

Assessment Report Worksheet #3

Achieving College Excellence
(ACE)

Fall 2010 – Spring 2011

Unit/Office/Program (3-1)
 Formative Assessment (3-3)
 Summative Assessment (3-4)

Assessment Period Covered (3-2)
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Submitted by & Date Submitted (3-5)

Endorsed by: (3-5a)

Evaluation Question (Use a different form for each evaluation question)(3-6):

Was the program implemented as designed at all four state campuses?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):

Ia. Means of Unit Assessment & Criteria for Success (3-8):

Open ended questionnaire (attached) completed by each state campus. All information collected is to establish baseline data.

Ib. Summary of Assessment Data Collected (3-9):

- Smaller campuses (Yap and Kosrae) offered 1 section each of ACE I and ACE II. Kosrae had 17 students and Yap had 14 students that entered ACE in Fall 2010. Chuuk Campus registered 62 students in ACE for fall 2010, and Pohnpei campus registered 158 students for fall 2010.
- The same textbooks were used at all campuses; however, the math books arrived late for the first 6 week session.
- Computer lab time was spent teaching students how to use a computer, some campuses had a difficult time arranging time in an available computer lab and software for individual work was minimal. This time was also used to complete homework assignments, teach study skills and time management skills.
- Tutors for the classrooms were a problem. The college tutoring program processed applications late, so tutors were not available from the beginning of the first 6 weeks at most campuses. When tutors were hired, there were anywhere from 2 – 5 available. These tutors supervised the lab times and gave individual help to students working on assignments.
- Student Services assisted with hiring tutors, arranged for the Friday seminars on first year experience and the regular services such as financial aid and registration.
- The same exit tests were used at each campus. Math was a version of the College of Micronesia Entrance Test (COMET) prepared by the college assessment coordinator. Some campuses used a percentage to exit math rather than specific numbers correct in sections as the COMET math is scored. Some campuses reported the students were not ready for MS 100 after the ACE modules while others said students were bored in MS 100. The Gates/McGinitie Reading test and a sample essay graded with the COMET rubric were used for the English modules.

Ic: Use of Results to Improve Program/Unit Impact/Services[Closing the loop] (3-10):

- ACE Math instructors need to carefully review course outlines and recommend necessary changes.

- Brandi Fichtner at Yap campus will develop a pre/post test for ACE Math I and II for fall 2011.
- Look for IEP software and CDs for language learning.
- Use the same instructor with the same students for both six week sessions
- More training on teaching developmental education
- Resources for vocabulary building strategies
- Google chat or some type of conference meeting each month or at least every six week session.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-11):

2a. Means of Unit Assessment & Criteria for Success:

What was the completion rate of the first cohort of ACE students?

2b. Summary of Assessment Data Collected:

Row Labels	Enrollment	Total Passed	Completion Rate
English as Second Language			
091A ACE 1	183	53	29%
091B ACE 1 repeat	127	48	38%
092A ACE 2	122	60	49%
092B ACE 2 repeat	46	16	35%

Row Labels	Enrollment	Total Passed	Completion Rate
Mathematics			
091A ACE 1 Math	135	58	43%
091B ACE 1 Math repeat	68	30	44%
092A ACE 2 Math	171	86	50%
092B ACE 2 Math repeat	58	28	48%

COMET scores of the successful students were examined to see if placement might have had an effect on completion. 62 sets of scores were reviewed. Only four students started with the original proposed criteria of 35 on the essay, 8th grade reading comprehension and MS 096 placement in math. 30 of the successful students met 2 of the 3 criteria, 24 met only one criteria (3 essay, 5 reading comprehension and 16 the math) and 4 successful students started with COMET scores below all 3 proposed criteria. Of the 24 students who met only one criteria, 13 (54%) had GPAs 2.0 or above the spring semester. Of the 30 students who met 2 of the proposed criteria 13 (43%) had GPAs 2.0 or above during the spring semester. Of the 4 students who met all three of the proposed criteria, 3 (75%) of the 4 had GPAs of 2.0 or above. Of the 4 that didn't meet any of the proposed criteria only 1 had a GPA of 2.0 or above during the spring semester.

2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:

1. Change the COMET criteria for selection of new students into programs.

Degree programs – 40–50 on essay; 10th grade on reading comprehension; MS 099 on math.

EN120A, EN110

ACE program – 35-39 on essay; 8th grade on reading comprehension; MS 096 on math.

ACE 1 and ACE 2 (note: some students may place into MS100 Math)

Certificate programs – 20-34 on essay; 6 – 7.9 on reading comprehension; MS 096 on math.

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-12):

3a. Means of Unit Assessment & Criteria for Success:

3b. Summary of Assessment Data Collected:

3c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]: