

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):

Do students demonstrate responsibility for and develop skills for learning?

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):

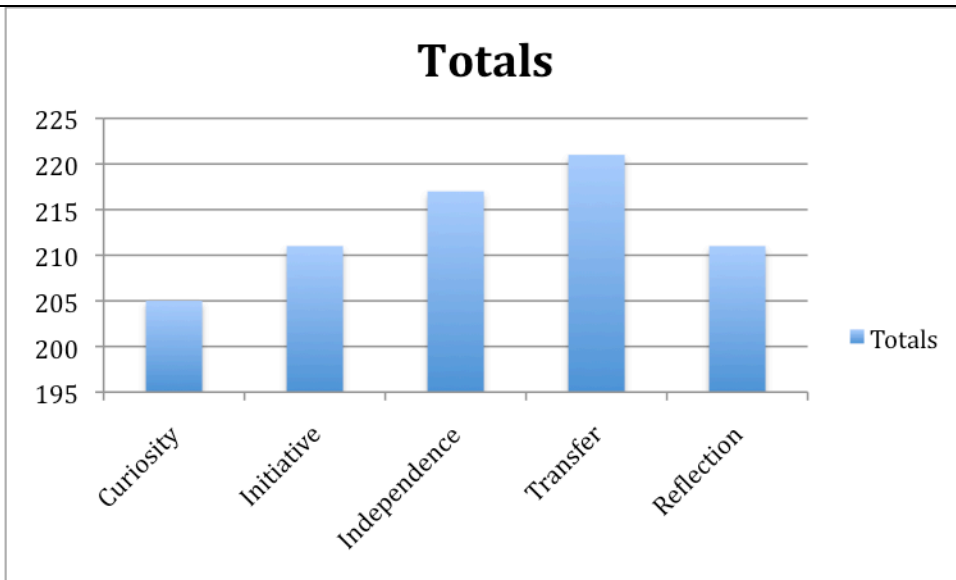
The AAC&U VALUE Rubric titled Foundations and Skills for Lifelong Learning is used to rate students' capstone assignments/projects in IS 240 Webpage Design, BU 270 Principles of Marketing, BU 250 Principles of Finance, and BU 260 Fundamentals of Management. The AAC&U VALUE Rubrics are, "Reprinted [or 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 Foundations and Skills for Lifelong Learning is curiosity, initiative, independence, transfer, and reflection. A student may score 4 - Capstone; 3-2 – Milestones; or 1 – Benchmark.

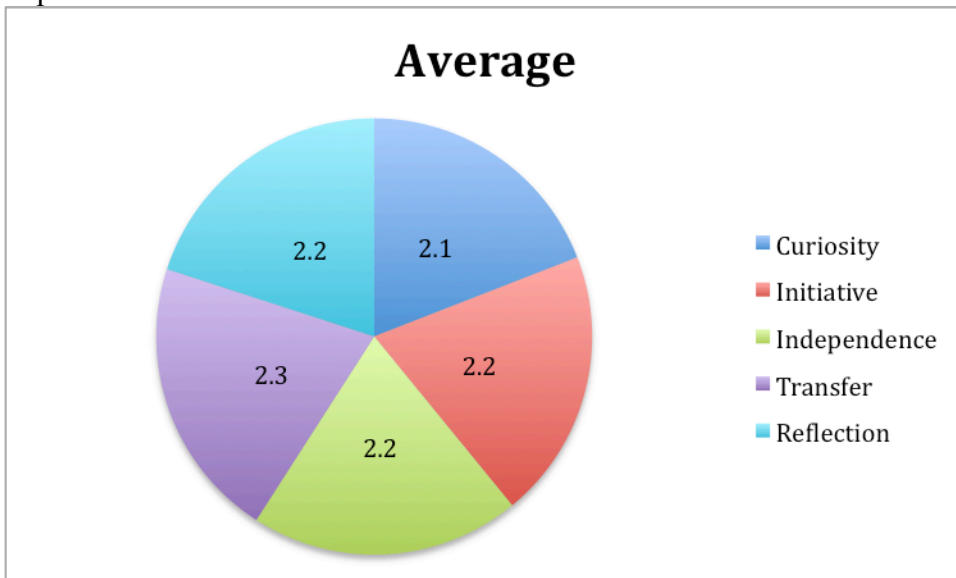
Criteria for success of the students at the College of Micronesia is set at the milestone level of 2 to 3. The reason for this is that the AAC&U VALUE Rubrics were designed for four-year institutions, so a rating of 4 would be most appropriate for a student graduating from a four-year institution.

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

The bar graph below indicates to total rating for all 98 students in each category. Students rated highest in transfer which means the students were able to make references to previous learning and show evidence of applying that knowledge and those skills to demonstrate comprehension and performance in a new situation. The area where students rated the lowest is curiosity.



The following pie chart indicates the average rating of all students for each category. The average rating of all students is 2, which is the minimum accepted for success at the College of Micronesia-FSM. Again the weak areas for students are in being curious, asking questions, thinking beyond just learning to demanding high quality products and improvement.



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

- Propose using reflection journals and/or portfolios in more classes so students are required to take time for reflection on learning or can demonstrate improvement through portfolios.
- Curiosity is characterized by exploring a topic in depth, yielding insight and/or information indicating interest in the subject. Provide faculty trainings on ways to stimulate interest.

- Make better use of the campus common areas where faculty, staff and students can socialize and share interests.

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:

Board members from "United" commented that students don't show an interest in the tourism area or learning when interviewed. The board member stated that they often ask students why they want to work at United. The common response is, "We like to meet people." A preferred response is, "I want to learn from you," or "I want to learn the service." The preferred type of response would show an interest in learning more and curiosity about the profession.

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

- Advisors should routinely ask students why they are taking a particular class or why they have chosen to major in a particular area. (Advising training)
- Encourage student attendance at job fairs for opportunities to see what the future holds and to stimulate interest in learning
- Provide opportunities for more student internships

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]: