

## Assessment Report Worksheet #3

Institutional Level Outcomes

Unit/Office/Program (3-1)

( ) Formative Assessment (3-3)

( X ) Summative Assessment (3-4)

Aug. 2012 – Dec. 2012.

Assessment Period Covered (3-2)

Submitted by & Date Submitted (3-5)

Endorsed by: (3-5a)

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

Are students able to communicate effectively?

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):*

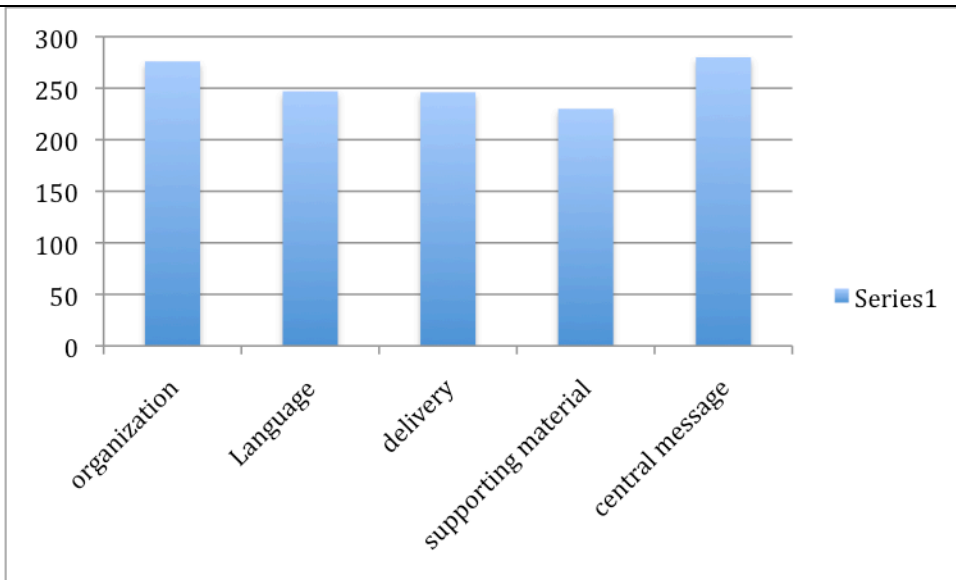
Student essays and oral presentations were rated against the AAC&U VALUE Rubric on Oral and Written Communication. The AAC&U VALUE Rubrics are, "Reprinted [or Excerpted] with permission from Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities." More information on AAC&U's permission policies for the VALUE rubrics can be found at <http://www.aacu.org/value/rubrics/reprint.cfm> <<http://www.aacu.org/value/rubrics/reprint.cfm>> .

98 students are included in the data sample. The criteria on the rubric for oral communication is organization, language, delivery, supporting material and central message. A student may score 4 - Capstone; 3-2 – Milestones; or 1 – Benchmark. The criteria on the rubric for written communication is context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics. Students may score the same as for the oral communication rubric – 4 to 1. Data was collected from essays written in SS 220 Contemporary Issues in Micronesia and oral presentations in EN 208 Intro. To Philosophy, EN 209 Intro. To Religion, EN/CO 205 Speech Communications (2 sections), and ED 292 Education Practicum (2 sections).

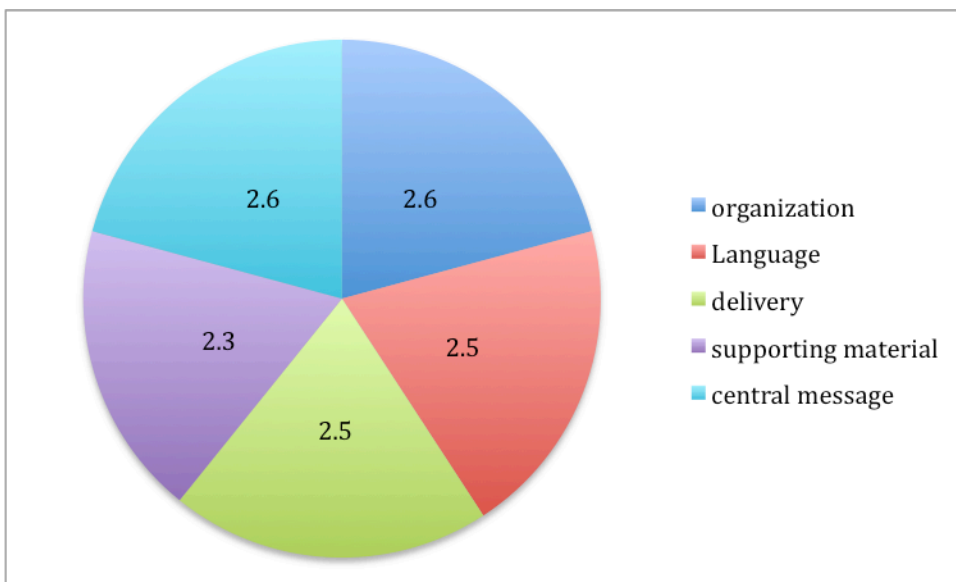
Criteria for success of the students at the College of Micronesia is set at the milestone level of 2 to 3. The reason for this is that the AAC&U VALUE Rubrics were designed for four-year institutions, so a rating of 4 would be most appropriate for a student graduating from a four-year institution.

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

The first graph indicates the rating of all students in each of the rubric categories for oral communication. Students in EN 208, 209 and EN/CO 205 had to first write the information for the oral presentation. The data from these classes is the rating on the oral presentation only. Students' strongest areas are in organization and presenting a clear message. The weakest area is providing sufficient supporting material, which may be linked to a weakness in critical thinking skills.



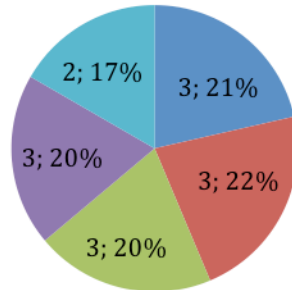
The pie chart below indicates average rating for each area. It is noted that overall students are rating 2.3 to 2.5. This rating reaches the minimum criteria for success at the College of Micronesia-FSM



The last chart shows the mean score in each category for the writing rubric. Again all students scored within the acceptable range of 2 to 3. Syntax was the lowest category with an average rating of 2 and all other categories showing an average rating of 3.

## Mean score for categories

■ Context   
 ■ Content   
 ■ Genre   
 ■ Supporting data   
 ■ Syntax & Mechanics



*1c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop] (3-10):*

- Focus next ILO assessment on critical thinking skills
- Include reviews on strategies for developing content and supporting evidence in the classes where data was collected.

**Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-11):**

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

An indirect method of assessment comes from the Business Advisory Board meeting. Members of this board are from a variety of interest areas not only the business sector: MiCare, FSM Coconut Development Authority, Etscheit's Enterprises, FSM Development Bank, FSMTC, JICA, CTSI Logistics, Tuna Commission, FSM Petroleum Corporation, Genesis Island Family Clinic & Pharmacy, Ray & Dors, United Airlines, Bank of FSM, and the Secretariat of the Pacific Community (SPC). The Board was specifically asked to comment on what they thought of COM-FSM graduates.

*2b. Summary of Assessment Data Collected:*

The statement they made about the COM-FSM graduates communication abilities is, "Failure of some graduates to communicate well during job interviews, as well as their apparent lack of self-confidence and clear sense of purpose, were among the weaknesses observed by many employers." The employer felt students did not speak with confidence, didn't ask questions, and probably didn't know how to prepare for a job interview. Full details of this meeting can be viewed at

[http://wiki.comfsm.fm/Academic\\_Programs/AS\\_Business\\_Administration/%5BBAC%5D\\_News\\_Release](http://wiki.comfsm.fm/Academic_Programs/AS_Business_Administration/%5BBAC%5D_News_Release)

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

- Revise assessment strategies in appropriate courses to include opportunities for students to be evaluated on asking questions.
- Revise assessment strategies in appropriate courses to include more opportunities for oral presentations to help build self-confidence.
- Include interview techniques and practice in a first year experience course,

enhance the teaching of that skill in EN 121 Business Communications, and teach students through the students organizations such as the Social Science Club, Young Executive Club (YES), and Bright Young Technology Entrepreneurs (BYTE).

**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]:*