## 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**
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| 1.1 Instructional Program Full Official Title | Certificate of Achievement in Carpentry Program |
| 1.2 Campus(es)  | Career & Technical Education Center (CTEC) | 1.4 Date submitted to supervisor | February 14, 2019 |
| 1.3 Lead writer (include campus code)  | Xavier W. Yarofmal (P) | 1.5 Assessment program review cycle | Fall 2016 - Spring 2018 |
| 1. **Program Overview**
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| **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). |
| 2.1 The Carpentry Program’s mission is to develop a skilled manpower and globally competitive human resource for the Federated States of Micronesia in the field of construction industry. |
| **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.  |
| 2.2 The primary goal is to provide students with marketable entry-level skills in the carpentry industry or any related field/career. It is designed to prepare students at skill levels expected of employees in such an occupation found in the local economy.  |
| **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. |
| 2.3 The program was created by recommendations of Pohnpei Campus Advisory Council to offer a certificate of achievement (COA) in carpentry to train local students to acquire skills in constructing cabinets, installing sub-floor, erecting walls, constructing roofing and interior finishing which are needed in the community. Milestones:2007—The program students were actively involved in the first Technology and Trade Exhibit event of the college. 2011—Students were actively involved in various activities such as building tables, benches, book selves, picture/map frames, and etc. for the college as well as the local community.2012—Carpentry Instructor participated and completed a training in “arts envoy project” sponsored by the US Embassy. 2012—Students constructed three outdoor picnic benches for Pohnpei Campus.2013—Students were involved actively in a project with the U.S. Agency for International Development (USAID) through the coordinator for the USAID-FEMA Disaster Mitigation, Response, and Reconstruction Program. They build a sample typhoon-resistant frame structure to be used on the outer islands.2013—Carpentry Instructor attended and completed an intensive three-Saturdays training in “heavy equipment operator” conducted by Pohnpei Transportation Authority (PTA) senior operator.2013—Students established their program student club.2014—Students poured concrete footing for the typhoon-resistant frame structure to prevent the 4x4 wooden posts from termites attack.2014—Students constructed a server room in the woodshop. They laid 4” Concrete Hollow Blocks for the partition/wall separating the server room from the static machines area.2016—Students erected 2” metal pipes along the main road and in front of the mechanic and wood shops for future fence posts. 2016—Established Advisory Council for the program. |
| **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.  |
| 2.4 Carpentry is one of the basic trades in the construction field. Students will be introduced to the techniques and methodology of component construction involving cabinet setout, sub-floor, wall construction, roofing and interior finishing. |
| **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.  |
| 2.5 A student must be a high school graduate or GED certificate holder. Applicants must take the COM-FSM entrance test (COMET) and be accepted by the Admissions Board. Acceptance by the Admissions Board is based on the applicant’s score on the COMET and other criteria as defined by the Admissions Board. |
| **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? |
| 2.6 Program requirements:General Education Requirements:-----------13 creditsMS 104 Technical Math I (4)• Pre-requisite: MS 094 or placed at MS 100 level for Math on COMETESL 050 Technical English (3) or SS 100 World of Work (3)CA 095 Computer literacy (3)BU 097 Introduction to Entrepreneurship (3)Technical Requirements: -----------21 creditsVAE 103 Blueprint Sketching and Interpretation (3)VCT 154 Introduction to Masonry (3)VCT 153 Introduction to Carpentry (3)VCT 163 Concrete Form Construction (3)VCT 173 Rough Framing and Exterior Finishing (3)VCT 183 Finishing and Trim Work (3)VCE 195 Construction Procedures (1.5)VSP 153a Industrial Safety (1.5)Total credits requirements: 34 creditsSuggested Schedule Fall Semester ESL 050 Technical English or SS 100 World of Work........... 3 MS 104 Technical Math I............................................................ 4 VAE 103 Blueprint Sketching and Interpretation.................... 3 VCT 153 Introduction to Carpentry........................................... 3 VSP 153a Industrial Safety…...................................................... 1.5 14.5 Spring Semester VCT 163 Concrete Form Construction..................................... 3 VCT 173 Rough Framing and Exterior Finishing.................... 3 VCT 183 Finishing and Trim Work…....................................... 3 VCE 195 Construction Procedures.............................................1.5 VCT 154 Introduction to Masonry............................................. 313.5 Summer Session CA 095 Computer Literacy......................................................... 3 BU 097 Introduction to Entrepreneurship.............................. 36Source: COMFSM catalog.Note: The pre-requisite course causes an additional 4 credits from the regular 34 credits requirement of the program. |
|  **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.  |
| 2.7 **Course Enrollment by Campus & Semester**

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| --- | --- | --- | --- | --- |
|  | **CTEC** | **Chuuk** | **Yap** | **Kosrae** |
| **Courses** | **F16** | **SP17** | **F17** | **SP18** | **TTL** | **F16** | **SP17** | **F17** | **SP18** | **TTL** | **F16** | **SP17** | **F17** | **SP18** | **TTL** | **F16** | **SP17** | **F17** | **SP18** | **TTL** |
| VSP153A | 12 |  | 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| VAE103 |  | 5 | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| VCE195 |  | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| VCT153 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| VCT154 |  | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| VCT163 |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Course Enrollment Ratio**

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| --- | --- | --- | --- | --- |
|  | **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** |
| VSP153A | 1 | 15 | 12 | 80 |  |  |  |  | 1 | 15 | 11 | 73.3 |  |  |  |  |
| VAE103 |  |  |  |  | 1 | 15 | 5 | 33.3 |  |  |  |  |  |  |  |  |
| VCE195 |  |  |  |  | 1 | 15 | 6 | 40.0 |  |  |  |  |  |  |  |  |
| VCT153 |  |  |  |  | 1 | 15 | 5 | 33.3 |  |  |  |  |  |  |  |  |
| VCT154 |  |  |  |  | 1 | 15 | 6 | 40.0 |  |  |  |  |  |  |  |  |
| VCT163 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 3 | 3 | 100.0 |
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|  **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. |
| 2.8

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| --- | --- | --- | --- | --- |
| Instructor Name | Campus Code | Position | Degrees Held:Qualification, Major, University | StatusFT/PT/X |
| Xavier Yarofmal | P | Professor | M. Ed., San Diego State University | FT |
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| 1. **Learning Outcomes and Program Health Indicators**
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| **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 VAE103.SLO 1 – Use common drafting tools to produce coherent construction drawings.SLO 2 – Define, interpret and use scale measurements.SLO 3 – Describe the types of drawings usually included in a set of plans and list the information found on each type.SLO 4 - Identify selected architectural symbols commonly used to represent materials on plans.SLO 5 – Identify selected electrical and plumbing symbols commonly used on plans.SLO 6 – Recognize and identify basic blueprint terms and components.SLO 7 -

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| --- | --- | --- |
| Course: | VAE 103 | Attainment of Course Student Learning Outcomes |
|  |  |
| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 | 5 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |  |
| Fall 2017 | 4 | 4 | 100 | 4 | 100 | 4 | 100 | 4 | 100 | 4 | 100 | 4 | 100 |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Few students but they all passed.Course Student Learning Outcomes for VCE195.SLO 1 – Describe the process of emplacing the foundation of a structure.SLO 2 – Describe the methods required for masonry construction.SLO 3 – Identify the types of wood materials for construction and describe their desirable and undesirable characteristics.SLO 4 - Identify the common types of materials used in steel construction.SLO 5 – Outline the steps in reinforced concrete construction. SLO 6 – Identify and define practices and procedures involved in pre-cast and pre-stressed concrete construction.SLO 7 - Describe the steps required to carry out a complete construction project.

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| Course: | VCE 195 | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 | 6 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Few students but they all passed.Course Student Learning Outcomes for VCT153.SLO 1 – Identify and describe the field of carpentry in the industry.SLO 2 – Identify unsafe situations in the shop.SLO 3 – Make linear measurements to an accuracy of 1/16 of an inch and/or 1mm and estimate lumber required for a given project.SLO 4 - Identify and demonstrate proficiency with hand tools common to carpentry.SLO 5 – Identify and demonstrate proficiency with power tools common to carpentry. SLO 6 – Identify lumber by grade and common usage.SLO 7 - Demonstrate the ability to work from drawings and blueprints.

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| Course: | VCT 153 | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 | 5 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Few students but they all passed.Course Student Learning Outcomes for VCT154.SLO 1 – Describe the principles of masonry construction.SLO 2 – Describe the purpose of mortar and its composition.SLO 3 – Competently use hand tools.SLO 4 - Identify types of brick and block bonds.SLO 5 – Construct a simple wall.SLO 6 – SLO 7 -

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| Course: | VCT 154 | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 | 6 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 |  |  |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Few students but they all passed.Course Student Learning Outcomes for VCT163.SLO 1 – Describe the steps to layout the building lines of a structure.SLO 2 – Explain the importance of a continuous footing form.SLO 3 – Describe the steps of creating model forms for piers and columns.SLO 4 - Describe the steps of making solid wall forms of a structure.SLO 5 – Describe how to fix forms for window openings and door opening for a structure.SLO 6 – Describe the process to make step forms for a given structure.SLO 7 - Describe the procedures of making a roof form for a given structure.

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| Course: | VCT 163 | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 | 3 | 3 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 3 | 100 |  |

Written analysis: Few students but they all passed.Course Student Learning Outcomes for VCT173.SLO 1 – Identify the parts of a floor system from a blueprint or sketch.SLO 2 – Identify the parts of a structure wall and ceiling systems from a blueprint or sketch. SLO 3 – Identify the parts of a roof system from a blueprint or sketch.SLO 4 - Estimate materials needed for floors, walls, ceilings, and roofs from a set of blueprints.SLO 5 – Describe the terms used in the construction of building systems.SLO 6 – Identify tools and building aids required for rough construction of a building or structure.SLO 7 - Complete all of the above to specifications and within the guidelines of the building codes.

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| Course: | VCT 173 | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Course wasn’t offer.Course Student Learning Outcomes for VCT183.SLO 1 – Identify the different types of interior finishing materials. SLO 2 – Identify different types of interior doors from a blueprint or sketch.SLO 3 – Describe materials required to finish an interior.SLO 4 - Explain the use of all applicable hand and power tools.SLO 5 – Identify specific items included in a typical door schedule.SLO 6 – Explain the importance of trims, moldings, and finishing hardware. SLO 7 -

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| Course: | VCT 183 | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Course wasn’t offer.Course Student Learning Outcomes for VSP153a.SLO 1 – Identify the responsibilities and personal characteristics of a professional craftsperson. SLO 2 – Explain the role that safety plays in the construction crafts.SLO 3 – Describe what job-site safety means.SLO 4 - Explain the appropriate safety precautions around common job-site hazards.SLO 5 – Demonstrate the use and care of appropriate personal protective equipment.SLO 6 – SLO 7 -

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| Course: | VSP 153a | Attainment of Course Student Learning Outcomes |
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| SemesterYear | # enrolled | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |  |
|  | # | % | # | % | # | % | # | % | # | % | # | % |  |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring 2017 | 6 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 | 6 | 100 |  |  |  |
| Fall 2017 | 3 | 3 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 3 | 100 |  |  |  |
| Spring 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Written analysis: Few students but they all passed. |
| **3.2 Assessment of program student learning outcomes** |
| Which PSLOs did you focus on during this assessment review cycle? What did you find?  |
| 3.2

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| --- | --- | --- | --- | --- |
| **Program Outcome** | **Assessment Strategy** | **Target** | **Fall Results** | **Spring Results** |
| 1. Identify safety and occupational health requirements in the Carpentry trade. | **Presentation/Performance -**Instructor will observe studentsduring practical/hands-on exercisesthat students use the properPersonal Protective Equipment (PPE)at all times using a safety check list. | 80% of students registered inthis program must at least score 70%or get a "C". |  | **Spring 2017**6 out of 6 students (100%) completed this PSLO. |
| 2. Use competently specified hand and power tools. | **Presentation/Performance -**Instructor will check that student usethe right tool for the right job assigned. **Project-Individual -** Students will be assess on a weekly basis during lab hours on the use of each assign handand power tools.**Presentation/Performance -**Students must select the right tool for the assign job/project. | 80% of students registered inthis program must at least score 70%or get a "C". |  | **Spring 2017**6 out of 6 students (100%) completed this PSLO. |
| 3. Perform basic hand skills in constructing projects to given specifications. | **Project-Individual -** Instructor willcheck the student's finished productif they follow all the specificationsgiven.**Written Assignment -** Students will identify parts of a structure and estimate materials needed. | 80% of students registered inthis program must at least score 70%or get a "C". |  | **Spring 2017**5 out of 5 students (100%) completed this PSLO.**Spring 2018**3 out of 3 students (100%) completed this PSLO. |
| 4. Interpret construction information from blue print drawings.  | **Written Assignment -** Instructor will assess students by asking them todraw or sketch the each of the three types of pictorial drawings which are perspective, isometric, oblique, and orthographic projection drawings.**Project-Individual -** Each student will draw a pictorial drawing of an object/shape given to them.**Written Assignment -** Students willbe asked to identify different symbols used on a given blueprint. | 80% of students registered inthis program must at least score 70%or get a "C". | **Fall 2017**4 out of 4 students (100%) completed this PSLO. | **Spring 2017**5 out of 5 students (100%) completed this PSLO. |
| 5. Participate in the construction industry. |  | 80% of students registered inthis program must at least score 70%or get a "C". |  | **Spring 2017**6 out of 6 students (100%) completed this PSLO. |

*Source: Tracdat and Program Assessment Summary.* |
| **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)**

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| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Chuuk** | **CTEC** | **Kosrae** | **National** | **Yap** | **Grand Total** |
| Fall 2016 |  | 3 |  |  |  | 3 |
| Fall 2017 |  | 1 |  |  |  | 6 |
| Spring 2017 |  | 6 |  |  |  | 1 |
| Spring 2018 |  | 3 |  |  |  | 3 |
| **Grand Total** |  |  |  |  |  |  |

**Part-time Students (less than 12 credits)**

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| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Chuuk** | **CTEC** | **Kosrae** | **National** | **Yap** | **Grand Total** |
| Fall 2016 |  | 8 |  |  |  | 8 |
| Fall 2017 |  | 5 |  |  |  | 5 |
| Spring 2017 |  | 10 |  |  | 1 | 11 |
| Spring 2018 |  | 1 |  |  |  | 1 |
| **Grand Total** |  |  |  |  |  |  |

Description and Conclusion: |
| **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?  |
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|  | **Fall 2016** | **Fall 2017** |
| **Courses** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** |
| VSP153A | 12 | 100 | 12 | 0 | 0 | 10 | 90.91 | 11 | 1 | 9.09 |
| VAE103 |  |  |  |  |  | 4 | 100 | 4 | 0 | 0 |
| VCE195 |  |  |  |  |  |  |  |  |  |  |
| VCT153 |  |  |  |  |  |  |  |  |  |  |
| VCT154 |  |  |  |  |  |  |  |  |  |  |
| VCT163 |  |  |  |  |  |  |  |  |  |  |
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|  | **Spring 2017** | **Spring 2018** |
| **Courses** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** | **# of students** **who passed** **(A,B,C or P)** | **Pass rate %** **(A,B,C or P)** | **# of students enrolled** | **# of students withdrew** | **% withdrew** |
| VSP153A | 6 | 100 | 6 | 0 | 0 |  |  |  |  |  |
| VAE103 | 5 | 100 | 5 | 0 | 0 |  |  |  |  |  |
| VCE195 | 6 | 100 | 6 | 0 | 0 |  |  |  |  |  |
| VCT153 | 5 | 100 | 5 | 0 | 0 |  |  |  |  |  |
| VCT154 | 6 | 100 | 6 | 0 | 0 |  |  |  |  |  |
| VCT163 |  |  |  |  |  | 3 | 100 | 3 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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 |
| **3.5 Student persistence and retention rate** |
| Persistence: How many students continued their program between semesters? What percentage does this represent? Retention:  |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NewStudents** **Fall 2016** | **Students** **Spring 2017** | **Students** **Fall 2017** | **Persistence** **Spring 2017** | **Retention** **Fall 2017** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NewStudents** **Fall 2017** | **Students** **Spring 2018** | **Students** **Fall 2018** | **Persistence** **Spring 2018** | **Retention** **Fall 2018** |
| 3 | 2 | 1 | 66.67% | 33.33% |

 |
| **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 | 9 | 2 | 22.22 | 3 | 33.33 | 3 | 33.33 |
| Fall 2015 | 5 | 1 | 20.0 | 1 | 20 |  |  |

 |
| 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 below are obtained from the COMFSM students evaluation of instructor and courseSpring 2017

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | VAE103 | VCE195 | VCT153 | VCT154 | VSP153a |
| Average; this instructor was effective. | 4.8 | 4.9 | 4.7 | 4.7 | 4.9 |
| Average; this course was a valuable learning experience. | 4.8 | 4.9 | 4.8 | 4.8 | 4.8 |
| Average; course materials were relevant and useful. | 4.8 | 4.8 | 4.7 | 4.9 | 4.8 |

Fall 2017

|  |  |
| --- | --- |
|  | VAE103 |
| Average; this instructor was effective. | 4.8 |
| Average; this course was a valuable learning experience. | 4.9 |
| Average; course materials were relevant and useful. | 4.8 |

Spring 2018

|  |  |
| --- | --- |
|  | VCT163 |
| Average; this instructor was effective. | 4.9 |
| Average; this course was a valuable learning experience. | 4.9 |
| Average; course materials were relevant and useful. | 4.8 |

**COM-FSM Student Evaluation of Instructor and Course****Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_ Term & Year:\_\_\_\_\_\_\_\_\_\_\_\_****1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree NA= not applicable****Instructor**1. Overall, this instructor was effective.
2. The instructor welcomed and encouraged questions and comments.
3. The instructor presented the course content clearly.
4. The instructor emphasized the major points and concept.
5. The instructor was always well prepared.
6. The instructor made sure that the students were aware of Student Learning Outcomes (SLOs) for the course.
7. The instructor gave clear directions and explained activities or assignments that emphasized the course SLOs.
8. The instructor planned class time and assignments that encouraged problem solving and critical thinking.
9. The instructor demonstrated thorough knowledge of the subject.
10. I received feedback on assignments/quizzes/exams in time to prepare for the next assignment/quiz/exam.

**Course**1. Overall, this course was a valuable learning experience.
2. The course syllabus was clear and complete.
3. The student learning outcomes were clear.
4. The SLOs helped me focus in this course.
5. Classes started and ended on time.
6. Assignments, quizzes, and exams allowed me to demonstrate my knowledge and skills.
7. The testing and evaluation procedures were fair.
8. There was enough time to finish assignments.
9. Expectations were clearly stated.

**Course Materials**1. Course materials were relevant and useful.
2. The textbook for this course was appropriate for this level of course.
3. The assigned readings were relevant and useful.
4. The on-line resources were relevant and useful.
5. The course on-line grade book (*Please check which one*) \_\_ Course Sites \_\_ Edmodo \_\_ Engrade \_\_ Jupiter \_\_ Schoology \_\_\_Other (*Please specify* \_\_\_\_) was satisfactory.

**Course feedback:****Instructor feedback:****Course Material:****Other Comments:***Source: COMFSM student evaluation of instructor and course.* |
| **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.  |
|  |
| **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.  |
| 4.3

|  |  |  |
| --- | --- | --- |
| **Name/Graduates** | **Year Graduated** | **Municipality/Country** |
| 1. Isiel, Atrick | Fall 2000 | Madolenihmw |
| 2. Albert, Swingly | Spring 2001 | Uh |
| 3. Epina, Benster | Spring 2001 | Nett |
| 4. Henly, Molten | Spring 2001 | Kitti |
| 5. Inoke, Person  | Spring 2001 | Madolenihmw |
| 6. Johnny, Silpaster | Spring 2002 | Sokehs |
| 7. Cava, Kaiava | Summer 2002 | Fiji |
| 8. Ladore, Jason | Spring 2003 | Uh |
| 9. Samuel, Sepester | Spring 2003 | Kolonia |
| 10. Solomon, Stance | Spring 2010 | Sokehs |
| 11. Martin, Patrick | Spring 2013 | Sokehs |
| 12. Amyda, Jaymina | Fall 2013 | Kolonia |
| 13. Washington, Leonard | Fall 2013 | Kitti |
| 14. Optaia, Heinstain | Fall 2015 | Kolonia |
| 15. Head, Norvian | Spring 2016 | Kolonia |
| 16. Linos, Presley | Spring 2016 | Sokehs |
| 17. Phillip, Elton | Spring 2016 | Uh |
| 18. Primo, Andrew | Fall 2016 | Uh |
| 19. Primo, Evander | Fall 2016 | Kolonia |
| 20. Aldens, Russkin | Spring 2017 | Kolonia |
| 21. Soswa, Lovelynn | Spring 2017 | Kitti |
| 22. Immanuel, Jimreed | Fall 2017 | Kitti |

*Source: CTEC OAR.* |
| **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.  |
|

|  |  |
| --- | --- |
| **Name/Graduates** | **Employer** |
| Amyda, Jaymina | Family store casher |
| Optaia, Heinstain | Island Spring Water Company |
| Linos, Presley | Sea Breeze Hotel –security  |
| Phillip, Elton | Super savers |
| Primo, Evander | VCS/ White Sand Company |
| Aldens, Russkin | Mid town Tire repair shop |
| Soswa, Lovelynn | Self-employed |
| Immanuel, Jimreed | Vital/ Petrocorp |

 |
| 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? |
| 5.1**1. Assessment of course student learning outcomes of program courses*** All CSLO’s were assessed on time and met the targets.

**2. Assessment of program student learning outcomes*** All PSLO’s were assessed on time and met the targets.

**3. Program enrollment*** The number of students was about the same.

**4. Average class size*** Some semesters less than ten new students and the rest will be continuing students.

**5. Course completion rate*** There were high course completion rates from all students who registered in all the technical program courses.
* Most students were having problems with their general education courses specifically the Technical Math MS104.
* Most students enrolled in this program are the low achievers, this is the main reason why they can’t complete the general education courses.

**6. Student persistence and retention rate*** There is a good persistence and retention rate during AY2016-AY2017 and poor result during AY2017-AY2018.
* Most students stopped attending school once they finished their technical courses requirements.

**8. Graduation rate based on yearly number*** There is 5 students graduated during AY16/17 and 2 students during AY17/18.

**9. Students’ satisfaction rate** * There were very good satisfaction rate based on the students course evaluation conducted during the period of this program review.

**10. Alumni data** * There were 22 alumni of this program since it was started.

**11. Employment data and employer feedback (employer survey)*** There were 8 graduates in the program that are currently working here on Pohnpei.

**12. Transfer rate*** Most of the graduates in the program are transferring to our AAS Building Technology major in Electricity.
 |
| **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? |
| 5.21**. Assessment of course student learning outcomes of program courses*** Update all CSLOs that were not yet updated.

**2. Assessment of program student learning outcomes*** Maintain assessment on time. Make sure to upload data on tracdat.

**3. Program enrollment*** Recruit students interested in program only, and work closely with the Public High Schools to identify potential students.

**4. Average class size*** Formulate better recruitment strategies during registration period.

**5. Course completion rate*** Collect data on time.

**6. Student persistence and retention rate*** Improve the courses sequence of the program and the persistence and retention rate will improve too.

**7. Success rates on licensing or certification exams** * Find a third party certification.

**8. Graduation rate based on yearly number*** Needs to improve the graduation rate of the program.
* Recruit better students from the high schools.

**9. Students’ satisfaction rate** * Develop a better student satisfaction survey method.

**10. Alumni data** * Maintain data collections.

**11. Employment data and employer feedback** * Continue conducting the employment survey for our graduates.

**12. Transfer rate*** Create a degree program for Carpentry Program.
 |
| 1. **Financial & Regional Considerations**
 |
| **Section 6 to be completed by non-program staff**  |
| **6.1 Student’s seat cost** |
|  |
| 6.1 |
| **6.2 Cost of duplicate or redundant courses / programs / services** |
|  |
| 6.2 |
| **6.3 Revenue generated by program** |
| Tuition (program allocated), grant income |
| 6.3 |
| **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) |
| 6.4 |

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

|  |
| --- |
| **Program Review Reviewers’ Checklist Information** |
| **Instructional Program Full Official Title:** |  | **Campus(es)** |  |
| 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 |   |   |   |
| 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** |  |  |  |

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

**ACTIONS:** |