

Assessment Plan Worksheet #2

Micronesian Studies Program

Unit/Office/Program (2-1)

Fall 2011 to Spring 2012

Assessment Period Covered (2-2)

Formative Assessment (2-3)

Summative Assessment (2-4)

Submitted by & Date Submitted (2-5)

Endorsed by (2-5a)

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

Strategic Goals 1: Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively
Strategic Goals 8: Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity

Academic Program 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.

Academic Program Goals (General Statements about knowledge, skills, attitudes, and values expected in graduates).

- Students know the basic concepts of Micronesian history, society, government & politics, economy and culture.
- Students understand the major theoretical approaches that explains political, economical, governmental, social, and cultural phenomenon of the Micronesian islands and other entities.
- Students can write a critical paper about Micronesian issues using interpreted data collected through research.
- Students have effective interpersonal skills in collecting and communicating course content of Micronesian studies.

-Students value and respect their roles as citizens.

Academic Program Outcomes:

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

Evaluation questions	Data sources	Sampling	Analysis
1. Can students demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technology?	Research and writing papers using common rubric.	SS200 and SS280	
2. Can students demonstrate an appreciation of the requirements of good citizenship in the FSM?	Pre/Post common essay question	SS195, SS205, SS212 and SS220	

Timeline:

Activity	Who is Responsible?	Date
Create common research and writing assignment	Instructors for "sample" courses listed.	Aug. 2011
Create common essay question	Instructors for "sample" courses listed.	July 2011
2a. Pre-essay question should be administered on the day after the last day of add-drop. A post-essay question will be given on the last day of class.	All Social Science faculties will work together in gathering data. Chair and	End of May 2012

2b. All essays should be analyzed and reported with recommendations by end both fall 2011 and spring 2012.	Coordinator of the program will compile final report.	
A research and writing assignment will be assigned in courses indicated	Instructors of "sample" courses.	September 2011
Research papers collected and scored using common rubric; must emphasize content and methods.	All Social Science faculties will work together in gathering data.	Dec. 2011 and May 2012
Discuss findings, transfer to worksheet#3	Chair and Coordinator of the program will compile final report.	June 2012

Comments:

Assessment Report Worksheet #3

<u>Micronesian Studies Program</u>	<u>Fall 2011 to Spring 2012</u>
Unit/Office/Program (3-1)	Assessment Period Covered
(X) Formative Assessment (3-3)	SS Division Fall 2011 to Sp12
(X) Summative Assessment (3-4)	Submitted by & Date Submitted ()
	Endorsed by: (3-5a)

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

1. Can students demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technology?

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):

Research and writing papers using common rubric. Identified courses to assess included SS200 and SS280. A common rubric was identified and was used to rate research papers for consistency and accuracy.

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

At the beginning of Fall semester 2011, faculty members of the Micronesian studies program and the social science division proposed to assess student in the program, using first questions as identified above and a second evaluation question mentioned below. Courses to be assessed were identified and lead instructors for the courses in the program were tasked to administer and collect the assessment results. It was proposed that the rubric used in SS280 and SS200 and a common question be used to assess student learning in the two courses.

Summary Report on SS200

Twenty four (24) students enrolled in the class at the beginning of fall 2011. Four students withdrew from class during the first week and four students failed the class. During the spring 2012 semester, twenty three students enrolled in the class. At the end of the semester, eighteen students passed the course with at least a C grade or above. Three students received Ds and two received F grades. Detailed breakdown on student's performance is as follow: Four students earned A, six B, eight C, three D, and two F. For school year 2011-2012 course completion rate is 79%.

Assessment Methodology

Both fall and spring semester SS200 students research papers were assessed, using an instructor ready-made rubric.

Summary Report on SS280

There were 12 students who enrolled in the course at the beginning of the fall 2011 semester. Eight students passed the course with C grade or better, one withdrew, and three failed the class.

During the spring 2012 semester, the course was divided into two sections because more than 10 students needed the courses to graduate that semester. Section 1 was taught by Lucy and section 2 was taught by Faustino.

Section 1 SLO Report

Ten students enrolled in this particular section.. At the conclusion of the course, 6 students passed the course with at least a C grade and above. Two students were withdrawn and two failed.

The thesis is graded, using a research rubric, which looks at several criteria. In addition to the thesis the SLO is assessed using class work and other assignments.

Section 2 SLO Report

Ten students enrolled in the course at the beginning of the spring 2012 semester. Six students completed the course with at least a C grade and above; one student earned a D grade and three others received F grades.

Section 1 & 2 Assessment Methodology

Student learning was assessed based on the final product. The final project was a 24 page research paper written in APA format. The final paper was read by other social science faculty members, and a research paper rubric was used to assess student's performance.

Course Completion Rate

Collectively, Directed Study (SS280) has a course completion rate of 70% or 14 students pass the course. (Still need fall semester data to complete this section)

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

As depicted above, SS200 has a completion rate of 78% and SS280 has a completion rate of 70%. The results suggested that both courses have 70% or more completion rates.

Current instructors to both SS200 and SS280 felt that the current rubric should be used to measure student's performance on the SLO and did not suggest any change to rubric.

Claim that for the time being the rubric is relevant. (see attached a copy of the research rubric)

To design and align one common formative tool to accurately measure student learning. For example, the formative tool can be an assignment or a classwork that clearly linked to and can measured portion of the student learning that is embedded in the evaluation question.

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

2. Can students demonstrate an appreciation of the requirements of good citizenship in the FSM?

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

A Common essay was formulated to assess students taking courses; SS195, SS205,

SS212 and SS220 to see if students can competently write about particular topics in Micronesia as relating to economics government, politics, culture, and social factors.

2b. Summary of Assessment Data Collected:

Data below show completion rates for identified assessed courses and results for assessment questions/common essay question, as depicted in tables 1 &2. Note that no datum is given for SS205 (as represented by NA) because the course was not offered for that semester.

Table 1: Completion rates by course for fall 2011, as reported by COM-FSM IRPO.

courseNum	Records	ABC OR P	ABCD OR P	CC ABC OR P	CC ABCD OR P
SS195	30	27	27	90.0%	90.0%
SS205	25	23	23	92.0%	92.0%
SS212	28	24	25	85.7%	89.3%
SS220	25	17	19	68.0%	76.0%

Table 2: Completion rates by course for Spring 2012, as reported by COM-FSM IRPO.

courseNum	Students	ABC or P	ABCD or P	% ABCP	%ABCDP
SS195	30	25	25	83.3%	83.3%
SS205	NA	NA	NA	NA	NA
SS212	25	17	21	68.0%	84.0%
SS220	3	3	3	100.0%	100.0%

A common essay question was administered at the end of the semester of Spring 2012 to assess students learning in the evaluation question. The COMET rubric was used to assess this work. Results are reports from lead instructors of each course (as identified in item 2a). Note that no datum is given for SS205 (as represented by NA) because the course was not offered for that semester.

The assessment question was: [“List and explain the social changes that have occurred in Micronesia and their impact \(both advantages and disadvantages\) on the social, political, and economic aspects.”](#)

Table 3: Results for common essay question.

The following are results for the courses: The scoring is broken down by a 10-point scale

Score	Number of students	Course
0-05	0	SS195
06-10	0	SS195
11-15	6	SS195
16-25	15	SS195

0-05	0	SS212
06-10	0	SS212
11-15	6	SS212
16-25	7	SS212
0-05	NA	SS205
06-10	NA	SS205
11-15	NA	SS205
16-25	NA	SS205

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

In addition to the common essay question that was used to the identified courses, an essay rubric should be used in the next assessment to rate the common question. Wording of PLO#5 should be changed to indicate that outcome is measurable. Example, it's hard to measure "appreciate". Faculty should also meet deadline to have data available before plans for next assessment can be implemented. The same common essay question will be used as a tool of assessment for accuracy and consistency.

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]: