

Mission and Outcomes Development Worksheet # 1

Academic Programs

		SY 2012-2013
Academic Program		Assessment Period Covered
Liberal Arts		
		Date Submitted

Institutional Mission/Strategic Goal:

Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal:

SG1: Promote learning and teaching for knowledge, skills creativity, intellect and the abilities to seek and analyze information and to communicate effectively

SG7: Build a partnering and services network for community, workforce and economic development (since our students are encouraged to transfer out to other universities)

Academic Program 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)

Academic Program Goals : The Liberal Arts program will produce students who:

- 1.) are able to transfer to other colleges, universities or institutions
- 2.) have critical thinking and analytic skills from multi-disciplinary contexts
- 3.) are well informed and equipped with skills to be contributing members of their societies.

Academic Program Outcomes (As currently approved – add in additional sections as needed):

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

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

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

Outcome 4:

Program Review Improvement Outcome:

To better improve assessment of our program, we need to collect assessment data from all of the LA upper-level English classes in order to evaluate/compare our students' performance of program learning outcome #2. Data will be compared to student writing assessments that were done with students in the social science courses done last year.

Assessment Plan Worksheet # 2

Academic Programs

Liberal Arts Program		SY 2012-2013
Academic Program		Assessment Period Covered
() Formative Assessment		Aug. 2012-Aug. 2013
(X) Summative Assessment		Date Submitted

Institutional Mission/Strategic Goal:

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Strategic Goal (*which strategic goal(s) most support the services being provided*):

SG1: Promote learning and teaching for knowledge, skills creativity, intellect and the abilities to seek and analyze information and to communicate effectively

SG7: Build a partnering and services network for community, workforce and economic development.

Academic Program Mission Statement :

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Academic Program Outcomes:

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

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

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

This year the Languages and Literature division will be assessing how well students are able to demonstrate OUTCOME #2 “Articulate and understand their experiences through effective writing, reading, speaking and various modes of artistic expression.” This outcome was assessed two years ago however, another look at the writing will allow us to look at any trends that may be apparent in the writing of the students.

Evaluation questions	Data sources	Sampling	Analysis
Coherence: Can the student demonstrate coherency thru the support of a thesis statement in every sentence of a writing sample?	A writing sample of content-specific information from the upper-level EN courses will be collected and analyzed during the Fall 2012 and Spring 2013 semesters using a standardized Lang/Lit rubric.	All of the students in the 200 level courses that are offered in the Fall 2012 and Spring 2013 semesters.	A scoring rubric will be developed in collaboration with the Lang/Lit teachers to assess this criteria.
Content: Are students’ able to interpret and integrate information from outside sources into expressions of concepts within their writing?	A writing sample of content-specific information from the upper-level EN courses will be collected and analyzed during the Fall 2012 and Spring 2013 semesters using a standardized Lang/Lit rubric.	All of the students in the 200 level courses that are offered in the Fall 2012 and Spring 2013 semesters.	A scoring rubric will be developed in collaboration with the Lang/Lit teachers to assess this criteria.
Format: Can the student follow basic guidelines of MLA formatting within a writing sample?	A writing sample of content-specific information from the upper-level EN courses will be collected and analyzed during the Fall 2012 and Spring 2013 semesters using a standardized Lang/Lit rubric.	All of the students in the 200 level courses that are offered in the Fall 2012 and Spring 2013 semesters.	A scoring rubric will be developed in collaboration with the Lang/Lit teachers to assess this criteria.

Timeline

Activity	Who is Responsible?	Date
Administering of the assessment tool to students	Lang/Lit instructors	Should start in the Fall semester and continue in the Spring semester. This is a summative assessment for each semester.
Preparation of assessment rubric	Lang/Lit division faculty (Amy Ulm will initially start the draft and other faculty will review and finalize the rubric)	Should be completed before the end of Spring 2012 as final scoring and evaluation of writing will be done prior to summer term.
Evaluation of Data	All Lang/Lit division members who are teaching upper-level EN courses	Should be most likely done prior to the beginning of summer of 2013 so that data may be used for improvement plans of the program and eventually used in the program review.
Writing of Program Evaluation Report	All faculty members will be analyzing and writing a brief report of their assessment in their courses and coordinator will compile and complete worksheet #3. The aim is to do this across all campuses that offer 200 level courses this year.	Before the end of summer 2013 for submission to CAC committee for feedback and approval.

Comments

