**Program Student Learning Outcomes Assessment Summary**

**(AY 2012-2013)**

**Program Student Learning Outcomes (PSLOs)**

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. Listed below are the results for each of the PSLOs.

**What we found:**

* PSLO#1: Both individual scores and average score indicate that students performed better at the 200 level courses. Thus, evidencing that at this level, students should have already been introduced to all concepts addressed in the question. Another noticeable factor is that two courses had slightly higher scores than others. The two courses identified as SS205-Micronesian government and politics and SS280-Directed studies, the passing score was at 93% for both. A possible explanation can be said that the classes are usually small. Thus, allowing more student-interaction in the learning and also better management of small classes. Another explanation pointed towards the fact that these are capstone courses where students take after all other major required course have been completed.
* PSLO#3: Despite which semester or course (SS200 or SS280), results indicate that the passing rate of students is around 60%. Although not factored into this table, instructors have observed a relationship between students’ attendance and performance. It has been repeatedly observed that students who have excess absences either fail the course or end up withdrawing from the course. Another factor that determines the outcome of the performance can also be attributed to the class size. The current class for most SS courses is at 25 students. A recommendation can be to add an additional faculty so courses can run at minimum with more sections of the same courses (preferably 200+-level courses), and where instructors will not be overloaded.
* PSLO#5: A total of 21 students in both Fall 2012 and Spring 2013 were given the exit survey questionnaire. Results have shown that in general, students are satisfied with the overall program. Few feel that advisors availability should be improved and 5 students from both semesters expressed the need for more instructors and course within the program. As shown earlier in performance of students by class, results are indicative of the need to additional instructor for the program. It is again a possible explanation that part of why students in the program express little satisfaction for advisor availability is that there is currently about 90+ students in the program and few instructors to address every need of each student. Results also show that when assessing this outcome with research papers in courses SS200 and SS280, the passing rate was at 60%. A possible explanation to this result can be said to include student's poor attendance and the class size.

**What we are planning to work on: Is to increase student success through:**

* Reduce class size from 25 to 20 during regular semester and from 20 to15 during the summer.
* Implementation of a uniform attendance policy for all courses beginning fall 2013.
* 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.
* Enriching the delivery mode of instruction by utilizing videos, PowerPoint, and other visual modes that will stimulate student interest in the subject.
* Diversifying methods of assessing student learning and experience. Where available, instructor to enrich and promote interest in the class by utilizing visual presentations and also diversify tools in measuring the SLOs by giving students opportunities for deep learning and cooperative learning through take-home assignment, and group work. At the moment, the division only has one laptop for instructors (both the trial counselors and Micronesian Studies).
* Taking 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.
* Persistent is seeking administration support for additional instructor. Results have shown that in general, students are satisfied with the overall program. Few feel that advisors availability should be improved and 5 students from both semesters expressed the need for more instructors and course within the program. As shown earlier in performance of students by class, results are indicative of the need to additional instructor for the program. It is again a possible explanation that part of why students in the program express little satisfaction for advisor availability is that there is currently about 90+ students in the program and few instructors to address every need of each student.

**Recommendations for students:**

 To increase student success in the program, students must be ready to perform well on writing assignment, essays, and able to undertake research projects. In addition to the writing skills, students also need to possess higher level of critical and analytical reading skills so they can be active in class discussions, and able to provide precise answers to short answer questions. Our students need to pass at least with a C or better in EN120a and EN110 in order to preform well in upper level courses.