

# Unit Assessment Report - Four Column

## College of Micronesia - FSM

### A - instruction - Liberal Arts (AA)

**Mission Statement:** The Associate of Arts degree in Liberal arts at the College of Micronesia-FSM, was established in 1975 to enable students to transfer to four-year colleges, universities or other institutions, In doing so, it aims to produce students with critical thinking and analytical skills by providing exploration in a broad, cross-disciplinary educational foundation within multiple academic contexts. Moreover, its mission is to also equip students with skills that will enable them to inform themselves appropriately in order to contribute fully within their local communities and participate actively within an increasingly global setting. (Revised: April 27, 2009)

Program Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Liberal Arts (AA) - PSLO 2 - Articulate and understand their experiences through effective writing, reading , speaking and various modes of artistic expression</p> <p><b>PSLO Assessment Cycle:</b> 2013 - 2014</p> <p><b>Start Date:</b> 08/06/2013</p> <p><b>Inactive Date:</b> 05/16/2014</p> <p><b>PSLO Status:</b> Active</p>	<p><b>Assessment Strategy:</b> Collect summative writing assignments from students in all 200-level English classes for this school year, analyze the writing from half of the selected sample to determine how well students are performing in terms of coherence, content, format and conventions in their writing.</p> <p><b>Assessment Type:</b> Written Assignment</p> <p><b>Target:</b> 50% of the total number of students in the 200-level English classes</p>	<p>05/13/2014 - 100% of students who took the selected courses for this assessment project were assessed.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	
	<p><b>Task Name:</b> Analysis of data</p> <p><b>Task Description:</b> Tally of student performance will then be compiled into spreadsheets and data will be reviewed and analyzed by all faculty of the division to identify strengths and weaknesses in the writing of the students who are in the 200 level English courses.</p>	<p>05/13/2014 - Only 13% of the students in the EN 201 class could demonstrate coherent writing and appropriate use of writing conventions.</p> <p>In the EN/CO 205 class, less than 25% of the students (4 out of 17) could articulate in writing the content of the course in the required format for the writing assignment.</p> <p>In the EN 208 and EN 209 classes, because new and unfamiliar concepts and theories were introduced to the students, only 37-40% of the total number of students assessed (15-16 students out of 40) demonstrated knowledge of content and format in their writing. These were the areas of weakness that were apparent from the writing samples provided by the students.</p>	

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		<p><b>Target Met:</b> No</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	
	<p><b>Task Name:</b> Revision of the Writing Assignment Rubric</p> <p><b>Task Description:</b> The writing assignment rubric that was created and circulated to division members for feedback during the 2012-2013 assessment cycle and which was used for assessing the writing assignments from each of the classes during the previous assessment cycle will be re-visited and revised by the division members as many faculty who used the rubric previously found areas that needed to be improved and many shortcomings of the rubric need to be addressed before it can be used again for this assessment cycle.</p>	<p>05/13/2014 - The data was collected from one EN 201 course, one EN/CO 205 course, and two EN 209 courses. Although it was our goal to collect data from all of the 200-level English courses, data was collected from 4 sections of the 8 courses that were offered (50%). The data was put into a spreadsheet and was looked at by the faculty at the end of March.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>	<p>05/13/2014 - A workable rubric was created to be used in this assessment activity. Some inconsistencies and difficulties were found as a result of using the rubric that was created for this assessment. The rubric was simplified to rate the students on a scale of 1-3 with 3 being the strongest and 1 being the weakest. The faculty decided that students either could demonstrate the skill well (3) or not (1) or could only do this partially (2). This rating was agreed upon so that we could see whether the skills that were being taught were being transferred into their writing or not.</p> <p><b>Target Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013 - 2014</p>