**Program Review**

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| AP Full Official | ***Certificate of Achievement in Construction Electricity*** | | | |
| Campus | Pohnpei | | AP Review Submission Date | *May 2018* |
| Completed by | Romino Victor | | AR Review Cycle | *Fall2016 to Spring2018* |
| **Program Goals** | | | | |
| Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve. | | | | |
| Provide basic technical skills to prepare the students for position in the electrical industry.  Provide technical skills training and practical experience to prepare students as technicians in the electrical field.  Prepare students to become electrician in this field by introducing them in troubleshooting, installation of residential circuits.  [Program Learning Outcome]  1. Practice safety and occupational health procedures in the workplace.  2. Use electricity hand and power tools competently.  3. Test electrical equipment.  4. Interpret schematic wiring diagrams and waveforms.  5. Determine the amount of load per circuit.  6. Install residential wiring circuits according to given specification and plan. | | | | |
| **Program History** | | | | |
| This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities. | | | | |
| The *Certificate of Achievement in Construction Electricity* was approved in 1998 giving the vocational division full authority to implement the said program. Then in 2003, the Applied Associate Science Degree in *Building Technology Major in Construction Electricity* [CE] was approved giving students in the certificate level the opportunity to further their education in the electrical field.  *Milestones:*   * 1998 – Certificate of Achievement for Construction Electricity was approved for implementation. * 2000 – Initial course was offered with 3 full time students. * 2002 – Hired 1st local instructor to teach full time due to an increase number of students registering in the program. * 2003 – Associate of Applied Science degree programs in Building Technology was approved by WASC. * 2005 – Full time instructor was hired to teach and assist in developing/updating courseware and program assessment. * 2006 – Course modification to upgrade contents of VEM 240 and VBM 102 was submitted and approved by Curriculum Committee.   + Teaching Assistant was hired to assist full time instructor due to an increase in enrollment and after 3 years TA was reclassified to full time instructor to attend the demands of increasing number of students. * 2007 – Electrical Shop was transferred to Auto-mechanic shop to provide students more space and suitable for learning skills environment.   + Computer-Lab was constructed for Basic and Advance courses.   + 14 computers provided for NIDA lessons & Simutech Troubleshooting Skills Series (Industrial Wiring/Motor Control). * 2008 - Course modification request on pending for approval due to college accreditation status [to improve quality and course delivery based on recommendations from previous program/course assessment]. * 2012 – On the approval of the campus director through the division chair’s recommendation, the Simutech Troubleshooting Skills series software version 3.0 was updated to version 4.0 with its more advance features to be used on the same class VEM 240 Industrial Wiring (Motor Control circuit simulated troubleshooting), VEE 111 Electrical Wiring I (Electrical circuit troubleshooting and VEE 266 Rotating Machinery (Alternating current motor characteristics and fault troubleshooting). * 2013 – Program matrix on CSLO’s, PLO’s and ILO’s were updated to align and meet the required competencies that the students should acquire upon their degree completion in the college. * 2014 – Two electrical instructors attended a two weeks photovoltaic training (solar) in Fiji through the collaboration with University of South Pacific (SPC) and Arizona State University (ASU) to introduce solar technology in the Building Technology program. * Submitted program modification that includes electrical machine servicing and photovoltaic (solar) technology to the division chair and awaits feedback. * 2015 – Realign course outlines of the program that links the ILO’s, PLO’s and SLO’s. * 2016- Re-established of Advisory council for Construction Electricity and Building Technology programs. * 2017-Updates course outline and course level assessment as per curriculum assessment.   Since its full implementation, students enrolled in these courses were trained and develop their theoretical, analytical and practical/hands-on skills. They’ve been involved in doing electrical maintenance/servicing work in campus classrooms and buildings. Number of graduates is now working at PUC and other private electrical contractors and some pursue their higher education to colleges and universities outside the FSM. | | | | |
| **Program Description** | | | | |
| The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state’s economy, or specialized program accreditation. | | | | |
| CERTIFICATE OF ACHIEVEMENT IN CONSTRUCTION ELECTRICITY.  The construction electricity major offers academic coursework, technical skills training and practical experience to prepare the students for positions as Electrician in this field. They are introduced to theory, installation and practical troubleshooting of residential electrical circuits. | | | | |
| **Program Admission Requirements** | | | | |
| This section describes the requirements for admission into the program and other requisites. | | | | |
| High school graduate or GED certificate holder. Acceptance by the Admissions Board is based on the applicant’s score on the COMET and other criteria as defined by the Admissions Board. | | | | |
| **Program Certificate/Degree Requirements** | | | | |
| This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses,, sequencing of courses, total credits, internships, practical, etc. | | | | |
| **Certificate of Achievement in Construction Electricity**  ***General Education Requirements ………………………………………. (17 credits)***  BU 097 Intro to Entrepreneurship (3)  *( Pre-requisite ESL 050)*                 ESL 050 Technical English or SS100 World of work (3)                 MS 104 Technical Math (4)  *(Pre-requisite MS94 )*                 MS 106 Technical Math (4)  *( Pre-requisite MS104)*                 CA 95 Introduction to Computer (3)    **Major Requirements ……………………………………………………….. (21 credits)**  VEM 102 Electrical Drawing and Sketching (1.5)  *( Pre-requisite ESL 050)*                 VEM 103 Basic Electricity I (4)  *( Pre-requisite VSP 121)*                 VEM 104 Basic Electricity II (5)  *(Pre-requisite VEM 103 Basic Electricity I (4))*                 VEM 110 Workshop Fabrication/Hand and Power Tool Skills (3)  *( Pre-requisite VSP 121)*                 VEM 111 Electrical Wiring I (3)  *( Pre-requisite VEM 110)*                 VEM 112 Electrical Wiring II (3)                  VSP 121 Industrial Safety Electrical/Electronic (1.5)  **Graduation Requirements………………………………………………… 38 credits**  Suggested Schedule  Fall Semester  ESL 050 Technical English or SS 100 World of Work 3  MS 104 Technical Math I 4  VEM 102 Electrical/Electronic Drawing and Sketching 1.5  VEM 103 Basic Electricity I 4  VEM 110 Workshop Fabrication/Hand and Power Tool Skills 3  VSP 121 Industrial Safety Electrical/Electronic 1.5  17  Spring Semester  CA 100 Computer Application 3  MS 106 Technical Math II 4  VEM 104 Basic Electricity I 5  VEM 111 Electrical Wiring I 3  VEM 112 Electrical Wiring II 3  18  Summer Session  BU 097 Introduction to Entrepreneurship 3  3  Pre-requisite  Students who enter the program should complete MS 094 with a grade of “C” or better can take MS104.  *Source: COM-FSM General Catalog* | | | | |
| **Program Courses and Enrollment** | | | | |
| This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution. | | | | |
| Degree Program Course Enrollment   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course | No. of Sections | Enroll  Max | Course Enrollment | | | | | | | | Redundancy | | FA16 | Section  Fill ratio | SP 17 | Section  Fill  ratio | FA 17 | Section  Fill  ratio | SP 18 | Section  Fill  ratio | | VEM 102 Electrical Drawing & Sketching | 1 | 15 | 13 | 87% |  |  | 15 | 100% |  |  | No | | VEM 103 Basic Electricity I | 1 | 15 | 13 | 87% |  |  | 15 | 100% |  |  | No | | VEM 104 Basic Electricity II | 1 | 15 |  |  | 12 | 80% |  |  | 14 | 93% | No | | VEM 110 Workshop Fabrication | 1 | 15 | 10 | 67% |  |  | 15 | 100% |  |  | No | | VEM 111 Electrical Wiring I | 1 | 15 |  |  | 8 | 53% |  |  | 13 | 87% | No | | VEM 112 Electrical Wiring II | 2 | 15 |  |  | 16 | 53% |  |  | 13 | 87% | No | | VSP 121 Industrial Safety | 2 | 30 | 28 | 93% |  |  | 24 | 80% |  |  | No |   *Table 1. Construction Electricity program courses with students’ enrollment.*  *Source: COM-FSM website IRPO Program Data Sheet*  Note: Table 1 shows program enrollment figures from Fall 2016 to Spring 2018. | | | | |
| **Program Faculty** | | | | |
| This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty. Finally, provide the faculty student ratio for the program. | | | | |
| **Full-time Faculty**  1. Romino Victor – Assistant Professor (teaches Certificate courses in Construction Electricity [CE])  AAS in Building Technology major in Construction Electricity  USDOL, Journeyman Certificate in Electrical  College of Micronesia-FSM, Federates States of Micronesia  2. Cirilo B. Recana – Professor (AAS Degree courses)  B.S. Industrial Education major in Electrical Technology  Marikina Institute of Science and Technology, Philippines  Master of Arts (M.A.) in Teaching major in Electricity  Marikina Institute of Science and Technology, Philippines  *Source: COM-FSM Catalog Personnel Listing*  *Note: Faculty to Student Ratio: 1:15* | | | | |
| **Program Indicators** | | | | |
| This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following: | | | | |
| Assessment of course student learning outcomes of program courses | | CA Construction Electricity: Course Student Learning Assessment (CSLO) Summary  Target: Students should be able to score 70% or higher on the CSLO assessment.  N=Number of students   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VEM 102 Electrical Drawing* | *N=13* |  | N= |  | *N=15* |  | *N=* |  | | *CSLO 1* | *12(92)* | *Y* |  |  | *13(87)* | *Y* |  |  | | *CSLO 2* | *13(100)* | *Y* |  |  | *11(73)* | *Y* |  |  | | *CSLO 3* | *11(85)* | *Y* |  |  | *14(93)* | *Y* |  |  | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VEM 103*  *Basic electricity* | *N=13* |  |  |  | *N=15* |  |  |  | | *CSLO1* | *10(77)* | *Y* |  |  | *10(67)* | *N* |  |  | | *CSLO2* | *12(92)* | *Y* |  |  | *12(80)* | *Y* |  |  | | *CSLO3* | *11(85)* | *Y* |  |  | *11(72)* | *Y* |  |  | | *CSLO 4* | *12(92)* | *Y* |  |  | *12(80)* | *Y* |  |  | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VEM 104 Basic electricity* |  |  | *N=12* |  |  |  | *N=14* |  | | *CSLO1* |  |  | *9(75)* | *Y* |  |  | *13(93)* | *Y* | | *CSLO2* |  |  | *8(67)* | *N* |  |  | *14(100)* | *Y* | | *CSLO3* |  |  | *10(83)* | *Y* |  |  | *12(86)* | *Y* | | *CSLO4* |  |  | *10(83)* | *Y* |  |  | *13(93)* | *Y* | | *CSLO5* |  |  | *9(75)* | *Y* |  |  | *13(93)* | *Y* | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VEM 110 Workshop fabrication* | *N=10* |  |  |  | *N=15* |  |  |  | | *CSLO1* | *7(70)* | *Y* |  |  | *15(100)* | *Y* |  |  | | *CSLO2* | *10(100)* | *Y* |  |  | *14(93)* | *Y* |  |  | | *CSLO3* | *7(70)* | *Y* |  |  | *14(93)* | *Y* |  |  | | *CSLO4* | *9(90)* | *Y* |  |  | *15(100)* | *Y* |  |  | | *CSLO5* | *9(90)* | *Y* |  |  | *13(87)* | *Y* |  |  | | *CSLO6* | *9(90)* | *Y* |  |  | *15(100)* | *Y* |  |  | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VEM 111 Electrical wiring* |  |  | *N=8* |  |  |  | *N=13* |  | | *CSLO1* |  |  | *8(100)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO2* |  |  | *6(75)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO3* |  |  | *6(75)* | *Y* |  |  | *10(77)* | *Y* | | *CSLO4* |  |  | *7(88)* | *Y* |  |  | *10(77)* | *Y* | | *CSLO5* |  |  | *7(88)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO6* |  |  | *8(100)* | *Y* |  |  | *13(100)* | *Y* | | *CSLO7* |  |  | *8(100)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO8* |  |  | *7(88)* | *Y* |  |  | *13(100)* | *Y* | | *CSLO9* |  |  | *7(88)* | *Y* |  |  | *13(100)* | *Y* | | *CSLO10* |  |  | *8(100)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO11* |  |  | *8(100)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO12* |  |  | *8(100)* | *Y* |  |  | *12(92)* | *Y* | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VEM 112*  *Electrical*  *Wring* |  |  | *N=16* |  |  |  | *N=13* |  | | *CSLO1* |  |  | *15(94)* | *Y* |  |  | *13(100)* | *Y* | | *CSLO2* |  |  | *15(94)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO3* |  |  | *16(100)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO4* |  |  | *13(81)* | *Y* |  |  | *10(77)* | *Y* | | *CSLO5* |  |  | *13(81)* | *Y* |  |  | *12(92)* | *Y* | | *CSLO 6* |  |  | *12(75)* | *Y* |  |  | *12(92)* | *Y* | | *Course/Cslo* | *Fall 16* | *Target*  *Met*  *Y/N* | *Spring17*  *Pass* | *Target*  *Met*  *Y/N* | *Fall 17*  *Pass* | *Target*  *Met*  *Y/N* | *Spring18*  *Pass* | *Target*  *Met*  *Y/N* | | *VSP 121*  *Industrial Safety* | *N=28* |  |  |  | *N=24* |  |  |  | | *CSLO1* | *25(89)* | *Y* |  |  | *23(96)* | *Y* |  |  | | *CSLO2* | *22(78)* | *Y* |  |  | *23(96)* | *Y* |  |  | | *CSLO3* | *21(75)* | *Y* |  |  | *20(83)* | *Y* |  |  | | *CSLO4* | *26(92)* | *Y* |  |  | *23(96)* | *Y* |  |  | | *CSLO5* | *26(92)* | *Y* |  |  | *20(83)* | *Y* |  |  | | *CSLO6* | *27(96)* | *Y* |  |  | *20(83)* | *Y* |  |  |   *Table 2. Construction Electricity Course Student Learning Outcome Summary*  *Source: CE Tracdat Four Column Report* | | |
| Assessment of program student learning outcomes | | Assessment of Program Student Learning Outcomes (PSLO) Summary  Certificate of Achievement in Construction Electricity measures PSLO one to six for this assessment period. The result from Fall 2016, Spring 2017, Fall 2017, Spring 2018 are shown in the table below. Assessment of Program Student Learning Outcomes (PSLO) Summary     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *Program Student learning outcome* | *Assessment Strategy* | *Target* | *Fall 2016*  *Result/Target*  *Met Y/N* | *Spring 2017*  *Result/Target*  *Met Y/N* | *Fall 2017*  *Result/Target*  *Met Y/N* | *Spring 2018*  *Result/Target*  *Met Y/N* | | *1. Practice safety and occupational health procedures in the workplace.* | *1.1 Describe how a person receive an electrical shock and the effects of electrical shocks.* | *70% of students in CE should atleast have a grade of “C” or better* | *IN VSP 121 22 out of 25 or 88% of students were able to practice safety and occupational health procedures in the workplace* |  |  |  | | *2. Use electricity hand and power tools competently.* | *2.1 Identify basic portable tools.* | *70% of students in CE should atleast have a grade of “C” or better* |  |  | *IN VEM 110 12 out of 15 or 80% of students were able to use hand and power tools competently* |  | | *3. Test electrical equipment.* | *3.1*  *Competently use AC test equipment.* | *70% of students in CE should atleast have a grade of “C” or better* |  | *In VEM 104*  *9 out 12 or*  *75% of students were able to competently use AC test equipment* |  |  | | *4. Interpret schematic wiring diagrams and* | *4.1 Describe electrical principles of alternating current and various AC* | *70% of students in CE should atleast have a grade of “C” or better* |  |  |  | *In VEM 103*  *11 out of 15 or 73% of students were able to describe principles of alternating current and various AC waveform* | | *5. Determine circuit load.* | *5.1 Describe how to calculate branch circuit* | *70% of students in CE should atleast have a grade of “C” or better* |  | *IN VEM 111 14 out of 16 or 88% of students were able to calculate branch circuits.* |  |  | | *6. Install residential wiring circuits according to given specification and plan.* | *6.1 Demonstrate how to properly wire an electrical devices* | *70% of students in CE should atleast have a grade of “C” or better* |  |  |  | *In VEM 112 11 out of 13 or 85% of students were able to properly wire an electrical devices* | |  |  |  |  |  |  |  |   *Table 3. CE Program Student Learning Outcome Summary*  *Source: CE Tracdat Four Column Report* | | |
| Program enrollment (historical enrollment patterns, student credits by major) | | |  |  |  |  | | --- | --- | --- | --- | | *Semester* | *No. of students* | *Ave. credit enrolled* | *Credits by Major* | | *FA16* | *21* | *2.11* | *239* | | *FA17* | *18* | *1.97* | *220.5* | | *SP17* | *16* | *1.94* | *165.5* | | *SP18* | *13* | *2.15* | *166* |   Table 4. CE program enrollment by cohorts and credits per semester.  *Source: Data base on SIS extracts collected by IRPO\_COMFSM website* | | |
| Average class size | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Program** | **Term** | **Sections** | **EnrollMax** | **Enroll** | **Enroll Ratio** | **AvgClass size** | | *CE* | *FA16* | *25* | *589* | *498* | *0.84550084* | *19.200…* | | *CE* | *FA17* | *26* | *591* | *498* | *0.84263959* | *19.1538* | | *CE* | *SP17* | *15* | *326* | *207* | *0.634969* | *13.800…* | | *CE* | *SP18* | *10* | *215* | *172* | *0.80000…..* | *17.1999...* |   Table 5. Shows Construction Electricity data on each semester term, section, maximum enrollment, enrollment, enrollment ratio and average class size.  *Source COM-FSM website IRPO data.* | | |
| Course completion rate | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Program** | **Term** | **Enrolled** | **ABCorP%** | **ABCDorP%** | **W\_%** | | *Construction Electricity(CE)* | *FA16* | *21* | *76.2%* | *76.2%* | *52.4%* | | *Construction Electricity (CE)* | *FA17* | *19* | *78.9%* | *89.5%* | *36.8%* | | *Construction Electricity (CE)* | *SP17* | *17* | *100.0%* | *100.0%* | *47.1%* | | *Construction Electricity (CE)* | *SP18* | *17* | *82.4%* | *94.1%* | *41.2%* |   Table 6.Construction Electricity course completion by program. .  *Source: Source COM-FSM website IRPO data.* | | |
| Student persistence rate (semester to semester) | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Major** | **Degree** | ***New FT Students***  ***2016*** | ***Students Spring 2017*** | ***Students Fall 2017*** | ***Persistence Spring 2017*** | | Construction Electricity | CE | 5 | 3 | 3 | 60% | | ***New students***  ***Fall 2017*** | ***Students Spring 2018*** | ***Students Fall 2018*** | ***Persistence***  ***Spring 2018*** | | 8 | 5 | 4 | 62.5% |   Table 7. CE persistence rate for Fall 2016 to Spring 2018.  *Source COM-FSM website IRPO data.* | | |
| Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs) | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Major** | **Degree** | ***New FT Students***  ***2016*** | ***Students Spring 2017*** | ***Students Fall 2017*** | ***Retention***  ***Fall 2017*** | | Construction Electricity | CE | 5 | 3 | 3 | 60% | |  |  |  |  | | ***New Students Fall 2017*** | ***Students Spring 2018*** | ***Students Fall 2018*** | ***Retention***  ***Fall 2018*** | | 8 | 5 | 4 | 50% |   Table 8. Retention rate of CE for Fall 2016 and for Fall 2017.  *Source COM-FSM website IRPO data.* | | |
| Success rates on licensing or certification exams (CTE, TP, Nursing, etc) | | Currently there is no licensing or certification available for students of CE program in the FSM however, we’re looking for NCCER core certification in Guam and SEAPI renewable energy affiliation for electrical practitioners in the South Pacific island nations. | | |
| Graduation rate based on yearly number | | |  |  |  |  | | --- | --- | --- | --- | | ***Program*** | ***Degree*** | ***AY2016/17*** | ***AY 2017/18*** | | *Construction Electricity* | *CE* | *4* | *4* |   Table 9. Construction Electricity program graduation rate per academic year.  *Source: OAR\_Pohnpei campus data COM-FSM.* | | |
| Students seat cost | | Information has yet to be provided. | | |
| Cost of duplicate or redundant courses, programs or services | | VSP121 is also require in electronic. | | |
| Students’ satisfaction rate | | The data collected and shown are the student evaluation for course instructor. The data show course code and semester, evaluation criteria, general weighted average, number of student evaluator and the  legend that describe the degree of rated points.  Legends:: Always= 5 Usually =4 Sometimes =3 Rarely= 2 Never= 1  Fall 2017     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Instructor* | | | *Course /Section* | | | |  |  | *VEM 110* | *VEM 102* | *VSP 121/P1* | *VSP 121/P2* | | *1* | *Overall, this instructor was effective.* | *4.4* | *4.3* | *4.6* | *4.1* | | *2* | *The instructor welcomed and encouraged questions and comments.* | *4.4* | *4.3* | *4.6* | *4.6* | | *3* | *The instructor presented the course content clearly.* | *45* | *4.4* | *4.6* | *4.5* | | *4* | *The instructor emphasized the major points and concept.* | *4.4* | *4.4* | *4.5* | *4.6* | | *5* | *The instructor was always well prepared.* | *4.4* | *4.4* | *4.5* | *4.5* | | *6* | *The instructor made sure that the students were aware of the Student Learning Outcomes (SLOS) for the course.* | *4.4* | *4.4* | *4.6* | *4.7* | | *7* | *The instructor gave clear directions and explained activities or assignments that emphasized the course SLOs.* | *4.5* | *4.3* | *4.5* | *4.7* | | *8* | *The instructor planned class time and assignments that encouraged problem solving and critical thinking.* | *4.4* | *4.3* | *4.7* | *4.5* | | *9* | *The instructor demonstrated thorough knowledge of the subject.* | *4.5* | *4.3* | *4.8* | *4.7* | | *10* | *I received feedback on assignments/quizzes/exams in time to prepare for the next assignment/quiz/exam.* | *4.4* | *4.3* | *4.5* | *4.6* | | *Course* | | | | | | | *11* | *Overall, this course was a valuable learning experience.* | *4.5* | *4.5* | *4.6* | *4.5* | | *12* | *The course syllabus was clear and complete.* | *4.5* | *4.4* | *4.7* | *4.6* | | *13* | *The student learning outcomes were clear.* | *4.5* | *4.4* | *4.6* | *4.7* | | *14* | *The SLOs helped me focus in this course.* | *4.5* | *4.4* | *4.4* | *4.7* | | *15* | *Classes started and ended on time.* | *4.5* | *4.5* | *4.5* | *4.5* | | *16* | *Assignments, quizzes, and exams allowed me to demonstrate my knowledge and skills.* | *4.5* | *4.4* | *4.7* | *4.8* | | *17* | *The testing and evaluation procedures were fair.* | *4.5* | *4.5* | *4.5* | *4.7* | | *18* | *There was enough time to finish assignments.* | *4.5* | *4.3* | *4.9* | *4.7* | | *19* | *Expectations were clearly stated.* | *4.5* | *4.4* | *4.5* | *4.6* | | *Course Materials* | | | | | | | *20* | *Course materials were relevant and useful* | *4.2* | *4.0* | *4.7* | *4.6* | | *21* | *The textbook for this course was appropriate for this level of course.* | *4.0* | *4.4* | *4.0* | *4.6* | | *22* | *The assigned readings were relevant and useful.* | *4.4* | *4.4* | *4.1* | *4.7* | | *23* | *The on-line resources were relevant and useful.* | *4.3* | *4.6* | *4.2* | *4.6* | | *24* | *The course online grade book (Please check which one) [ ] Course Sites [ ] Edmodo [ ] Engrade [ ] Jupiter [ ] Schoology [ ] Other (Please specify ) was satisfactory.* |  |  |  |  |   Spring 2018   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Instructor* | | | *Course /Section* | | | |  |  | *VEM 104* | *VEM 112* | *VSP 111* | *VSP 111/P2* | | *1* | *Overall, this instructor was effective.* | *4.6* | *4.0* | *5.0* | *5.0* | | *2* | *The instructor welcomed and encouraged questions and comments.* | *4.3* | *4.5* | *5.0* | *5.0* | | *3* | *The instructor presented the course content clearly.* | *4.4* | *4.5* | *5.0* | *5.0* | | *4* | *The instructor emphasized the major points and concept.* | *4.3* | *4.5* | *4.7* | *5.0* | | *5* | *The instructor was always well prepared.* | *4.1* | *4.3* | *4.7* | *5.0* | | *6* | *The instructor made sure that the students were aware of the Student Learning Outcomes (SLOS) for the course.* | *4.2* | *4.3* | *4.5* | *5.0* | | *7* | *The instructor gave clear directions and explained activities or assignments that emphasized the course SLOs.* | *4.4* | *4.2* | *4.8* | *5.0* | | *8* | *The instructor planned class time and assignments that encouraged problem solving and critical thinking.* | *4.3* | *4.2* | *4.8* | *5.0* | | *9* | *The instructor demonstrated thorough knowledge of the subject.* | *4.3* | *4.3* | *4.8* | *5.0* | | *10* | *I received feedback on assignments/quizzes/exams in time to prepare for the next assignment/quiz/exam.* | *4.6* | *3.7* | *4.8* | *5.0* | | *Course* | | | | | | | *11* | *Overall, this course was a valuable learning experience.* | *4.8* | *4.7* | *4.8* | *4.8* | | *12* | *The course syllabus was clear and complete.* | *4.7* | *4.7* | *4.7* | *4.8* | | *13* | *The student learning outcomes were clear.* | *4.7* | *4.5* | *4.8* | *4.8* | | *14* | *The SLOs helped me focus in this course.* | *4.4* | *4.7* | *4.5* | *4.8* | | *15* | *Classes started and ended on time.* | *4.2* | *4.3* | *4.7* | *4.8* | | *16* | *Assignments, quizzes, and exams allowed me to demonstrate my knowledge and skills.* | *4.4* | *4.2* | *4.8* | *4.8* | | *17* | *The testing and evaluation procedures were fair.* | *4.6* | *4.3* | *4.8* | *4.8* | | *18* | *There was enough time to finish assignments.* | *4.7* | *4.7* | *4.8* | *5.0* | | *19* | *Expectations were clearly stated.* | *4.4* | *4.8* | *4.8* | *5.0* | | *Course Materials* | | | | | | | *20* | *Course materials were relevant and useful* | *4.3* | *4.8* | *4.8* | *4.2* | | *21* | *The textbook for this course was appropriate for this level of course.* | *3.9* | *3.8* | *4.8* | *4.2* | | *22* | *The assigned readings were relevant and useful.* | *4.4* | *4.7* | *4.5* | *4.2* | | *23* | *The on-line resources were relevant and useful.* | *4.1* | *4.2* | *4.8* | *4.2* | | *24* | *The course online grade book (Please check which one) [ ] Course Sites [ ] Edmodo [ ] Engrade [ ] Jupiter [ ] Schoology [ ] Other (Please specify ) was satisfactory.* |  |  |  |  |   Table 10. Construction Electricity Student Satisfaction Survey for Major Fall 2017-Spring 2017.  *Source: T&T Division* | | |
| Alumni data | | Based on the A/Y 2016-2018 graduates from PNI campus office and admission records and trade & technology division survey, majority of the graduates from CE program are in the island, others took second degree course in the college and some move to the states. | | |
| Employment data and employer feedback (employer survey) | | Based on the exit survey of graduates conducted by technology & trade division A/Y 2016-2018 in collaboration with the local stake holders, their respective employers shows a great satisfaction of the performance of our graduates. | | |
| Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC) | | |  |  |  |  | | --- | --- | --- | --- | | **College** | **Degree** | **Program** | **Graduation Requirements** | | College of Micronesia [COM-FSM] | CA | Construction Electricity | 38 credits | | Honolulu Community College [HCC] | CA | Electrical Installation & Maintenance Technology | 45 credits | | Guam Community College | CA | Electrical Technology | 29-38 credits | | Palau Community College | CA | Electrical Technology | 43 credits |   Table 11. Program offerings of same degree at nearby regional institutions.  *Source: Different Institution Catalog or website.* | | |
| Transfer rate | | |  |  |  |  | | --- | --- | --- | --- | | ***Transfer Rate*** | | | | | ***Completed CE*** | ***Transfer to BT*** | ***Semester*** | ***Total*** | | 1 | 1 | Fall 2016-Spring 2017 | 1 | | 1 | 1 | Fall 2017- Spring 2018 | 1 |   Table 12: Transfer rate of CE to BT  *Source: OAR Pohnpei campus data- COM-FSM* | | |
| **Analysis** | | | | |
| **Findings**  This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation. | | *This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation.*  *The above program evaluation has resulted in the following findings:*   * *Table 1 shows the technical and general education requirements for certificate and degree students. This shows that gen ed. courses must meet pre-requisite courses before they can take their required courses which makes the students stays longer in their academic classes.* * *Table 2 course enrollment rate shows decrease of freshmen enrolling in the certificate level.* * *Table 4 program enrollment rate shows that there is missing data on Average credit enrolled for fall 2016, fall 2017 and spring 17 as per IRPO data provided.* * *Table 12 Transfer rate of CE to BT is very low.* * *Start making a survey through the office of IRPO in the community to track the employability of our graduates’ not only electrical programs but all programs of the division so we can check and balance the effectiveness of our programs.* * *Student satisfaction rate for course instructor shows a high degree of satisfaction rate of the students taking the courses as identified in this program review.* * *Every semester we encounter scarcity of financial resources and this can be found in the finding of each (CSLO)* | | |
| **Recommendations**  This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs. | | *This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.*   * *General Academic courses required for vocational students like math, science and English can just directly taken as per required in their program. This will avoid prolonging the time spent by the students in repeating those classes and causing them to hold some classes in their technical and major courses.* * *To accommodate increasing number of freshmen taking our courses, and focusing to the individual learning needs of the student, classes can be split into groups or section to create good environment for learning.* * *Start making a survey through the office of IRPO in the community to track the employability of our graduates’ not only electrical programs but all programs of the division so we can check and balance the effectiveness of our programs.* * *Modify/Revise some courses into SLO format to become more achievable.* * *Modify/Revise course program and add courses that provides needed knowledge and skills required in their field such as;*    + *Combining workshop fabrication and electrical wiring II course to make it into one (4 credit) workshop course.* * *Institutionalize budget for T&T division.* | | |