allow them to make good decisions when selecting classes and electives in the major.

Unit Assessment Report - Four Column

College of Micronesia - FSM  
A - instruction - Liberal Arts (AA)

**Mission Statement:** The Associate of Arts degree in Liberal arts at the College of Micronesia-FSM, was established in 1975 to enable students to transfer to four-year colleges, universities or other institutions. In doing so, it aims to produce students with critical thinking and analytical skills by providing exploration in a broad, cross-disciplinary educational foundation within multiple academic contexts. Moreover, its mission is to also equip students with skills that will enable them to inform themselves appropriately in order to contribute fully within their local communities and participate actively within an increasingly global setting. (Revised: April 27, 2009)

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up	
A - instruction - Liberal Arts (AA) - LA_PSLO_2 - Articulate and understand their experiences through effective writing, reading, speaking and various modes of artistic expression <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 08/06/2013 <b>Inactive Date:</b> 05/16/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Collect summative writing assignments from students in all 200-level English classes for this school year, analyze the writing from half of the selected sample to determine how well students are performing in terms of coherence, content, format and conventions in their writing. <b>Assessment Type:</b> Written Assignment <b>Target:</b> 50% of the total number of students in the 200-level English classes	05/13/2014 - 100% of students who took the selected courses for this assessment project were assessed. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014		
	<b>Task Name:</b> Analysis of data <b>Task Description:</b> Tally of student performance will then be compiled into spreadsheets and data will be reviewed and analyzed by all faculty of the division to identify strengths and weaknesses in the writing of the students who are in the 200 level English courses.	05/10/2014 - Summative writing assignments were collected from 85 students in four different courses. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014		
		05/13/2014 - Only 13% of the students in the EN 201 class could demonstrate coherent writing and appropriate use of writing conventions. In the EN/CO 205 class, less than 25% of the students (4 out of 17) could articulate in writing the content of the course in the required format for the writing assignment. In the EN 208 and EN 209 classes, because new and unfamiliar concepts and theories were introduced to the students, only 37-40% of the total number of students assessed (15-16 students out of 40) demonstrated knowledge of content and format in their writing. These were the areas of weakness that were apparent from the writing samples provided by the students.		

11/30/2014 9:55 PM

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Page 1 of 2

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
		05/13/2014 - The data was collected from one EN 201 course, one EN/CO 205 course, and two EN 209 courses. Although it was our goal to collect data from all of the 200-level English courses, data was collected from 4 sections of the 8 courses that were offered (50%). The data was put into a spreadsheet and was looked at by the faculty at the end of March. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Task Name:</b> Revision of the Writing Assignment Rubric <b>Task Description:</b> The writing assignment rubric that was created and circulated to division members for feedback during the 2012-2013 assessment cycle and which was used for assessing the writing assignments from each of the classes during the previous assessment cycle will be re-visited and revised by the division members as many faculty who used the rubric previously found areas that needed to be improved and many shortcomings of the rubric need to be addressed before it can be used again for this assessment cycle.	05/13/2014 - A workable rubric was created to be used in this assessment activity. Some inconsistencies and difficulties were found as a result of using the rubric that was created for this assessment. The rubric was simplified to rate the students on a scale of 1-3 with 3 being the strongest and 1 being the weakest. The faculty decided that students either could demonstrate the skill well (3) or not (1) or could only do this partially (2). This rating was agreed upon so that we could see whether the skills that were being taught were being transferred into their writing or not. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	



## Marine Science Program

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

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

### PSLO Assessment Report Summary

#### What we looked at:

The Marine Science Program assessment focused on all four MS\_PSLO during the academic year 2013-2014 (Fall 2013 & Spring 2014).

#### What we found:

*MS\_PSLO\_1: Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography.*

##### Fall 2013 –Marine Biology (MR120):

- Students who completed this course exceeded the targeted score of 70% on the measured SLOs (cellular respiration and photosynthesis) and consequently demonstrated the required level of mastery for an associate degree

##### Fall 2013 & Spring 2014 – Oceanography (MR240):

- Students who completed this course exceeded the targeted score of 70% on the measured SLO (geomorphological features of the ocean basins) and consequently demonstrated the required level of mastery for an associate degree

*MS\_PSLO\_2: Apply fundamental knowledge of marine sciences towards identifying and critically analyzing and outlining potential solutions for local, regional and global problems relating to marine systems.*

##### Spring 2014 –Aquaculture (MR201):

- The outcome measured pertained to a group assignment relative to producing a proposal of an aquaculture project. All students satisfactorily completed the outcome at a “C” level or higher. They exceeded the targeted score of 70%. Consequently they demonstrated the required level of mastery for an associate degree for the PSLO\_2.

*MS\_PSLO\_3: Apply the scientific process to formulate hypotheses, design experiments, and collect and analyze data from which valid scientific conclusions are drawn.*

Fall 2013 & Spring 2014 – Oceanography (MR240):

- In the Fall 2013, 79% of the students completing this course were able to demonstrate they could apply the scientific process notably by producing an extensive written report that respected the rigors of the scientific methodology. As for the spring 2014 session, the overall results were 71%. In both sessions, the students exceeded the targeted score of 70%.

Spring 2014 –Marine Biology Field Studies (MR254):

- The outcome measured pertained to a coral reef survey using the line-intercept method. Four of the five students (80%) who completed the outcome satisfactorily demonstrated the required level of mastery for an associate degree for the PSLO\_3.

*MS\_PSLO\_4: Communicate effectively, in written and oral forms, utilizing the language and concepts of marine science.*

Fall 2013 & Spring 2014 – Oceanography (MR240):

- In the Fall 2013, 79% of the students completing this course were able to demonstrate they could communicate effectively in written forms, the language and concepts of marine science by submitting an extensive written report that respected the rigors of the scientific methodology. As for the spring 2014 session, the overall results were 71%. In both sessions, the students exceeded the targeted score of 70%.

Fall 2014 –Marine Biology Field Studies (MR254):

- The outcome measured pertained to a report produced from a fish survey undertaken in an estuary using a seine net. Four of the five students (80%) successfully completed the outcome. These students satisfactorily demonstrated the required level of mastery in communicating effectively in written format, using the language and concepts of marine science.

Fall 2014 –Ichthyology (MR230):

- The outcome measured pertained to an oral presentation on a research project undertaken by each student following the course. Eleven of the twelve students (92%) successfully completed the assigned research. These students satisfactorily demonstrated the required level of mastery in communicating effectively in written and oral format, using the language and concepts of marine science.

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

- It was earlier suggested to revise the Marine Science curriculum in order to include a course in Cellular Biology (Biology I). This course would be a prerequisite to all students majoring in the Marine Science program. The basic science concepts covered in this course would help prepare the students to undertake the core sciences in this major. Because of the limits in the total number of credits attributed to a given program, it was not possible at the present time to add a new course without removing another one. To overcome this dilemma, the content of Marine Biology (MR120) will slightly be

modified in order to give more weight on the section covering Cellular Biology and less class time directed towards the taxonomy of marine organisms.

- Investigate the possibility of adding a "study skill" seminar that would be mandatory to all students registering at the College of Micronesia. This could be a good initiative in guiding students to better prepare before engaging in college level courses. Examples of techniques developed could be: planning your time; preparing strategies for exams; learning strategies on how to use the assigned textbook and its associated ancillaries; taking notes in class and revising them on a regular basis; sharing with classmates learned material, using the internet such as YouTube material as additional study tool.... This activity could be organized in conjunction with the team members that have been trained by the "Foundation of Excellence" in Good Practice Inventory (GPI).
- As described in the HCOP program: "Investigate the possibility of adding a science section to the COMET This will perhaps ensure that students deciding to take a "science major" are better prepared and/or can be placed better into appropriate programs/courses." This rubric still remains to be implanted and more work needs to be done in conjunction with the administrators overarching the COMET test.
- Investigating a more favorable transfer relationship for Marine Science graduates with UoG (Ross Miller and Frank Camacho). Relative to this rubric, it is proposed to explore the possibility of pursuing an articulation agreement with UoG in a similar manner that has been developed with UH at Hilo.
- Explore options to fund a Marine Science STEM laboratory/classroom building. There are presently financial avenues being explored.
- Explore ways to better fund the SCUBA course offered to the Marine Science majors and assure ways to replace worn-out or broken gear.
- Becoming more effective with the TracDat program to better follow trends with our students and our program. This is an on-going process and much has been achieved in the use and comprehension of TracDat.

### **Recommendations for students:**

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

Unit Assessment Report - Four Column  
College of Micronesia - FSM  
A - instruction - Marine Science (AS)

**Mission Statement:** The mission of the Marine Science AS degree program is to generate students who demonstrate a fundamental knowledge of the world ocean, who identify the important influence the world ocean has on planet Earth and daily human life, who can evaluate human actions and how these can impact marine and global ecosystems, who can apply the scientific process, and who are prepared to apply learned concepts to serve as effective stewards in Micronesia and/or transfer to a 4-year degree program.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Marine Science (AS) - MS_PSL0_1 - MS1. Demonstrate fundamental knowledge of geological, geomorphological, physical, chemical, and biological oceanography. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/06/2014 <b>Inactive Date:</b> 12/20/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students are asked to describe the processes of photosynthesis and cellular respiration in the marine biology course. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> establish baseline <b>Related Documents:</b> <a href="#">mbtest2bis-F12.doc</a> <a href="#">mbtest4-F12.doc</a>	12/17/2013 - Students who completed this course during the F13 session exceeded the targeted score of 70% on both SLOs (Photosynthesis and Cellular Respiration) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">MBio-SLO4-Assessment-F13.pdf</a>	
	<b>Assessment Strategy:</b> Students will be able to draw the profile of the ocean basins with its distinct continental margin and deep-ocean basin and label its respective seafloor components, notably: continental shelf, continental slope, continental rise, submarine canyons, abyssal plains, guyots, sea mounts, mid-ocean ridges, transform faults, hydrothermal vents, and trenches <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> Class mean of 70% for PSLO#1 assessment strategy <b>Related Documents:</b> <a href="#">Test4-Ocean0-Sp13.doc</a> <a href="#">Oceano(MR240)-AssRepSp2014.doc</a>	10/18/2014 - Fall2013 session -- Test 1--81% (10 pass; 3 fail); Test 2--65% (12 pass; 2 fail); Final exam--88% (8 pass; 0 fail) -- students exceeded the target (refer to related document) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">MR240-AssessSLO3_5-F13.pdf</a> 05/20/2014 - Spring2014 session -- Test 1--65% (8 pass; 4 fail); Test 2--85% (9 pass; 1 fail); Final exam--86% (9 pass; 1 fail) -- students exceeded the target (refer to related document) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b>	

11/30/2014 9:55 PM

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Page 1 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<a href="#">MR240-SummaryGrades-SLO3_5-Sp14.pdf</a>	
A - instruction - Marine Science (AS) - MS_PSL0_2 - MS2. 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. <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b> 08/20/2013 <b>Inactive Date:</b> 05/15/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students in MR 201 Aquaculture will design a sustainable aquaculture business plan feasible for regional application. <b>Assessment Type:</b> Project-Group <b>Target:</b> establish baseline	11/03/2014 - Outcome 6.2 "The student will be able to apply successful business and management considerations in the development of a proposal for a regionally feasible and sustainable aquaculture project" requires students to focus on aspects of the course that demonstrated low-tech, sustainable aquaculture as discussed through our partnership with MERIP. This outcome was measured using the Final Lab Project (Group Project) that tasks students with the following: "You and your lab partners will team up to make plans to develop an eco-friendly aquaculture project that could become economically successful within a 3 year period." This project was submitted and presented by the group in PowerPoint format and was graded on rubric that assess all aspects of the project (see attached rubric). All groups (and therefore all students) satisfactorily completed this outcome at a "C" level or higher. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">aquacultureproj_rube.xlsx</a>	
A - instruction - Marine Science (AS) - MS_PSL0_3 - MS3. Apply the scientific process to formulate hypotheses, design experiments, and collect and analyze data from which valid scientific conclusions are drawn. <b>PSLO Assessment Cycle:</b> 2013 - 2014 <b>Start Date:</b>	<b>Assessment Strategy:</b> Students will collect and analyze data via conducting a coral reef survey. Specifically, they will conduct a line-intercept survey, collecting and analyzing the data they have generated, and report their findings in PowerPoint format. <b>Assessment Type:</b> Project-Individual	11/07/2014 - Four of the five students enrolled in this course successfully completed this outcome. The one student that did not complete this outcome did not submit a final report for this project while the other four that did submit projects all satisfactorily met the outcome as scored by a rubric designed to assess the students understanding and interpretation of the data they collected.	

11/30/2014 9:55 PM

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Page 2 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
08/20/2013 Inactive Date: 05/15/2014 PSLO Status: Active	<b>Target:</b> establish baseline	<b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Assessment Strategy:</b> Students will collect, analyze, discuss, and interpret oceanographic data in the form of a comprehensive report in MR 240 Oceanography course. <b>Assessment Type:</b> Written Assignment <b>Target:</b> At least 70% of the students will master the PSLO#3 assessment strategy	05/07/2014 - Sp2014 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 71.9% . Of the total of 10 students stayed in the course, 8 passed the laboratory report while 2 students failed the report. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">Oceano-LabFinRep-Sp14.pdf</a> <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a>	
		03/13/2014 - F2013 session -- CSLO8 in the syllabus -- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 78.9% 7 Pass; 3 Fail (of the 3 who failed -- 2 of them did had left the course after the withdrawal date and did not submit the report; in fact only 1 student failed to pass this research report) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">Oceano-LabRep-Final-F13.pdf</a> <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a>	
A - instruction - Marine Science (AS) - MS_PSLO_4 - MS4. Communicate effectively, in written and oral forms, utilizing the language and concepts of marine	<b>Assessment Strategy:</b> Students will demonstrate knowledge in marine science (orally) as they summarize their research findings during final group	11/07/2014 - Eleven of the twelve students (92%) in this class successfully completed this outcome of orally summarizing research findings. <b>Target Met:</b>	

11/30/2014 9:55 PM

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Page 3 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
science. PSLO Assessment Cycle: 2013 - 2014 Start Date: 08/20/2013 PSLO Status: Active	research projects in Ichthyology class. <b>Assessment Type:</b> Project-Group <b>Target:</b> establish baseline	Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Assessment Strategy:</b> Students will conduct a survey of fishes from an estuarine habitat and report their findings in written scientific format (MR 254 Field Study). <b>Assessment Type:</b> Written Assignment <b>Target:</b> establish baseline	11/24/2014 - Reporting from the Fall 13 semester, 5 students were enrolled in MR 254 Marine Biology Field Study class. Students were tasked with completing a survey of fishes from an estuary using a seine net and report their findings in written scientific format. The paper was scored using a grading rubric, evaluating each individual section of the paper, but for the sake of this assessment, a simple pass/fail scoring evaluation should suffice. Four of the five students (80%) successfully completed this outcome. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
	<b>Assessment Strategy:</b> The water mixing pattern of an estuary will be studied during the Oceanography (MR240) course. Students will produce an exhaustive laboratory report on their findings <b>Assessment Type:</b> Written Assignment <b>Target:</b> Students who pass this course should obtain 70% or more on their final written laboratory report	05/23/2014 - Sp2014 session -- CSLO8 in the syllabus --- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 71.9% . Of the total of 10 students stayed in the course, 8 passed the laboratory report while 2 students failed the report. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">Oceano-LabFinRep-Sp14.pdf</a> <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a>	
		03/04/2014 - F2013 session -- CSLO8 in the syllabus -- CSLO8 was measured from an extensive laboratory report; overall, the mean average = 78.9% 7 Pass; 3 Fail (of the 3 who failed -- 2 of them did had left the course after the withdrawal date and did not submit the report; in	

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Page 4 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		fact only 1 student failed to pass this research report) <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">Oceano-LabRep-Final-F13.pdf</a> <a href="#">OcLab-WrittenRep-CorrectionTempl.pdf</a>	

## Micronesian Studies Program

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

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

### PSLO Assessment Report Summary

#### What we looked at:

The Micronesian Studies Program assessment focused on PSLOs 1, 3, and 5.

PSLO 1 was assessed on a common essay, with a scoring rubric developed by the Micronesian Studies faculty. A Common essay was administered to the upper-level SS courses to assess this. The question will allow students to explain their understanding of the major concepts in the program which include: social, political, and economic influences. The courses are SS195, SS200, SS205, SS212, SS220, and SS280. The identified courses will be assessed, using a scoring rubric, on a range of 1-5; where 1=F, 2=D, C=3, 4=B, and 5=A. Common essays were administered the 14th & 15th weeks of Fall 2013 and Spring 2014 as part of an in-class work.

PSLO 3 was assessed by research papers, with a scoring rubric collected in the courses. ). The rubric used to assess the research papers looked the following criteria: Thesis/Problem; Information Seeking; Analysis; Synthesis; Documentation; & Product/Process.

PSLO 5 was assessed, using an exit survey questionnaire.

Listed below are the results for each of the PSLOs.

**What we found:**

- PSLO#1: The following was found:

*Table 1 shows results of common essay for SY 2013-2014.*

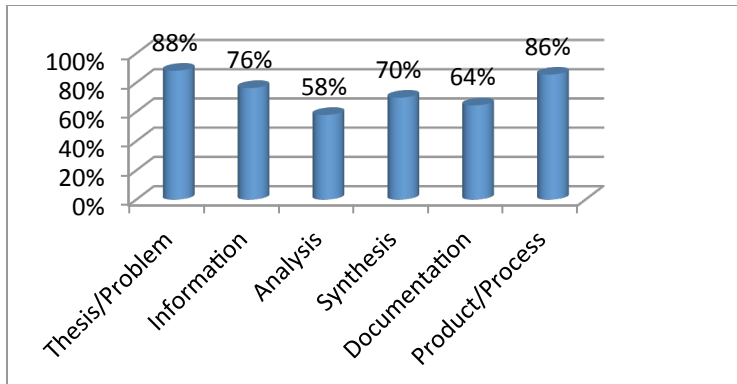
<b>Courses assessed for SY 2013-2014</b>	<b>Total Assessed</b>	<b>#/% of students passed with a grade C or better</b>	<b>#/% of students failed with a grade D or lower</b>
<b>SS195-Micronesian Cultural Studies</b>	47	41 or 87%	6 or 13%
<b>SS200-Research Methods</b>	41	35 or 85%	6 or 15%
<b>SS205-Micro. Gov't &amp; Politics</b>	28	19 or 68%	9 or 32%
<b>SS212-Econ. Of Micronesia</b>	43	38 or 88%	5 or 12%
<b>SS220-Contemporary Issues</b>	32	31 or 97%%	1or 3.1%
<b>SS280-Directed Study</b>	13	12 or 92%	1 or 8%

- Although between 87% & 95% of the students in all the courses passed the written assignment with a score of 3 or better, the weakest response as was seen from Fall 2013 and then in Spring 2014 was still identified to be in the area of "Economy". Here, students either failed to respond to the concept of economy or they only gave a general explanation of the concept. Slight improvement is seen from the previous SY2012-2013, where the overall passing of students was at 70%. The improvement can be attributed to the implementation of the uniform attendance Policy for the SS division in Fall 2013.
- PSLO#3: Despite which semester or course (SS200 or SS280), results indicate that the passing rate of students around 70%. Results for research papers show the following:

*Table 2 shows results of research papers for SS200 & SS280 for SY 2013-2014.*

<b>Courses assessed for SY 2013-2014</b>	<b>Total # of students Assessed</b>	<b>#/% of students passed with a C or better</b>	<b>#/% of students passed with a D or lower</b>
SS200-Research Methods	45	33 or 73%	12 or 27%
SS280-Directed Study	31	22 or 71%	9 or 29%

Figure 1 shows results of each criterion assessed for SS280 & SS200 research papers.



- Results show that students performed better in Thesis formulation and Product/Process, which represents organization of the paper. Given that results reflect final paper only, it can be concluded that areas may have improved over the course of the drafts that students worked on in both courses. However, even at the final paper, students were still lacking in Analysis at a 58% and Documentation at 68%, which are failing scores. In response to this, it should be made a recommendation to focus on building critical thinking skills and on evaluating literature. The overall passing rate of students has slightly increased from 60% in SY 2012-2013 to a 70% for the SY 2013-2014.
- PSLO#5: A total of 21 students in both Fall 2013 and Spring 2014 were given the exit survey questionnaire. Results have shown that in general, students are satisfied with the overall program.

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

- Promote deep learning and cooperative learning by promoting group work, research projects, team debate, and other practices that prepare them to face real world activities.
- Take proactive role in advising ensure that student enroll in the course have met the pre-requisites; make resources (e.g., computer lab) accessible and available.
- Maintain uniform attendance policy
- Reduce class size of Research Methods from 25 to 15 (starting Fall 2014) to build student-teacher interaction and careful evaluation of weak areas in research for students.

#### Recommendations for students:

- Students have to pass with at least a C or better in EN 120a and EN110.
- Students must have good reading and writing skills; critical and analytical skills to articulate ideas, concepts, and issues about Micronesia, both in written and oral communication.
- Students must have research skills to write commendable papers in the upper level SS courses.
- Students seek advice of the Micronesian Studies Program advisors in terms of course planning.



Unit Assessment Report - Four Column  
College of Micronesia - FSM  
A - instruction - Micronesian Studies (AA)

**Mission Statement:** • Since 1999, the Micronesian Studies Program has been highly committed to preparing Micronesian students to become better-informed citizens by nurturing and enhancing their lifelong skills and understanding about their history, geography, government and politics, culture, and economy. In so doing, students will develop their personal values and become active participants and contributors to their societies.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Micronesian Studies (AA) - MICST_PSLO_1 - Demonstrate the ability to read, speak and write critically and effectively in English about Micronesian Studies Program course content.</p> <p><b>PSLO Assessment Cycle:</b> 2011 - 2012 2012 - 2013 2013 - 2014</p> <p><b>Start Date:</b> 08/05/2013</p> <p><b>Inactive Date:</b> 05/18/2014</p> <p><b>PSLO Status:</b> Inactive</p>	<p><b>Assessment Strategy:</b> Common essay to be administered to the SS courses to assess this. The question will allow students to explain their understanding of the major concepts in the program which include: social, political, and economic influences. The courses are SS195, SS200, SS205, SS212, SS220, and SS280. The identified courses will be assessed, using a scoring rubric, on a range or 1-5; where 1=f, 2=D, C=3, 4=B, and 5=A.</p> <p>Common essays will be administered the 14th week of Fall 2013 as part of an in-class work.</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> 73%</p>	<p>05/13/2014 - SS195 Total Assessed=20 P=16 F=4 SS205 Total assessed=18 P=11 Fail=7 SS212 Total Assessed=23 Pass=20 Fail=3 SS200 Total Assessed=18 Pass=15 Fail=3 SS280 Total Assessed=5 Pass=5 Fail=0</p> <p>SS205 Total assessed=18 P=11 Fail=7</p> <p>SS212 Total Assessed=23 Pass=20 Fail=3</p> <p>SS200 Total Assessed=18</p>	

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Page 1 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Pass=15 Fail=3</p> <p>SS280 Total Assessed=5 Pass=5 Fail=0</p> <p>Although 70% of the students in all the courses passed the written assignment with a score of 3 or better, the weakest response as was seen from Fall 2013 was still identified to be in the area of "Economy". Thus, the same recommendation will be kept as was proposed in Fall 2013 (see recommendation).</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	
		<p>02/03/2014 - SS195 N=27 P=25 F=2 Of the 29 students who were assessed, 93% were successful at a score of 3 or better.</p> <p>SS205 N=10 P=9 F=1 From the 10 students who were assessed, 90% were successful at a score of 3 or better.</p> <p>SS212 N=20 P=18 F=2 From the 20 students who were assessed, 90% were successful at a score of 3 or better.</p> <p>SS220 N=21</p>	<p>05/13/2014 - Students either failed to respond to the topic on Economy all together or they ended providing a very superficial response. It can be recommended that more emphasis be provided on this subject in the future. A specific approach can involve students to write about topics on Economy, focusing on Micronesia.</p>

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Page 2 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		P=20 F=1 From the 21 students who were assessed, 95% were successful at a score of 3 or better. SS280  N=8 P=7 F=0 From the 8 students who were assessed, 88% were successful at a score of 3 or better. Most of the students were successful (above 70%) at achieving this outcome. However, noticeable factor was their weakness in elaborating on the economic aspect of the common essay question. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Micronesia Studies (AA) - MICST_PSLO_5 - Demonstrate an appreciation of the requirements of good citizenship in the FSM. <b>PSLO Assessment Cycle:</b> 2011 - 2012 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/07/2013 <b>Inactive Date:</b> 05/18/2014 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> A common essay question on exam in SS 195, SS 205, SS 212 and SS 220, SS200, and SS 280. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 73%	05/13/2014 - SS195 Total Assessed=20 P=16 F=4 SS205 Total assessed=18 P=11 Fail=7 SS212 Total Assessed=23 Pass=20 Fail=3 SS200 Total Assessed=18 Pass=15 Fail=3 SS280 Total Assessed=5 Pass=5 Fail=0	

11/30/2014 9:56 PM

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Page 3 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		SS205 Total assessed=18 P=11 Fail=7  SS212 Total Assessed=23 Pass=20 Fail=3  SS200 Total Assessed=18 Pass=15 Fail=3  SS280 Total Assessed=5 Pass=5 Fail=0  Although 70% of the students in all the courses passed the written assignment with a score of 3 or better, the weakest response as was seen from Fall 2013 was still identified to be in the area of "Economy". Thus, the same recommendation will be kept as was proposed in Fall 2013 (see recommendation). <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	
		02/12/2014 - SS195 P=25 F=2 SS205 P=9 F=1 SS212 P=18 F=2	

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Page 4 of 5

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		SS220 P=20 F=1 SS280 P=7 F=0  <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

## Nursing Program

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

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

### PSLO Assessment Report Summary

#### What we looked at:

The Nursing Program assessment focused on PSLO 1. Listed below are the results for the PSLO.

#### What we found:

PSLO#1: Students must demonstrate knowledge about legal-ethical principles and safe and quality nursing practice. Assessment through clinical evaluation tools and skills check offs. Successful completion of this objective will be indicated by more than 80% of students receiving a C grade or higher.

NU 125:Total number of students:	9
No. of students with a grade of "C" or higher:	9
Number of students who failed:	0
NU 135:Total number of students:	8
No. of students with a grade of "C" or higher:	8
Number of students who failed:	0

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

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

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

**Recommendations for students:**

- A student must have a strong background in natural sciences (Biology, Anatomy and Physiology, Microbiology)
- Must have good math skills
- Must have a strong reading comprehension and writing skills

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Nursing (AS)

**Mission Statement:**

To educate students to serve the health care needs of the people of Micronesia as certified nursing assistant, practical nurses, and associate degree nurses in community based health care sites, across the Federated States of Micronesia.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Nursing (AS) - NURNPLO 1 - Model personal and professional actions based on self-reflection, core nursing values, and lifelong growth integrating new knowledge, ethical principles, and legal standards for safe, quality nursing practice. <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/19/2014 <b>PSLO Status:</b> Active		06/11/2014 - 80% of students both CNA & Level I demonstrated knowledge about legal-ethical principles and safe and quality nursing practice. Assessment done through clinical evaluation tools and skills check offs. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 2 - Incorporate nursing knowledge to assess, plan, deliver, and evaluate care within the context of the inter-professional health team. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/19/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Students are given a scenario with chronic health alterations, and apply knowledge of nursing process and develop a nursing care plan, were able to identify how to evaluate plan of care, graded by rubrics. students are asked to perform related skills in the laboratory using skills checklist performance. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> Students who are taking courses related to this PLO should be able to perform skills and have a passing grade based on skills checklist performance	06/11/2014 - Students were able to demonstrate skills in nursing lab prior to their clinical rotations. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 3			

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
- Make evidence-based nursing judgments in the delivery of safe, holistic nursing care. <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/21/2012 <b>PSLO Status:</b> Active		06/11/2014 - 80% CNA students and Level I nursing students were able to make evidence-based nursing judgements on safe nursing care. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 4 - Demonstrate a spirit of inquiry to manage and improve the quality of care and outcomes for individuals, families, and communities <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/21/2013 <b>PSLO Status:</b> Active		06/11/2014 - 80% CNA and Level I nursing students demonstrated the ability to inquire and manage care outcomes for individuals, families and communities. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	
A - instruction - Nursing (AS) - NURNPLO 5 - Practice relationship-centered communication and incorporate health technology as a member of the inter-professional team <b>PSLO Assessment Cycle:</b> 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/21/2012 <b>PSLO Status:</b> Active		06/11/2014 - 80% of CNA and Level I nursing students demonstrated communication skills with the member of the inter-professional team. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

## Pre-Teacher Preparation

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

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

## PSLO Assessment Report Summary

### What we looked at:

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

1. PSLO #1: Review composite exam on Education 200 level courses scores of the graduates of the Pre-Teacher Preparation program. (Target 60%)
2. PSLO #2: Review teaching performance of students enrolled in ED 292 using a rubric. (Target 70%)

3. PSLO #3: Review composite exam on content in the following areas: art, literature, science, philosophy and social studies scores of the graduates of the Pre-Teacher Preparation program. (Target 70%)

#### **What we found:**

- For PSLO #1: Spring 2014- 5 of the 10 (50%) students who took the composite exam scored 60% or higher.
- For PSLO #2: Spring 2014-16 of 24 (66%) students achieved 70% or higher on the scoring rubric.
- No Results

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

- Instructors who teach the 5 courses in AA Pre-Teacher Preparation program will meet to review the items missed by most students to ensure that the content is adequately taught in the courses.
- Instructors will review composite exams for validity and reliability.
- Meet and share teaching strategies to improve student learning.
- Instructors will review and update course outlines.
- Revise ED292 course outline to include more teaching practices.
- Revise ED210 course outline to include classroom observations and a pre-requisite for ED292.
- Meet with all education major students (Pre-Teacher Prep. & Teacher Prep.) at the beginning of the school year (semesters) to clarify requirements.

#### **Recommendations for students:**

- Students should pass (letter grade of "C" or better) EN120b at the end of the first two semesters.
- Students should attend and participate in class regularly.
- Students should try to learn and retain information about student learning outcomes in the Pre-Teacher Prep. program in order to be successful on the composite exams.
- Students should focus and pass courses with at least a "C" on the first try.
- Students should take ED210 Intro. to Teaching before ED292 Practicum.

Unit Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - Pre-Teacher Preparation (AA)

**Mission Statement:** Beginning in 1974 offering an associate program in Teacher Education followed in 1982 by 3rd Year Certificates of Achievement in Elementary and Special Education, the Division strives to provide teachers of excellence for the Federated States of Micronesia. The program emphasizes and graduates will demonstrate familiarity with the FSM elementary curriculum standards, a variety of contemporary teaching and assessment strategies, management techniques, pedagogical knowledge and professionalism.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Pre-Teacher Preparation (AA) - PTP_PSLO #1 - Demonstrate basic knowledge of the foundations and concepts related to elementary education. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/05/2013 <b>Inactive Date:</b> 05/18/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Composite exam on Education 200 level courses. <b>Assessment Type:</b> Exam/Quiz - Standardized <b>Target:</b> 90% will achieve 60% or higher <b>Assessment Strategy:</b> Pre-Post tests will be administered to the students enrolled in ED210A, ED215, ED/PY201, ED292, and MS/ED210. <b>Assessment Type:</b> Exam/Quiz - Pre-Post <b>Target:</b> 90% will achieve 60% or higher.	07/22/2014 - Spring 2014: <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014  07/22/2014 - ED 215: 19/22 students achieved 60% or higher on the post test. ED/PY 201: 20/24 students achieved 60% or higher on the post test. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	07/22/2014 - Test items need to be reviewed for validity and reliability.   07/22/2014 - Review items mostly missed by the students for more effective teaching strategies.
A - instruction - Pre-Teacher Preparation (AA) - PTP_PSLO #2 - Demonstrate familiarity with a variety of instructional strategies for elementary school students. <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015 <b>Start Date:</b> 08/06/2012 <b>Inactive Date:</b> 05/18/2014 <b>PSLO Status:</b> Active	<b>Assessment Strategy:</b> Assess videotaped teaching performances in ED 292 using a rubric. <b>Assessment Type:</b> Presentation/Performance <b>Target:</b> 90% will achieve 70% or higher on the rubric. <b>Assessment Strategy:</b> Pre-Post test will be used to assess students familiarity of instructional strategies for elementary students. <b>Assessment Type:</b> Exam/Quiz - Pre-Post	07/22/2014 - Spring 2014 16/24 (66%) achieved 70% or higher on the rubric. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014  05/20/2014 - 24/24 (100%) achieved 70% or higher on the post test. <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	07/22/2014 - Students should come to class regularly.

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Page 1 of 2

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<b>Target:</b> 90% will achieve 70% or higher. <b>Assessment Strategy:</b> Tests (open ended questions) on instructional strategies will be administered to students enrolled in ED292. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> 90% will achieve 70% or higher.	07/22/2014 - 19/24 (73%) achieved 70% or higher on the exam. <b>Target Met:</b> No <b>Reporting Period:</b> 2013 - 2014	

## Public Health Program

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

1. Recognize, describe and discuss the basic public health science facts and principles
2. List and discuss the essential public health functions and their interrelationships at community and district level
3. Describe and discuss adult, children and family health issues
4. Discuss and demonstrate an understanding and practice of some

- generic public health competencies
5. Demonstrate proper public health skills for public health practice in the community as a state or local public health officer
  6. Discuss and demonstrate community and cultural sensitivity in the health care environment
  7. Describe and discuss the health determinants and problems of adults, children and families
  8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques
  9. Demonstrate the ability and discuss how to make a community diagnosis based on the determinants of health
  10. Identify and demonstrate good public health practice
  11. Have had work experience at a public health facility at community and district levels

**What we looked at:**

The Public Health Program assessment focused on PSLOs 1, 2, 4, and 8.

Students who are taking courses related to PSLO1 presents a report at the end of the term and these are graded based on a rubric. Successful completion of this objective will be indicated by more than 80% of students receiving a C grade or higher.

PSLO 2 was assessed by research papers and graded according to a specified rubric. Successful completion of this objective will be indicated by more than 80% of students receiving a C grade or higher.

Evaluating students' individual portfolio based on a rubric assessed PSLO 4

PSLO 8 was assessed by a final skills test.

**What we found:**

- PSLO#1: Students who were taking courses related to this PLO have presented their reports among their peers and mentors and received a passing mark based on a rubric.

PH 111: Total number of students:	39
No. of students with a grade of "C" or higher:	32
Number of students who failed:	5
PH 121: Total number of students:	19
No. of students with a grade of "C" or higher:	15
Number of students who failed:	2



PH 131:Total number of students:	20
No. of students with a grade of “C” or higher:	17
Number of students who failed:	2

PH 141:Total number of students:	15
No. of students with a grade of “C” or higher:	12
Number of students who failed:	3

- PSLO#2: Students who took courses submitted their research report and graded based on a rubric

PH 141:Total number of students:	13
No. of students with a grade of “C” or higher:	11
Number of students who failed:	2

- PSLO#4: Students were able to present their portfolio that includes discussions and copies of their report to their mentors with satisfactory grades given by the mentors based on a rubric.

PH 365A:Total number of students:	13
No. of students with a grade of “C” or higher:	13
Number of students who failed:	0

PH 365B:Total number of students:	16
No. of students with a grade of “C” or higher:	16
Number of students who failed:	0

- PSLO#8: All students majoring in Public Health has successfully pass certification for CPR and first aid after attending a training seminar

Number of students who did the CPR training:	15
Number of students who earned their BLS/CPR certificate:	15

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

- A comprehensive assessment/exam to evaluate the overall knowledge/skill the students gained will be administered.
- Starting SY 14-15, a Comprehensive Exam will be given to students

every after the semester and contents will be based on their level (1st level AS, 2nd level AS, 3rd CAPH)

- Require MS 150 Statistics as part of General Education in lieu of PH 109 Math for Health Sciences

### Recommendations for students:

- Students must have a good background in statistics
- Students must have good reading comprehension and writing skills

#### Unit Assessment Report - Four Column

#### College of Micronesia - FSM

#### A - instruction - Public Health (AS)

**Mission Statement:** PHTP endeavors to provide students of varied educational background the opportunity to pursue comprehensive and high-quality training in public health, and to provide the Federated States of Micronesia and surrounding Pacific Island nations with a workforce of capable public health professionals."

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
A - instruction - Public Health (AS) - ASDPHPLO 2 - List and discuss the essential public health functions and their interrelationships at community and district level <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/21/2012 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Progressive quizzes given during the course of the semester. <b>Assessment Type:</b> Exam/Quiz - In Course <b>Target:</b> Successful completion of this outcome will be indicated by more than 80% of students receiving a C grade or higher.	05/16/2014 - Students who are taking courses related to this PLO have successfully passed the exam given for these courses <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	05/16/2014 - A comprehensive exam will be developed to further assess the success of students in this PLO
A - instruction - Public Health (AS) - ASDPHPLO 8 - Demonstrate proper cardiopulmonary resuscitation (CPR) and first aid techniques <b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 <b>Start Date:</b> 08/21/2012 <b>PSLO Status:</b> Inactive	<b>Assessment Strategy:</b> Students must pass the certification training for CPR and first aid. <b>Assessment Type:</b> Internship/Supervisor Evaluation <b>Target:</b> All students majoring in Public Health must have a certification that they are training CPR provider	05/16/2014 - All students who have declared Public Health as their major have been certified as a BLS provider. This means that these students have acquired a skill in providing Cardiopulmonary Resuscitation <b>Target Met:</b> Yes <b>Reporting Period:</b> 2013 - 2014	

## Telecommunication Program

### Program Student Learning Outcomes (PSLOs)

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

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

## PSLO Assessment Report Summary

### What we looked at:

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

### What we found:

- VEE250 Cooperative Education - 20 out of 20 or 100% of the students got 'C' or better as their final grade and were able to practice a career in telecommunication by attending on-the-job training.
- 36 out of 36 or 100% of the students got 'C' and better as their final grade and were able to perform troubleshooting radio devices, microwave communication system, telephone system and fiber optics system.

### What we are planning to work on:

Include how to use an infra-red solder station to learn the ball grid array (BGA) rework competencies where all integrated circuit (IC) found in modern cellphone technology attach onto its printed circuit board (PCB).

Incorporate installation and setup of HF (high frequency) radio base station and interface to ADSL to communicate world wide using portable hand held radio.

### Recommendations for students:

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

Competency on using test instruments and generators, identify and test passive and active electronics component and able to read block, wiring and schematic diagram before taking the advanced courses in telecommunication program.

Unit Assessment Report - Four Column  
College of Micronesia - FSM  
A - instruction - Telecommunication (AAS)

**Mission Statement:** The Telecommunication technology program offers academic course work, technical skills training and practical experience to prepare the students for positions in the Telecom industry.

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_3.1 - Interpret schematic diagrams and waveforms.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Actual reading and circuit tracing of schematic diagram. Student will describe the different symbols and signals found in schematic diagram.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>12/16/2013 - 12 out of 12 students or 100% in Radio Communication (VEE 230) got a grade of "C" or better and were able to read schematic diagram and waveform of radio receiver circuit.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	<p>12/16/2013 - The course should include in the student learning outcome (SLO) actual Citizen band(CB) transceiver and High Frequency (HF) transceiver radio setup and troubleshooting to meet the growing demand of those stakeholders who owns taxi and fishing vessels or maybe wants to put up their own radio frequency (RF) communication devices.</p>
		<p>12/16/2013 - 11 out of 11 or 100% of the students in signal processing (VEE 240) got a grade of "C" or better and were able to interpret schematic diagrams and waveforms of analog and digital signal processing circuits.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	<p>12/16/2013 - Some NIDA cards need to be bought to replace the defective signal processing cards to accommodate more students during the hands-on activities.</p>
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_5.1 - Practice a career in the Telecom Industry</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b></p>	<p><b>Assessment Strategy:</b> The student will access base on his performance by the industry partner field supervisor and course instructor in charge.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>05/16/2014 - 20 out of 20 or 100% of the students were able to receive a grade of "C" or higher and was able to perform at highest level of working competency set by the industry field supervisor and course instructor.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	

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Page 1 of 3

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>05/15/2015</p> <p><b>PSLO Status:</b> Active</p>			
<p>A - instruction - Telecommunication (AAS) - TM_PSLO_6.1 - Troubleshoot microwave, fiber optic and telephone system.</p> <p><b>PSLO Assessment Cycle:</b> 2012 - 2013 2013 - 2014 2014 - 2015</p> <p><b>Start Date:</b> 08/20/2012</p> <p><b>Inactive Date:</b> 05/08/2015</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> The student will troubleshoot a defective circuit use in telecommunication system.</p> <p><b>Assessment Type:</b> Presentation/Performance</p> <p><b>Target:</b> 70 % of the students registered in the course should attain a grade of "C" or better.</p>	<p>05/16/2014 - In VEE261 14 out of 14 or 100% of the students were able to get a grade of "C" or higher and was able to setup and troubleshoot microwave system.</p> <p>In VEE260 19 out of 19 or 100% of the students were able to get a grade of "C" or higher and was able to terminate and connect fiber optics cable and connectors.</p> <p>In VEE280 2 out of 2 or 100% of the students were able to get a grade of "C" or higher and was able to service and repair telephone set.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	
		<p>12/16/2013 - 13 out of 13 or 100% of the students in VTE280 (Telephone System) got a grade of "C" or better and were able to troubleshoot and repair cord and cordless telephone sets.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	<p>12/16/2013 - The course time and credits should be increase to accommodate more time in troubleshooting telephone system (cord and cordless). Cellular phone system (VTE281) and Telephone system (VTE280) must be merge together and increase the credits hour to 6. Currently VTE 280 is 3 credit while VTE281 is also 3 credit but was assign as elective course only.</p> <p>Due to fast changing technology it is strongly suggested that the two course be combine as one to increase the ability of the student to troubleshoot both communication devices in one course only.</p>

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Page 2 of 3