

# Program Student Learning Outcomes Assessment Summary (AY 2015-2016)

## 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:

PSLOs 2, 3, & 4 were identified to be assessed for the 2015-2016 cycle based on the previous assessments and recommendations.

PSLO 2 was assessed, using pre and posttests with a scoring rubric, in SS introductory courses. The aim is to assess students' knowledge on major concepts in the SS courses at the beginning and at the end of a course. The courses assessed include Introduction to Political Science (SS101), Introduction to Geography (SS120), Geography of the Pacific (SS125), and Micronesian Cultural Studies (SS195).

PSLO 3 was assessed, using reflective writing which focuses on students' understanding of specific course concepts. The courses assessed include Micronesia Cultural Studies (SS195), Micronesia Government & Politics (SS205), Economy of Micronesia (SS212) and Contemporary Issues in Micronesia (SS220). The rubric rated 3 categories: knowledge, reasoning, and communication of the core concepts for each course.

PSLO 4 was assessed, using final research papers in two research courses in the program. The courses include Research methods (SS200) and Directed Study (SS280). The rubric looked at the following criteria: Thesis formulation, reliability of sources, analysis, synthesis, and process. Each category will be worth 4 points.

### What we found:

#### **PSLO#2: Demonstrate proficiency in the geographical, historical, and cultural literacy of the Micronesian region.**

- The following was found:

Results for all courses that utilized pre and posttest in assessing student learning outcomes show an increase in average score from pretest to post-test. While the average overall score for the courses showed an increase in the post tests, the score is still below the passing score. Detailed results of the pretest and posttest on individual courses that utilize the pretest and posttest as assessment tools are depicted in Table 1. The division faculty observed the same actors that may have influenced students' performance on the program assessment result which can be attributed to the following:

1. Level of sincerity in taking the pretest and the post test. Because these assessments are not graded, students put less time and effort in taking them. When it comes to assessing program learning outcomes from the pretest and the posttest, a minor improvement in student learning is shown.

2. There is a need to review and to map the program learning outcomes with the course learning outcomes because it may be possible that the program assessment tool (pre & posttest) used for assessing program learning outcome may not be directly linked or aligned to outcomes of courses assessed.
3. Inconsistent number of test takers. It is shown in Table 1 that some courses, more students take the pretest at the beginning of the semester and few take the post test at the end of the semester, while for some courses, this problem is reversed. This means few students are assessed at the beginning and more students are assessed at the end of the semester.

Table 1 shows results of pre-post tests for AY 2015-2016.

Courses assessed for SY Fall2015-Spring2016	Fall 2015		Spring 2016	
	Pretest	Posttest	Pretest	Posttest
<b>SS101-Political Science</b>	Total Assessed=49 Met outcome=36 (72%) Did not meet outcome=13 (28%)	Total Assessed=45 Met outcome=40 (89%) Did not meet outcome=5 (11%)	Total Assessed=24 Met outcome=18 (75%) Did not meet outcome=6 (25%)	Total Assessed=23 Met outcome=20 (87%) Did not meet outcome=3 (13%)
<b>SS120-Introduction to Geography</b>	Total Assessed=51 Met outcome=0 Did not meet outcome=51 (100%)	Total Assessed=49 Met outcome=5 (10%) Did not meet outcome=44 (90%)	Total Assessed=49 Met outcome=36 (72%) Did not meet outcome=13 (28%)	Total Assessed=49 Met outcome=36 (72%) Did not meet outcome=13 (28%)
<b>SS125-Pacific geography</b>	Total Assessed=9 Met outcome=0 Did not meet outcome=9 (100%)	Total Assessed=20 Met outcome=7 (35%) Did not meet outcome=13 (65%)	Total Assessed=24 Met outcome=0 (0%) Did not meet outcome=24 (100%)	Total Assessed=25 Met outcome=20 (80%) Did not meet outcome=5 (20%)
<b>SS195-Micronesian Cultural Studies</b>	Total Assessed=30 Met outcome=25 (83%) Did not meet outcome=5 (17%)	Total Assessed=29 Met outcome=24 (83%) Did not meet outcome= 5 (17%)	Total Assessed=27 Met outcome=18(67%) Did not meet=9 (33%)	Total Assessed=25 Met outcome=20 (80%) Did not meet outcome=5 (20%)

**PSLO # 3. Demonstrate proficient knowledge of the structure and functions of the government and social, political, and economic issues concerning the Micronesian Studies course content.**

Table 2 shows average class results on common essay that assessed students' understanding of major concepts in Micronesian Cultural Studies (SS195), Micronesian Government & Politics (SS205), Economy of Micronesia (SS212), and Contemporary Issues in Micronesia (SS220). Three aspects of performances (Knowledge, Reasoning, and communication) were assessed as can be seen in Table 2 below.

Courses	Knowledge	Reasoning	Communication
SS195	77%	65%	73%
SS205	78%	78%	78%
SS212	77%	64%	76%
SS220	88%	69%	85%

Overall results show that students have proficient knowledge on core concepts in the selected courses. However, their level of reasoning and their ability to communicate the issues are the two weak areas. Students were able to identify issues and topics.

The criterion on *Knowledge* was highest in all 4 courses assessed. The criterion on *Reasoning* appeared the weakest area which shows students' difficulty in looking beyond the concepts. For example, students who were weak in the reasoning had difficulty in linking or articulating how the past events affect current Micronesian culture, economy and government. Furthermore, they also failed to discuss whether these changes were positive changes or negative changes on Micronesian culture, economy or government. On the *Communication* criterion, students were able to identify the issue, yet had challenges in communicating their understanding of concepts, as there were mechanical errors in grammar and sentence structure.

**PSLO # 4. Demonstrate the ability to perform research and write papers relevant to Micronesia using different methods and technologies.**

Assessment results in both semesters reveal that Analysis continues to be the weakest area for research papers, while Thesis formulation remains the strongest area. Detailed results of students rating on the seven areas are stated in Table 3.

*Table 3 shows class results for final research papers that assessed 6 different criteria of performance.*

Category	Thesis formulation	Info Seeking	Analysis	Synthesis	Documentation	Product& Process
SS280	-	-	-	-	-	-
SS200	64%	55%	32%	36%	46%	73%
Average score by category for both courses						

Results reported here reflect only the final paper results, as dictated by the Micronesian Studies Assessment plan for the SY 2015-2016. Upon submission, the final paper was expected to be written in APA format with a cover page, an Abstract, Introduction, Methodology, Findings and results, Analysis, and a Conclusion and Discussion. Assessment results for both semesters (Fall 2015 & Spring 2016) reveal that Analysis continues to be the weakest area of performance on research papers while Thesis formulation remains the strongest. The results are similar to previous Program Assessment Summary for 2014-2015.

Other observations:

*Table 4 shows the Common Essay Tests that were given during the 9<sup>th</sup> and 15<sup>th</sup> week of Spring 2016 SS150 History of Micronesia sections 1&2.*

Part I	# of students	Part II	# of students
Total	42	Total	42
Pass	25 (60%)	Pass	23 (55%)
Fail	17	Fail	19
Passing rate (60%)	6 students did not sit the Part I Common Essay Test. They are counted with the failed students	Passing rate (55%)	10 students did not sit the Part II Common Essay Test. They are counted with the failed students

	above.		above.
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The Common Essay Tests were piloted during Fall 2015 and Spring 2016. For Fall 2015 the students that met the minimum outcome of 70% were at 88% for Part I and 75% for Part II. Part I was on the Spanish colonial periods and German era while Part II was on the Japanese era and American colonial period.

For Spring 2016, the students that met the minimum outcome of 70% were 60% for Part I and 55% for Part II. This shows that students enrolled during Fall 2015 did much better than Spring 2016. Since this is baseline data, recommendation is made for further assessment. Much data are needed to see the validity of the questions being asked. There may be a need for the division to re-evaluate the questions for clarity. Another recommendation is to focus more reporting performance of students.

#### **What we are planning to work on:**

- **Maintain same assessment strategies to assess the same program outcomes.**
- **Maintain class size for Research courses at a minimum of 15 students each section.**
- **Employ more critical thinking and writing exercises in SS courses to improve student performance in areas of analysis and reasoning.**
- **Continue assessment of SS150, using reading passages from topics for the course.**
- **Re-evaluate the validity of pre-post tests**

#### **Recommendations for students:**

- **Students must have good reading and writing skills to articulate ideas, both in written and oral communication.**
- **Students seek advice of the Micronesian Studies Program advisors in terms of course-planning**