

College of Micronesia – FSM

Committee Minutes Reporting Form

Committee or Working Group		<i>Curriculum and Assessment Committee</i>	
Date:	Time:	Location:	
April 30, 2012 <i>(Regular MEETING)</i>	1:00 p.m.	BOR Conference Room	
Members Present			
Titles/Reps	Name	Present	Absent
Committee Chair	Kathy Hayes	X	
Committee Vice-Chair	Taylor Elidok	X	
Secretary	Resida Keller	X	
National Faculty Rep.	Snyther Biza	X	
National Faculty Rep.	Mike Dema	X	
National Faculty Rep.	Paul Dacanay	X	
National Faculty Rep.	Delihna Ehmes	X	
National Faculty Rep.	Faustino Yarofaisug	x	
National Faculty Rep.	Susan Moses	X	
National Faculty Rep.	Madalena Hallers	X	
National Faculty Rep.	Joseph Felix Jr	X	
Cooperative Research Extension (CRE) Rep.	Jackson Phillip		X
Chuuk Campus Faculty Rep.	Alton Higashi		X
Kosrae Campus Faculty Rep.	Nena Mike	X	
National Campus staff Rep (IRPO)	Raleigh Welly	X	
National Campus staff Rep	Lore Nena		X
Pohnpei Campus Faculty Rep.	Gardner Edgar	X	
Pohnpei Campus Faculty Rep	Debra Perman	X	
Pohnpei Campus Faculty Rep	Shirley Jano	X	
Pohnpei Campus Staff Rep	Maria Dison		X
FMI Campus Faculty Rep.	Kasiano Paul	X	
FMI Campus Faculty Rep.	Alex Raiuklur	X	
Yap Campus Faculty Rep.	Joy Guarin	X	
Kosrae Campus Faculty	Rosalinda Bueno		X
Chuuk Campus Faculty Rep	Lynn Sipenuk	X	
Additional Attendees:	Dana Leeling, Math/science Division		
Agenda/Major Topics of Discussion:			
<p>I. New Business:</p> <ol style="list-style-type: none"> 1. Recommendations on “how to improve the course outline and program review process” 2. Spring 2013 report for proficiency levels in SLOs 3. Approval of April 16th minutes 4. Next meeting: TBA 			
Discussion of Agenda/Information Sharing:			
<ol style="list-style-type: none"> 1. Background from Kathy: In the CAC’s efforts to work on linking Institutional learning outcomes to/with regular assessment, Kathy had invited Dana Leeling to share and go over an assessment model that he has used which clearly links all PLOs to SLOs and on to the mission, values and strategic goals of the college. This presentation was necessary since the college needed to show and prove that we are indeed assessing these learning outcomes. 2. Dana presented his model to the CAC; The model showed whether students either could (1) or could not (0) perform the SLOs for the course. It further linked the course level SLOs to the program SLOs and on to the Institutional SLOs to clearly show the 			

alignment between the various levels of assessment. The following discussion ensued after the presentation:

- **Sue** highlighted the fact that the power of using the model was that it shows what we do and it allows all to see what is important to the college. She suggested that the current course level assessment form shows the ILOs as a “tacked on” section which does not show the integration of assessment at all levels and asked if it be possible to insert a column or two to the current form to show the links between CLOs to PLOs to ILOs.
- **Kathy** added that in the future, it would be helpful if a second matrix with LOs of course, program and institution be incorporated into the course outline to show the links between levels; internal measurements can also be compared with the external measurements of how well we are achieving the LOs.
- **Gardner** echoed their thoughts and asked “What should we do?” and reminded all the need for consistency—what one program does, all programs should do. He also mentioned the fact that the current course level assessment with the I,D, and M still have value but could be enhanced.
- **Software, such as TRACDAT** which other colleges use need to be looked at to determine whether there is software available out there that meets our needs and can be utilized here at the college effectively.
- **Assessments using worksheets 1, 2, and 3** need to be continued and could be revisited and looked at for improvement.
- **Draft matrices** need to be established for each program.
- **Kathy** will draft a matrix and will circulate it to the CAC for review/modifications, she will also research to find information regarding origins of the ILOs: Where did they come from? Who wrote them? (It appears that the first 3 ILOs came from the 2006 President’s retreat) and Have they been approved?
- **Kasiano** mentioned that the ISLOs #1, 2, 3 can be assessed with the assessment worksheets academically but #4 and #5 may prove to be a little more difficult to assess.
- **Nena** asked if the ISLOs align with the PLOs because if they do, then the data that is being used and data that is needed for assessment is already available in the program assessments/reviews.
- **On-the Job Training (OJT)** can be the means for assessing ISLOs #4 and 5

To sum up: Priorities for the CAC is to :

- Determine origins of the ISLOs
- Draft/recommend documents that 1. Link PLOs to ISLOs; 2. Can be incorporated to the course outline to show links between levels (i.e. Matrix); 3. Modify the course level assessment form to better incorporate the ISLOs so that it does not just appear to be a “tack on” but is an integrated part of assessment.
- Determine and recommend training needs in using these documents

Date of next meeting will be emailed to all (TBA)

Handouts/Documents Referenced:

1. Dana’s assessment model; link had been emailed out to all CAC members

College Web Site Link:

Prepared by:	<i>Resida S. Keller</i>	Date	5/29/12
		Distributed:	

2. Approval of Minutes Process & Responses: Approval of April 16th minutes deferred till

next meeting TBA.

Submitted by:	<i>Resida S. Keller</i>	Date Submitted:	<i>5/29/12</i>
Approved: 8/20/12			

Summary Decisions/Recommendations/Action Steps/Motions with Timeline & Responsibilities

Kathy will research to:

- Determine origins of the ISLOs and will email information to CAC
- Draft/recommend documents that 1. Link PLOs to ISLOs; 2. Can be incorporated to the course outline to show links between levels (i.e. Matrix); 3. Modify the course level assessment form to better incorporate the ISLOs so that it does not just appear to be a “tack on” but is an integrated part of assessment
- Next meeting: TBA