## College of Micronesia-FSM Instructional Program Review Template & Checklist

Lead writer of program review should complete sections 1 – 5**. Non-program staff will complete section 6.**

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| 1. **Program Review Information** | | | | |
| 1.1 Instructional Program Full Official Title | Agriculture and Food Technology Program | | | |
| 1.2 Campus(es) | CTEC, Yap, and Kosrae | 1.4 Date submitted to supervisor | *08/30/19* | |
| 1.3 Lead writer  (include campus code) | Charles Aiseam (CTEC) | 1.5 Assessment program review cycle | 2017-2018 | |
| 1. **Program Overview** | | | | |
| **2.1 Program Mission** | | | | |
| What is the fundamental purpose and value of the program? 1 – 2 sentences, aligned with COM-FSM’s [mission statement](http://www.comfsm.fm/?q=mission-statement). | | | | |
| *The mission of the Agriculture and Food Technology (AFT) certificate program is to prepare students to become farmers or for employment in different various agriculture and food technology related areas or for the pursuit of advanced degrees in agriculture or food technology at COM-FSM or abroad by educating them in the fundamental concepts, knowledge, and laboratory/field techniques and skills of agriculture and food technology.* | | | | |
| **2.2 Program Goals** | | | | |
| What do you expect your students to learn? Program goals are broad statements concerning knowledge, skills, or values that faculty members expect the graduating students to achieve. These can be your Program Learning Outcomes and should be consistent with program mission. | | | | |
| 1. Explain the basic concepts and principles used in management of land resources (crops and animals) and how resources are processed from farm to table.  2. Practice basic knowledge and skills in operating an agribusiness including management and protection of crops in nurseries.  3. Develop a foundation in math, science, and English that will allow transfer to higher-level courses to prepare them for entry-level employment. | | | | |
| **2.3 Program History** | | | | |
| Describe the history of the program. When was the program first implemented and why? Note ***significant*** milestones in the development of the program and ***significant*** current activities. Be sure to include information on how the program has developed across State campuses and **note periods of program not being offered**, with reasons where possible. | | | | |
| The Agriculture and Food Technology Certificate of Achievement (AFT) was dormant for many years, even though the program already existed. Students were not interested in getting a certificate in the program. Farming was considered dirty and parents persuade their kids out of enrolling into the program. As the AFT lay dormant it also affected the degree program at COM-FSM National Campus.  In 2008 program started again with the assistant of the US Department of Agriculture Resident Instruction in the Insular Areas CariPac project which funded the Coordinator. The program re-opened with 10 students. This has progressed over the years and so far 188 students graduated with a certificate in AFT from 2010 to 2018.  In Spring 2017 the new program modification was approved to enable certificate students to transfer into ANRM degree program without taking the COM entrance exam and with that initiation, program enrollment has been increasing every semester. | | | | |
| **2.4 Program Description** | | | | |
| Describe how the program is organized in terms of design, its relationship to other programs in the college system, degree(s) offered, internationally recognized certifications, career pathways, connections with other higher education institutions, external organizations, employers, or government agencies and other features of the program you consider valuable or innovative. | | | | |
| Agriculture and Food Technology Certificate of Achievement offers courses that are aligned with the degree program offered at COM-FSM National Campus. The program focuses on training students to continue on to the degree program and it also prepares students for the workforce. Students will be able to take on jobs such as technicians or farming **depending on their choices for the future**.  With the increasing complexity of technology and the competitiveness of the export market, trained agriculture technicians are in demand. The program aims to prepare individuals to enter the agriculture profession in the public or private sector  Knowledge of agricultural production processes and good communication and management skills will enable students to become extension agents and farmers that will be able to work in all phases of food production. | | | | |
| **2.5 Program Admission Requirements** | | | | |
| What are the requirements for admission into the program in relation to the COMET and are there any other requisites? If any alternative admissions process exists, describe here. | | | | |
| As per college policy for admission to Certificate of Achievement programs. | | | | |
| **2.6 Program Certificate / Degree Requirements** | | | | |
| List the requirements for students to gain a certificate/degree in the program. Include specific courses and their sequence, credits, and how internships and practical etc. may be incorporated. Present in a way that is understandable to a potential student. Include the program’s suggested schedule – is it still up to date and logical? | | | | |
| **General Education Requirements ………………………..16 credits**   * CA 095 Basic Computer Applications (3) * ESL 088 Writing V (3) * ESL 099 Reading V (3) * MS 104 Technical Math I (4) * SC 098 Survey of Science (3)   **Technical Requirements ………………………………….. 18 credits**   * AG 084 Basic Crop Production (4) * AG 096 Field Internship (5) * AG 090 Principles of Food Processing (3) * AG 092 Swine and Poultry Production (3) * AG 094 Farm Management and Marketing (3)   Total Requirements ……………………………………………34 Credits | | | | |
| **2.7 Program Courses and Enrollment** | | | | |
| List all courses offered in the program. Include enrollment data by campus and semester. In the second table, include courses, number of sections, # of students enrolled on each course, and enrollment ratio. Analyze the data you have presented and include explanation or interpretation. | | | | |
| **Course Enrollment by Campus & Semester**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **CTEC** | | | | | **Chuuk** | | | | | **Yap** | | | | | **Kosrae** | | | | | | **Courses** | **F 16** | **SP 17** | **F 17** | **SP 18** | **TTL** | **F 16** | **SP 17** | **F 17** | **SP 18** | **TTL** | **F 16** | **SP 17** | **F 17** | **SP 18** | **TTL** | **F 16** | **SP 17** | **F 17** | **SP 18** | **TTL** | | AG084 | 27 | 26 | 28 | 28 | 109 |  |  |  |  |  |  |  | 13 |  | 13 |  | 8 | 12 |  | 20 | | AG086 |  | 25 |  | 28 | 53 |  |  |  |  |  |  |  |  | 16 | 16 |  |  |  |  |  | | AG088 |  |  |  | 29 | 29 |  |  |  |  |  |  |  |  |  |  |  |  | 12 |  | 12 | | AG090 | 28 |  | 52 |  | 80 |  |  |  |  |  |  |  |  | 17 | 17 |  | 6 |  |  | 6 | | AG092 |  | 27 |  | 29 | 56 |  |  |  |  |  |  |  | 15 |  |  |  | 9 |  |  | 9 | | AG094 | 28 |  | 50 |  | 78 |  |  |  |  |  |  |  |  | 15 | 15 |  |  | 9 |  | 9 | | AG096 | 15 | 10 |  | 18 | 43 |  |  |  |  |  |  |  |  | 4 | 4 |  |  |  | 2 | 2 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   **Course Enrollment Ratio (CTEC)**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Fall 2016** | | | | **Spring 2017** | | | | **Fall 2017** | | | | **Spring 2018** | | | | | **Courses** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | | AG084 | 1 | 25 | 27 | 1:27 | 1 | 25 | 26 | 1:26 | 1 | 25 | 28 | 1:28 | 1 | 25 | 28 | 1:28 | | AG086 |  |  |  |  | 1 | 25 | 25 | 1:25 |  |  |  |  | 1 | 25 | 28 | 1:28 | | AG088 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 25 | 29 | 1:29 | | AG090 | 1 | 25 | 28 | 1:28 |  |  |  |  | 2 | 50 | 52 | 1:52 |  |  |  |  | | AG092 |  |  |  |  | 1 | 25 | 27 | 1:27 |  |  |  |  | 1 | 25 | 29 | 1:29 | | AG094 | 1 | 25 | 28 | 1:28 |  |  |  |  | 2 | 50 | 50 | 1:50 |  |  |  |  | | AG096 | 1 | 10 | 15 | 1:15 | 1 | 10 | 10 | 1:10 |  |  |  |  | 1 | 10 | 18 | 1:18 |   **Course Enrollment Ratio (Yap)**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Fall 2016** | | | | **Spring 2017** | | | | **Fall 2017** | | | | **Spring 2018** | | | | | **Courses** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | **# sect** | **Max Enroll** | **Actual Enroll** | **Ratio** | | AG084 |  |  |  |  |  |  |  |  | 1 | 20 | 13 | 1:13 |  |  |  |  | | AG086 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 20 | 16 | 1:16 | | AG088 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | AG090 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 20 | 17 | 1:17 | | AG092 |  |  |  |  |  |  |  |  | 1 | 30 | 15 | 1:15 |  |  |  |  | | AG094 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 20 | 15 | 1:15 | | AG096 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 5 | 4 | 1:4 |   **\* Course enrollment ratio only reflects data from CTEC and Yap, since data from other campus is missing.** | | | | |
| **2.8 Program Faculty** | | | | |
| List all faculty (full-time and part-time) who teach this program. Include faculty member who taught during the assessed period but are no longer with COM-FSM and note this in status as X. In “Degrees Held”, include both level (BA, MA, PhD, and major or discipline). Note current professional development activities in process and expected completion date. | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Instructor Name | Campus Code | Position | Degrees Held:  Qualification, Major, University | Status  FT/PT/X | | Charles Aiseam | CTEC | Assistant Professor | B.S. in Tropical Agriculture, University of Guam | FT | | Tara Tara | Kosrae | Assistant Professor | B.S., University of Hawaii at Hilo | FT | | Steven Young-Uhk | Yap | CRE Coordinator | B.A., University of South Pacific | PT | | Joy Guarin | Yap | Professor | DVM.,MS, PhD | PT | | Murukesan Krishnapillai | Yap | Professor | BS,MS, PhD. | PT | | Francis Ruegorong | Yap | Assistant Professor | BA, MA | PT | | | | | |
| 1. **Learning Outcomes and Program Health Indicators** | | | | |
| **3.1 Assessment of course student learning outcomes** | | | | |
| Present data which demonstrates the extent to which the program has achieved the established outcomes – course level assessment report. For each course, write out all the SLOs in full. Add or delete SLOs as appropriate. Copy-paste the below template for each course included in the program. After reviewing the data, write a sentence or two to describe your findings. | | | | |
| Course Student Learning Outcomes for (course number)……..   1. Demonstrate the proper steps of preparing soil 2. Explain different parts of plants and their functions 3. Demonstrate different methods of propagation 4. Install irrigation system and drainage, and able to determine which irrigation and drainage methods is suitable on different landscapes. 5. Evaluate environmental conditions and find better solutions 6. Apply Integrated Pest Management and also nutrient analysis.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG084 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 | 25 | 7 | 28 | 8 | 32 | 10 | 40 | 13 | 52 | 25 | 100 | 10 | 40 |  | | Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Fall 2017 | 27 | 10 | 37 | 15 | 56 | 10 | 40 | 16 | 59 | 15 | 55 | 12 | 44 |  | | Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Written analysis: Students were struggling under SLO#1 since most of the topics covered under that SLO deals with chemistry and most students in the course are fresh out of high school. Their knowledge on chemistry was still at elementary level.  Course Student Learning Outcomes for (course number) ……..  1.      Define and explain the concept of micro propagation and its importance in agriculture  2.      Describe plant growth processes in the tissue culture environment  3.      Explain the importance of growing media use in tissue culture  4.      Describe and demonstrate basic micro propagation and nursery techniques   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG086 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2017 | 21 | 12 | 57 | 17 | 81 | 13 | 62 | 18 | 86 |  |  |  |  |  | | Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2018 | 25 | 14 | 56 | 20 | 80 | 18 | 72 | 15 | 60 |  |  |  |  |  |   Written analysis: Students also find it difficult to digest materials since chemistry is what we mostly covered in the course.  Course Student Learning Outcomes for (course number) ……..  1. Define landscaping and its relationship with other fields of study.  2.      Landscape relationship with art, ecology, architecture, horticulture and science  3.      Describe basic principle of landscaping design.  4.      Describe the steps in developing a landscape design.  5.      Identify and describe common landscape tools.  6.      Understand the relationship of landscaping, roots, water, soil, human and infrastructure.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG088 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2018 | 29 | 18 | 62 | 20 | 69 | 18 | 62 | 10 | 34 | 28 | 97 | 18 | 62 |  |   Written analysis: Majority of the students enrolled were able to understand and mastered the material taught in the course since most of the course activities incorporate hands-on exercises.  Course Student Learning Outcomes for (course number) ……..  1.   Explain the importance of food and their functions (nutrient values)  2.   Promoting healthy living by developing/teaching healthy habits  3.   Describe and demonstrate basic food processing techniques for seafood, meat, fruits and vegetables.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG090 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 | 28 | 15 | 54 | 20 | 71 | 24 | 86 |  |  |  |  |  |  |  | | Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Fall 2017 | 52 | 40 | 77 | 35 | 67 | 48 | 92 |  |  |  |  |  |  | 2 sections | | Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Written analysis: Students perform better when hands-on exercises are incorporated with course activities.    Course Student Learning Outcomes for (course number) ……..   1. Identify and give characteristics of the different breeds of swine and poultry. 2. Determine feed sources for swine and poultry. 3. Identify and describe simple swine and poultry needs and management practices related to reproduction, health, and environment. 4. Demonstrate simple swine and poultry management procedures. 5. Demonstrate food safety and proper procedure for poultry and swine meat production.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG092 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2017 | 27 | 19 | 70 | 21 | 78 | 15 | 55 | 20 | 74 | 18 | 67 |  |  |  | | Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2018 | 29 | 20 | 69 | 24 | 83 | 17 | 59 | 23 | 79 | 26 | 89 |  |  |  |   Written analysis: Students find it easier to digest materials taught in class when visual aids and visiting local piggery/ poultry farm are used to supplement course content.  Course Student Learning Outcomes for (course number) ……..  1.      Define farm management and the terminologies of farm management.  2.      Explain farm planning.  3.      Describe the responsibilities of a farm manager.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG094 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 | 28 | 20 | 71 | 18 | 64 | 23 | 82 |  |  |  |  |  |  |  | | Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Fall 2017 | 50 | 37 | 74 | 40 | 80 | 45 | 90 |  |  |  |  |  |  | 2 sections | | Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Written analysis: Students have good performance when course activities are supplemented with in-field projects and group exercises.  Course Student Learning Outcomes for (course number) ……..  1.      Apply knowledge and skills learned from other completed AFT courses to solve problems faced by agriculture in real life;  2.      Practice communication skills in the workplace; and  3.      Recognize local agriculture problems in FSM.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course: | AG096 | Attainment of Course Student Learning Outcomes | | | | | | | | | | | | | | |  |  | | Semester  Year | # enrolled | SLO 1 | | SLO2 | | SLO3 | | SLO4 | | SLO5 | | SLO6 | |  | | |  | # | % | # | % | # | % | # | % | # | % | # | % |  | | Fall 2016 | 15 | 15 | 100 | 10 | 67 | 15 | 100 |  |  |  |  |  |  |  | | Spring 2017 | 10 | 10 | 100 | 5 | 50 | 10 | 100 |  |  |  |  |  |  |  | | Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Spring 2018 | 18 | 18 | 100 | 10 | 56 | 18 | 100 |  |  |  |  |  |  |  |   Written analysis: Students were not meeting the target for SLO#2 since most of them are still struggling to use english as their means of communication in the workplace.  \***Above attainment data only reflect those courses from CTEC, author is unable to acquire data from other campuses. Although there was information provided by Yap campus, however the data submitted only reflect at program level but not at course level.** | | | |
| **3.2 Assessment of program student learning outcomes** | | | | |
| Which PSLOs did you focus on during this assessment review cycle? What did you find? | | | | |
| \***Following data is obtained from Program Assessment Summary of 2017-2018 for CTEC campus.**  **What we looked at:**   1. Spring 2017: PSLOs assessed were # 4,5, and 7. Results of AG092, AG086, and AG096 2. Fall 2017: PSLOs 1, 2, and 3. Results from AG084, AG094, and AG090. 3. Spring 2018: PSLOs 4, 5, 6, and 7. Results from AG092, AG086, AG088, and AG096. 4. Summer 2018: PSLOs 1 and 7. Results from AG084 and AG096.   **What we found:**   1. Spring 2017    1. PSLO #4: 16 out of 24 (67%) pass with A, B, and C. 8 out of 24 (33%) fail with D’s and F’s.    2. PSLO #5: 17 out of 21 (81%) pass with A, B, and C. 4 out of 21 (19%) fail with D’s and F’s.    3. PSLO #7: 14 out of 14 (100%) pass with A’s and B’s. 2. Fall 2017    1. PSLO #1: 23 out of 27 (85%) pass with A, B, and C’s. 4 out of 27 (15%) fail with D’s and F’s.    2. PSLO #2: 2 sections, 40 out of 47 (85%) pass with A, B, and C’s. 7 out of 47 (15%) fail with D’s and F’s.    3. PSLO #3: 2 sections, 42 out of 49 (86%) pass with A, B, and C’s. 7 out of 49 (14%) fail with D’s and F’s. 3. Spring 2018    1. PSLO #4: 23 out of 29 (79%) pass with A, B, and C’s. 6 out of 29 (21%) fail with D’s and F’s.    2. PSLO #5: 22 out of 28 (79%) pass with A, B, and C. 6 out of 28 (21%) fail with D and F’s.    3. PSLO #6: 22 out of 29 (76%) pass with A, B, and C. 7 out of 29 (24%) fail with D’s and F’s.    4. PSLO #7: 18 out of 18 (100%) pass with A’s and B’s. 4. Summer 2018    1. PSLO #1: 20 out of 23 (87%) pass with A, B, and C’s. 3 out of 23 (13%) fail with D’s and F’s.    2. PSLO #7: 9 out of 10 (90%) pass with A’s and B’s. 1 out 10 (10%) fail with F.   \***Following data is obtained from Program Assessment Summary of Fall 2017 for Yap campus.**  **What we looked at:**  The Agriculture and Food Technology certificate, assessment focused on PSLOs 1 and 4. Final exam average and final class average were taken for assessment. Listed below is the result of the PSLO.  **What we found:**   * PSLO#1: Result was based on taken related course in Fall 2017. Final exam average is 47% and final class average is 72% . * PSLO#4: Result was based on taken related course in Fall 2017. Final exam average is 79% and final class average is 83% .   **What we are planning to work on:**   * Involve students in a tutoring program. * Give students time to study.   **Recommendations for students:**   * Attend their classes regularly. * Complete assignments without instructor intervention. Be responsible for your own learning. * Communicate course concerns with their instructor or ask basic questions. * Need to study for quizzes and exams   \***Following data is obtained from Program Assessment Summary of Spring 2018 for Yap campus.**  **What we looked at:**  The Agriculture and Food Technology certificate, assessment focused on PSLOs 1, 2, and 3. Final exam average and final class average were taken for assessment. Listed below are the results for each of the PSLOs.  **What we found:**   * PSLO#1: Result was based on taken related course in Spring 2018 . Final exam average is \_\_71\_\_\_\_\_% and final class average is \_\_74\_\_\_% . * PSLO#2: Result was based on taken related course in Spring 2018 . Final exam average is \_\_69\_\_\_\_% and final class average is \_\_\_75\_\_\_\_% . * PSLO#3: Result was based on taken related course in Spring 2018 . Final exam average is \_\_\_78\_\_\_% and final class average is \_\_\_\_81\_\_\_% .   **What we are planning to work on:**  Involve students in a tutoring program. Give them reading assignments. Give students time to read the topic to be lectured.  **Recommendations for students:** Attend their classes regularly.  Complete assignments without instructor intervention. Be responsible for your own learning.  Communicate course concerns with their instructor or ask basic questions.  Need to study for quizzes and exams  \***None is provided by other campus.** | | | | |
| **3.3 Program enrollment trends by campus** | | | | |
| Looking at the data, write a few sentences to describe what conclusions you can make about changes in enrollment for your program during the assessment period and compared to the previous assessment period. | | | | |
| **Full-time Students (12 credits or more)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Term** | **Chuuk** | **CTEC** | **Kosrae** | **National** | **Yap** | **Grand Total** | | Fall 2016 | 0 | 79 | 20 | 0 | 5 | 104 | | Fall 2017 | 0 | 97 | 18 | 0 | 14 | 129 | | Spring 2017 | 0 | 64 | 15 | 0 | 6 | 85 | | Spring 2018 | 0 | 86 | 11 | 0 | 22 | 119 | | **Grand Total** | **0** | **326** | **64** | **0** | **47** | **437** |   **Part-time Students (less than 12 credits)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Term** | **Chuuk** | **CTEC** | **Kosrae** | **National** | **Yap** | **Grand Total** | | Fall 2016 |  |  |  |  |  |  | | Fall 2017 |  |  |  |  |  |  | | Spring 2017 |  |  |  |  |  |  | | Spring 2018 |  |  |  |  |  |  | | **Grand Total** |  |  |  |  |  |  |   Description and Conclusion:  **Data obtained from program data sheet on the college website.** | | | |
| **3.4 Course completion rate** | | | | |
| How many students completed the course? What percentage of students does this represent? What percentage of students withdrew from the course? | | | | |
|  | | | |
| \***Data obtained from program data sheet on the college’s website.** | | | |
| **3.5 Student persistence and retention rate** | | | | |
| Persistence: How many students continued their program between semesters? What percentage does this represent? Retention: | | | | |
| \***Data obtained from program data sheet on the college’s website.** | | | |
| **3.6 Graduation rate** | | | | |
| Graduation is calculated by tracking a cohort of people who joined full-time for the first time in Fall semester. Data presented tracks cohort who started the program *before* the current assessment cycle began, to see how many graduated and how long they took to graduate in the period under review. Complete the table with the data provided. If you have alternative data you wish to present, include ***in addition to*** completing the table below including how you calculated this data and your rationale. If no students enrolled full-time for the first time, write NA. | | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Cohort** | **# of first time full time students** | **# of students who graduated in 100% (2 years)** | **% of students who graduated in 2 years** | **# of students who graduated in 150% (3 years)** | **% of students who graduated in 3 years** | **# of students who graduated in 200% (4 years)** | **% of students who graduated in 4 years** | | Fall 2014 | 54 | 12 | 22.22% | 14 | 25.93% | 18 | 33.33% | | Fall 2015 | 37 | 7 | 18.92% | 9 | 24.32% | None | 0% |     **\* Data was obtained from the program data sheet on the college’s website.** | | | |
| 1. **Value of Program for Students** | | | | |
| **4.1 Students’ satisfaction** | | | | |
| If you have conducted any formal evaluation of students’ satisfaction within your program, input your results and findings here. If not, write NA and consider how you may incorporate this into future assessment planning. | | | | |
| \***Data obtained from program data sheet on the college’s website.** | | | | |
| **4.2 Transfer data** | | | | |
| COM-FSM is working to develop a more comprehensive understanding of students transferring to other institutions of higher education. Provide any methods and information you can on students who went on from your program to pursue their studies elsewhere. Type I transfer students: those who **graduated** your program then continued their studies at another institution of higher education. Type II: those who gained credits within your program then left to complete their degree requirements at another institution of higher education. | | | | |
| N/A | | | | |
| **4.3 Alumni data** | | | | |
| COM-FSM is working to develop a more comprehensive understanding of our alumni pathways. Provide any methods and information you can on alumni from your program during the assessed period. | | | | |
| N/A | | | | |
| **4.4 Employment** | | | | |
| If your program has conducted an employer survey or collected feedback from employers in relation to your program, its outcomes, its graduates, include results here. If not, consider how you may incorporate this into your assessment planning. | | | | |
| |  |  | | --- | --- | | # Of Students | Employer | | 1 | Pohnpei Department of Agriculture | | 1 | COM-FSM CRE Division | | 1 | Pohnpei Department of Land and Natural Resources | | 3 | COM-FSM Center for Entrepreneurship under special contract |   \***Data was obtained from alumni who have been keeping track with program. This data only reflect alumni of AFT program at CTEC campus.** | | | | |
| 1. **Analysis** | | | | |
| **5.1 Findings** | | | | |
| What question(s) were you trying to answer in this assessment review cycle? What does the information presented here tell you? Summarize the problems with the program as supported by your data. What part(s) of the program are working well? What did you work towards that you are happy with? To what extent were the recommendations made in the previous assessment cycle applied? | | | | |
| There has been an increase in student enrollment due to the changes in the new modified program. Previous students are returning due to opportunities in transferring to degree without taking the COMET. The problem discovered is that the program is under staffed to accommodate all students interested in enrolling thus they got no choice but to enroll in other certificate programs which then turn up losing interest and dropping out of school.  The part of the program that is working well is the result of the new approved modified program, which has solved the programs’ situation with low enrollment. Because of that, more students are transferring to ANRM degree program and others continuing abroad. The new modified program has paved a better pathway for our students to be successful if they are committed and determined. | | | |
| **5.2 Recommendations** | | | | |
| Given your findings stated in 5.1, and given the existing resources, how can the program be improved or enhanced? What recommendations do you give to yourself and other faculty members? How can your supervisor and administrative staff at COM-FSM help facilitate these improvements?  What questions or problems would you like to resolve in the next academic years? | | | | |
| 1. AG 084 Basic Crop production: - change to Crop production so it can be aligned with AG 110 and AG 128 at COM-FSM degree level which crop production. Textbook needs to change to reflect more introductory level. Scientific equipment and field experiment supplies are needed to supplement hands-on exercises. 2. AG 092 Swine and Poultry Production: change the course title to Principle of Animal Science to align with AG140 at degree level. 3. AG 090: Food Processing: Change the course title to food security. Since our kitchen lab at CTEC is too small to accommodate both AFT and HTM students, therefore, we fail to meet the course SLO and PLO. So it is recommended to change the name of the course. 4. AG096 Field Internship: Change course title to Final Project and modify course requirements to in-house training instead of sending students to various workplaces. Since our students are transferring to degree program they will ended up interning at the same workplace they worked at since certificate level. Modification of the CO can prevent redundancy of their internship. 5. Other recommendations for Program Learning Outcomes:  * Some course learning outcomes does not link with the Program Learning Outcomes thus needs to be modified. * All major required courses need modification so that they can be aligned with the degree program. For instance, current courses taught in AFT are missing certain areas that are also taught at the degree level. * Include a lab section to all agriculture courses at certificate level. Giving students more chances to practice materials being taught in class hands-on. * Waive the requirement of taking AG101 for transferring students to prevent maxing out Pell grant. Since all certificate level courses cover what is being taught in AG101.   Need to purchase lab equipment for lab activities. Due to lack of lab equipment, the program fail to satisfy some of their course learning outcomes that requires full understanding of performing lab experiment. | | | |
| 1. **Financial & Regional Considerations** | | | | |
| **Section 6 to be completed by non-program staff** | | | | |
| **6.1 Student’s seat cost** | | | | |
|  | | | | |
|  | | | | |
| **6.2 Cost of duplicate or redundant courses / programs / services** | | | | |
|  | | | | |
|  | | | | |
| **6.3 Revenue generated by program** | | | | |
| Tuition (program allocated), grant income | | | | |
|  | | | | |
| **6.4 Programs at regional institutions** | | | | |
| List if the same or similar program is offered, has been added or cancelled at other institutions (PCC, GCC, Hawaii, UoG, CMI, NMC) | | | | |
|  | | | | |

## *College of Micronesia-FSM Instructional Program Review Checklist*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Review Reviewers’ Checklist Information** | | | | |
| **Instructional Program Full Official Title:** | Agriculture and Food Technology | **Campus(es)** | CTEC, Yap, and Kosrae | |
| To improve quality of program review, track progress and better ensure recommendations are followed, the lead writer should ask at least one other program faculty member to critically evaluate the program review and complete the checklist below: Yes, Needs Improvement (NI) or No (not included). After the lead writer has addressed the program faculty member(s) feedback and all required elements are included, the writer submits to the instructional coordinator who then reviews and provides feedback on the quality of the program review. | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Readers** | **Campus** | **Name** | **Date** | | Program faculty |  |  |  | | Instructional Coordinator | CTEC | Taylor Elidok | 913/2019 | | Assessment team readers |  |  |  | |  |  |  | | | | | |
| **Please check** ✔**your responses to the following statements** | | | | |
| **Statement** | | **Yes** | **NI** | **No** |
| **1.1 Instructional Program Full Official Title:** The program is identified. | |  |  |  |
| **1.2 Campus(es):** All campuses where program is offered are listed. | |  |  |  |
| **1.3 Lead writer:** The person responsible for writing program review & their campus is identified. | |  |  |  |
| **1.4 Date submitted to supervisor:** To be checked by IC and Assessment team. | |  |  |  |
| **1.5 Assessment program review cycle:** The academic years the review covers are listed. | |  |  |  |
| **2.1 Program Mission:** The approved program mission, linked to the College mission, is provided. | |  |  |  |
| **2.2 Program Goals:** Program learning outcomes are listed and are easily understandable by potential students. | |  |  |  |
| **2.3 Program History:** The history of the program including the date of implementation, significant milestones in the development of the program, and significant current activities are presented. | |  |  |  |
| **2.4 Program Description:** The organization of the program and its relationship to other programs in the college is clear. Existing certifications, career pathways and connections with other higher education institutions are presented. | |  |  |  |
| **2.5 Program Admission Requirements:** The requirements for admission into the program and other requisites are clear. | |  |  |  |
| **2.6 Program Certificate/Degree Requirements:**  Requirements for gaining a certificate/degree in the program are clear, including specific courses, sequencing of courses, credits, internships, practical, etc. | |  |  |  |
| **2.7 Program Courses and Enrollment:** All courses offered in the program are listed with each course enrollment listed by semester and campus. The second table shows each courses systemwide with number of sections, maximum enrollment, actual enrollment and the enrollment ratio. | |  |  |  |
| **2.8 Program Faculty:** All faculty of the program are listed with their campus and position held. The level of degrees held and major / discipline are provided. Status of faculty is noted - full-time (FT), part-time (PT) and departed (X). | |  |  |  |
| **3.1 Assessment of course student learning outcomes:** CSLOs for each course are written out in full. Course level assessment reports are presented clearly, showing both the number of students who attained each SLO by semester, and the % this represents. | |  |  |  |
| **3.2 Assessment of program student learning outcomes:** One or more of the PSLOs presented in 2.2 (above) were assessed during the program review period. Data and findings are presented. | |  |  |  |
| **3.3 Program enrollment trends by campus:** Data is provided per semester, maximum enrollment, number of students enrolled, enrollment ratio and enrollment average is shown. A brief written analysis is included including thoughtful consideration of possible reasons behind the data. | |  |  |  |
| **3.4 Course completion rate:** The number of students enrolled in each course, the number and percentage who passed, and number and percentage who withdrew, are presented. | |  |  |  |
| **3.5 Student persistence and retention rate:** All data cells are complete. A brief written analysis – including any possible reasons – can be included. | |  |  |  |
| **3.6 Graduation rate:** The number of first-time full-time students from cohorts starting in Fall semester who graduated in 100%, 150%, and 200% (time), during the period under review, is presented. | |  |  |  |
| **4.1 Student satisfaction**: Information is provided when possible. | |  |  |  |
| **4.2 Transfer data:** information is provided when possible. | |  |  |  |
| **4.3 Alumni data:** information is provided when possible. | |  |  |  |
| **4.4 Employment:** information is provided when possible. | |  |  |  |
| **5.1 Findings:**  The writer has considered the data shown from the program review and presented thoughtful conclusions which draw conclusions on the period under review.  The writer has summarized both positive and negative aspects of the program with reference to the section numbers above.  The writer refers to the recommendations from the previous program review and has reflected on how they connect with this current program review.  Findings are logically based on evidence. If evidence does not fall into the standard template, it is provided **concisely** in an appendix attached to the program review.  The writer has highlighted both what is working well and meeting or exceeding expectations, and areas for improving student learning outcomes. | |  |  |  |
| **5.2 Recommendations:**  The writer has presented thoughtful suggestions on how the program could be improved or enhanced given current resources.  The writer has made recommendations to the faculty members.  The writer has made logical recommendations to the supervisor and administrative staff at COM-FSM on how to facilitate these improvements.  The writer has considered which questions the program will be considering in the next program review cycle. | |  |  |  |
| **Comments, feedback, questions from Program Faculty Reader(s) to Lead Writer**  **(refer to appropriate section of the program review)** | | | | | |
|  | | | | | |
| **Comments, feedback, questions from Instructional Coordinator to Lead Writer**  **(refer to appropriate section of the program review)** | | | | | |
|  | | | | | |
| **Comments, feedback, questions from Assessment Team to Lead Writer**  **(refer to appropriate section of the program review)** | | | | | |
|  | | | | | |
| **Section below to be completed by non-faculty staff** | | | | |
| **Statement** | | **Yes** | **NI** | **No** |
| **6.1 Student’s seat cost** | |  |  |  |
| **6.2 Cost of duplicate or redundant courses / programs/ services:** | |  |  |  |
| **6.3 Revenue generated by program** | |  |  |  |
| **6.4 Programs at regional institutions** | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **Endorsed by Assessment team** | |  | | Recommendations made… | | | |  | to VPIA |  | |  | to EC |  | |  | to Curriculum Committee |  |   **ACTIONS:** |