

MINI ASSESSMENT SUMMIT REPORT

COLLEGE OF MICRONESIA-FSM

**YAP CAMPUS
&
FSM FISHERIES AND MARITIME INSTITUTE
September 26, 2017**

**Summit Title: Making Assessment Useful and
Worthwhile**

Outcomes of the mini governance summit were to:

For the Morning session:

Summit learning Goal 1: Clarify the purposes of your assessment, including the decisions that assessment might help you with.

Summit Learning Goal 2: Articulate clear, meaningful learning outcomes/goals

Summit Learning Goal 3: Confirm that curricula and learning activities focus on important learning outcomes.

For the afternoon session:

Summit Learning Goal 4: Create a meaningful, useful rubrics.

Summit Learning Goal 5: Set appropriate standards and targets for student achievement.

Summit Learning Goal 6: Share assessment results in ways that promote conversations on improving student learning.

Participants

A total of 20 participants comprised of staff and faculty from Yap Campus (15) and FSM FMI Campus (5). Participants were divided into 3 groups. (Appendix 2).

Summit Results

Summit learning Goal 1: Clarify the purposes of your assessment, including the decisions that assessment might help you with.

Summit Activity 1: Why are you here?

Activity Results:

GROUP 1			
What do you need to learn today	Why?	What do you want to be prepared to do when you get back to your office?	How do you want to use what you'll learn when you get back to your office?
-Learn about assessment: How it should be done to effectively evaluate the use of resources vis-à-vis learning outcomes	-To assess better and improve procedures -To improve content of library instruction/orientation	-Assess learning outcomes thru the pre test-post test of library orientations/instructions given -Prepare a better testing instrument -Analyze and interpret data/results collected	-Give the pre test-post test to effectively measure learning -Collaborate with faculty in giving essays/reports on student learning as far as library instruction is concerned.
-Concepts on Assessment	-To meet Accreditation standard set by ACCJC	-Sustain the assessment required	-Apply and improved the assessment process
Learn more about assessment of	Need to know how we are doing in terms of student learning. Are our	Review assessment data and info of	Hopefully be able to understand better

instructional programs and activities	students attaining the intended learning outcomes?	assessment at course level, program level. Make improvement plans if needed.	assessment of instructional programs.
Assessment need and application	For improving student learning and success/achievement	Ensure assessment takes place and results evaluated and shared	Improve assessment for course and students learning.
About assessment and how it should be done	To incorporate what I've learned on assessment in my teaching and grading students.	I want to do assessment and start on one course at a time on one topic at a time.	Do proper assessment on all courses that I teach if possible.
Assessment and how it is used differently especially in the classroom setting.	To find out more about what goes in the classrooms; instructor/students interaction. Finding out the gaps so to better serve the students to ensure success.	Understanding better the curriculum and the expected learning outcomes so to better effectively advise/counsel students.	Modify existing assessment tools to better show meaningful results.
To learn more skills in teaching/work. How to improve my teaching techniques.	To be the best in what I do. I always enjoy what I do. I always want to improve on my work.	To implement what I have to learn and improve my work.	Improve on my teaching and the techniques of training my students.
Group 2			
More about the different types of assessment	It is a big hurdle for me at the end of every semester. I want to be able to do these assessments of all my courses without grumbling.	To be able to collect several passages to prepare (for different levels) and to begin providing activities for my students to practice their critical abilities to think.	I want prepare my lessons to be more effective and pinpointing to the SLO.
I need to learn a lot more about assessment.	Because knowing about more about assessment will help me to teach effectively.	Be prepared to try what I learn in my classes.	Apply what I'll learn in assessment for my classes. E.g. using the common rubric.
To learn something useful to help our students with anything that would be useful to help our students to reach their goal successfully.	Because I want to help more students that needed my assistance at most.	I want to make a plan and prepare question and answer.	To keep practicing what I learned from this summit.
Learning the many skills about assessment, the importance of assessment.	Because we are in this job together. The result is a collaborative effort	Am not sure- I guess how to work together with others and students and outside of COM to make improvements to meet our COM-FSM goals.	I am not certain, maybe to look at a broad spectrum where I include offices beyond COM
Anything about teaching that I don't know or most commonly weak in.	To improve my teaching for a better learning of my students/cadets.	Being a better teacher in teaching.	As mentioned earlier, for classroom teaching, related office work (designing, analyzing,

			evaluation) of assessment, rubrics, teaching strategy, etc.
GROUP 3			
I want learn how to do assessment, and understand it and do meaningful outcome.	To help me understand and know assessment better so I can teach better and serve students better.	I want to be able to use assessment better with what I do.	Use it in teaching and activities for students.
The significance of assessment in student success.	To be clear in how to teach well in my classes and help students effectively.	The importance of students to actively engaged in their own learning. That faculty and staff and students share responsibility for their learning.	Students need to be more responsible for their learning with support and clarification by Faculty, staff, tutors, and others.
To understand how instructional does assessment.	I want to connect it to services we provide as a whole.	Prepare more evidence (survey) to analyze the services we provide.	Improve assessment (analyzing) in the services we provide. Have a systematic assessment. Advise students to apply what they learn in class to real-life.
More on assessment.	To learn more in order for me to improve my students reached their goals.	Class lecture (preparation) for my next class day.	Research more and understand more about assessment to improve my teaching and to be a good role model for the student at COM-FSM, Yap campus.
I need to learn how to do different types of assessment.	Because I need to improve my teaching methods for my students success. And I also need to learn the right assessment tools for each course I teach.	To start using and practicing them.	I want to start by assessing myself using my job description to see if I am actually doing. What I'm supposed to do on a daily basis.
Purposes of assessment.	To know if we meet our goals (mission statement)	Have clear goals in assessing my students.	-
Develop meaningful teaching and assessment strategies.	In order to develop test papers in accordance with the strategies. To improve teaching and assessment techniques.	See how my lesson plans are aligned with the course specific learning outcomes.	To implement the techniques in assessment, analyzing, and evaluating student learning.

Summit Learning Goal 2: Articulate clear, meaningful learning outcomes/goals

Group Activity:

Professionalism

*Try restating this as an institutional learning goal (applicable to all students and all disciplines) that meets the criteria of well-stated learning outcomes.

- stated as outcome
- clear to colleagues and students
- observable
- focuses on skills and not just knowledge
- relevant
- rigorous yet realistic
- neither too broad nor too specific

Activity results:

Group 1- COM-FSM graduates will demonstrate Professionalism: punctuality/promptness, teamwork/participation in and outside of class, preparedness by reading, doing assignments, etc., quality of work which is fully researched, cited, meet requirement, timely submission of assigned works, comply with confidentiality policy and ethical standards, and exercise discretion.

Group 2- COM-FSM graduates will demonstrate Professionalism: characterized by practicing honest, transparency, confidentiality, responsibility, and must always be law abiding residents.

Group 3-COM-FSM graduates will demonstrate Professionalism: by being honest, responsible, accountable, ethical and transparent, respectful to all, being punctual, meeting deadlines and practicing teamwork.

Summit Learning Goal 3: Confirm that curricula and learning activities focus on important learning outcomes.

Group Activity:

Business Plan Presentation

*Fill in the Middle Box

Activity Results:

This is what you'll learn to do.	This is how you'll learn how to do this.	This is how you'll show me that you've learned it.
Present a business plan to potential investors, orally, and visually, that convinces the to invest in it.	<p>GROUP 1. Research and do interviews on how to do a business plan. Using a power point, to present the information on planning a business such that they are arrange in logical order, incorporate with graphics/videos/images/interview clips. Practice on speaking at the front or doing the presentation for comments/suggestions for better presentation. Dress appropriately.</p> <p>GROUP 2. Get to know each other. Generate ideas. Instructor presents video clips, samples of business plan and invite guest speaker. Prepare interview questions for survey(Students) Do research and go out to interview.</p>	Present a business plan to the class.

	<p>Make outline of the Business Plan. Peer Review/Role Play. Final Presentation.</p> <p>GROUP 3. 1. Invite Guest Speaker, video clip, short stories (examples). 2. Need/Analysis-What the community needs? (Interview) 3. Organizational of Business Plan. a. Intro/good/mission b. How to give presentation c. main topics d. closing/conclusion 4. Resources-online, survey, interview.</p>	
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Summit Learning Goal 4: Create a meaningful, useful rubrics.

Group Activity:

*VALUE Problem Solving Rubric

* For each trait, circle the box that you think represents minimally satisfactory (passing) performance for a student earning an associate degree at COM-FSM (in any program or discipline).

Activity Results:

GROUP 1

-For Career Technology- All 3s.; For Gen Ed. –All 2s.

GROUP 2

-For a three year degree program- All 3s.; For Gen Ed. – All 2s.

GROUP 3

-For 200 level courses and at FMI- For the traits-Define Problem and Identify

Strategies- 3s; For the traits- Propose solutions/Hypothesis, Evaluate Potential solutions, Implement solution, Evaluate outcomes- All 4s.

Summit Learning Goal 5: Set appropriate standards and targets for student achievement.

Summit Learning Goal 6: Share assessment results in ways that promote conversations on improving student learning.

Group Activity:

Interpreting Assessment Results

-Using the results from the Community College survey of student Engagement for the fictitious Midway college, which like COM-FSM wants to be a learning-centered college

Activity Results:

1. Which of these items might be indicators of a learning-centered college?	Group 1 All	Group 2 A,D, O,K.B,G N, L	Group 3 A and O because of small percentage
2. Of the remaining items, choose one that you think represent Midway’s most successful results. Why did you decide those items represent success	C and M	A- small percentage of Never	A-Small percentage of never
3. Choose one item that you would recommend Midway try to improve.	I-largest percentage of never which is 71%	B- with 38% and 10% difference	I- largest percentage of never which is 71%

Why did you decide that those items most needed improvement?		compared to US Students	
4. Based on your experience at COM-FSM, what practical steps would you recommend Midway take to improve that item	Partnership with stake holders, participate in community work, and integrate in the curriculum	Do curricular mapping	Establish service learning.

Reflecting on Today's Workshop

1. In the left column, list three really big ideas you picked up today, then summarized your action plans for them in the chart below.

Really Big Idea I picked Up Today	How/Where/When Can I Use This Really Big Idea?	My "To do" List to Implement This Big Idea	First step: To do Within the next Week	Misc. Notes to myself
<p>N- 9</p> <ul style="list-style-type: none"> -How to do valid rubrics? -Rubrics -Designing rubrics -Create meaningful Rubrics -Creating Rubrics -Assessment using various kind of rubrics -Rubrics -Doing a good rubric. (how to develop good dimensions and criteria) 	<ul style="list-style-type: none"> -Use for checking assignment -By improving what I already have that is to use for my courses -Library orientation/class session -Instructions evaluation -To make it simple -In my current course I am teaching this Fall semester. -In my class next year -Use to assess level of students satisfaction esp. on activities. 	<ul style="list-style-type: none"> -Use for checking research papers -Review all courses outlines I taught -Create rubrics- Criteria descriptions- scale (1-5) -List topic or task to start with. Consider the dimensions to use and the criteria with their descriptions -Start with 3 steps. -Study, design, see how it works -Start doing more rubrics for the classes next year. Check if they work when class starts -Next activity. 	<ul style="list-style-type: none"> -Review rubrics and see how to apply/modify for my class -Identify all the students learning outcomes and start constructing rubrics for each. -Do more research -Decide that topic to start with -Apply it and evaluate -Design a draft of rubric appropriate to my current course. --Revisit class topics to do rubrics. -Develop a rubric 	<ul style="list-style-type: none"> -Reflect on the topic -Have determination to do it. -Check, analyze, and improve -Need to start right away
<p>N-11</p> <ul style="list-style-type: none"> -What is assessment -About Assessment -Assessment -Graduation rate assessment past years at Yap campus -Graduates, working assessment- 	<ul style="list-style-type: none"> -Review assessment for my class and how to align. -I will apply it to my work. -At the end of each course I should have level assessment completed. -In giving library instruction/ 	<ul style="list-style-type: none"> -Same -Apply Course assessment should start at the beginning and ends of each course. -Revise the library instruction material --Start with one course. Pick one topic to assess then create a task and rubric. 	<ul style="list-style-type: none"> -Copy of assessment -Implement it to my work. -Work on course assessment on the previous courses. Just finished. -Review the library instruction material. -Decide what 	<ul style="list-style-type: none"> -Talk to Joy -Refer to the notes for improvement. -Be industrious. Management of time -Keep doing it so I can become better. -What

Tracking , past years at Yap campus -Assessment Plan -Assessment -Assessment and teaching are same- decide what we want our students to learn and make sure they learn it. -Assessment results -The assessment strategy -Assessment	orientation. -Instructions. Evaluations -Apply at anytime when they are students to be help. -RAR meeting. Help me in my office. Recruitment for students. -RAR meeting. Recruit students. -Current offered courses. -To assess students competency. -My class and student activities.	-With all students. -Check in SIS, Ask Ces, check my records. -Ask Ces from previous list received from Joey Oducado and or William Haglegam. -Do it ASAP -Rubrics and check lists. -None at this time.	course to start assessment. -Apply it and observed. -Design and apply it to be a meaningful assessment result. -Maybe develop standard rubrics and checklist for each course. -Look at activities that I have.	meaningful info-this assessment result gives me. -need to start right away.
N- 2 -Curricular mapping -Curricular mapping	-I will apply this concept in my class next week. -My class	-Identify project/activity to implement this curricular mapping. -Revisit the class I taught.	-For TTh class, begin to plan whether research paper or presentation. -Not at this time.	-Culture notes, places to visit -Need to start right away.
N-1 -To grade the students properly	-In my class	Follow up	-Review	-Application
N-1 -Student feedback	- Give more feedback to students and allow time to discuss		-Have a discussion	
N-1 -To apply learning to real-life	-Using it more on advising. Have students understand their classes and program their in. Using activities like workshop and apply to real life.	-Through individual advising. Through activities	-Formulate surveys	-Analysis
N-1 -Standards VS Targets	-Design target for standards for program or class	-Will check what's available	-If none available design targets	-Check with other instructors
N-1 -Learning outcomes	-Check/refer to my course learning outcome	-Ensure these courses	-Learning outcomes are meaningful	How could I measure that this CLO is clear and meaningful.
N-1 -Decision making	-Use it every often to make it best practice	-List down	-apply it and analyzing it.	Keep doing it so it become better

Appendix 1

Mini Summit Title: Making Assessment Useful and Worthwhile

8:00-8:15 AM	Facilitator	Sign in and Coffee/Refreshment
8:30 AM		COM FSM Mission Statement- Prof. Jovita Masiwemai Opening Remarks- Dean Lourdes Roboman
8:40- 9:30	Prof. Joy Guarin	Opening Exercise: Scenarios for Discussion
9:30-12:00	Prof. Joy Guarin	Summit Learning Goal 1: Clarify the purposes of your assessment, including the decisions that assessment results might help you with. Summit Learning Goal 2: Articulate clear, meaningful learning outcomes/goals Summit Learning Goal 3: Confirm that curricula and learning activities focus on important learning outcomes -Group Work
12:00-1:00		Working Lunch for activities and dialogue
1:00-3:30	Prof. Rhoda Velasquez	Summit Learning Goal 4: Create a meaningful, useful rubrics- Summit Learning Goal 5: Set appropriate standards and targets for student achievement. Summit Learning Goal 6: Share assessment results in ways that promote conversations on improving student learning- -Group Work on Interpreting Assessment Results
3:30-4:30	Prof. Joy Guarin	Reflecting on Today's Workshop
4:30	Eva Buthung	Workshop Assessment Closing Remarks- Cecilia Dibay

Appendix 2
Groupings and Attendance

Group 1-	AM	PM
Leader: Rhoda Velasquez	/	/
Members:		
Eva Buthung	/	/
Semesa Senikuraciri	/	/
Susan Guarin	/	/
Steven Young Uhk	/	/
Raymond Permitez	/	/
Alex Raiuklur	Absent	Absent
Dean Lourdes Roboman	/	/
Group 2-		
Leader: Jovita Masiwemai	/	/
Members:		
Tioti Teburea	/	/
Michael Mailuw	Absent	Absent
Gertrude Mangarwen	/	/
Serphin Ilesiyalo	/	/
Joy Guarin	/	/
Rufus Yaisolug	/	/
Group 3-		
Leaders: Robert Yangerluo	/	/
Members:		
Juliana Waathan	/	/
Joseph Falmed	/	/
Matthias Ewermai	/	/
Martin Ruwniyol	/	/
Cecilia Dibay	/	/
Alvin Sinem	/	/

Appendix 3 Evaluation

Next to each outcome, place an “X” in the box to indicate how well you feel you have achieved each outcome after today’s sessions.

N=20

Outcomes.	Strongly Agree-SA (5)	Agree-A (4)	Neutral-N (3)	Disagree-DA (2)	Strongly Disagree-SDA (1)	Weighted Mean
1. Summit Learning Goal 1: Clarify the purposes of your assessment, including the decisions that assessment results might help you with.	15	5				4.75 or Strongly agree
2. Summit Learning Goal 2: Articulate clear, meaningful learning outcome.	15	5				4.75 or Strongly agree
3. Summit Learning Goal 3: Confirm that curricula and learning activities focus on important learning outcomes.	12	8				4.60 or Strongly agree
4. Summit Learning Goal 4: Create a meaningful, useful rubrics.	9	9	2			4.15 or Strongly agree
5. Summit Learning Goal 5: Set appropriate standards and targets for student achievement.	10	10				4.5 or Strongly agree
6. Summit Learning Goal 6: Share assessment results in ways that promote conversations on improving student learning	10	10				4.5 or Strongly agree

Scale:

- 0-1- Strongly disagree
- 1.1-2- Disagree
- 2.1-3-Neutral
- 3.1-4- Agree
- 4.1-5- Strongly agree

For your additional comments.

<p>1. What did you enjoy <u>the most</u> about the Assessment Summit today?</p> <ul style="list-style-type: none"> -Goals 1,2,3,4,6 -Summit content is ok -Clear meaningful learning outcomes -About student assessment -I am learning a lot about assessment and Rubric -Alignment of Rubrics with SLOs -Course Mapping, Rubric -How the information are broken down and examples used -The one on Rubric -Assessment and rubric -All 	<p>3. Do you feel that your working team upheld the principles of best practices for the <i>Teamwork</i> core value?</p> <ul style="list-style-type: none"> -Yes -Yes -Yes -Yes, of course -Yes -Yes -No -Yes -Yes -Yes -Yes
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<ul style="list-style-type: none"> -Learned new things today. -Clear presentations -Group discussions -Setting learning outcomes and setting minimum standards (rubrics) -Rubrics- new to me and want to understand -Discussions that took place; learning from one another -All -Working together in groups and sharing together as a whole. 	<ul style="list-style-type: none"> -Yes -Yes -Yes -Yes -Yes -Yes -Yes
<p>2. What did you enjoy <u>the least</u> about the Assessment Summit today?</p> <ul style="list-style-type: none"> -Goal 4 -None -None -Not enough time -None -None -Too much information for one day. Brain overload! -I enjoyed most of the activities today. -Strategies that help college students learn -None -No break- for today. Class too much lecture and tired of seating with no ice breaker (break) -Rubrics, got me confused sometime -Need more time to set priorities -Rubrics- difficult to understand , how to develop them -A bit confusing for those not who are mot teachers -None -The fact that I had to missed part of it. 	<p>4. What would you have improved for a better experience today?</p> <ul style="list-style-type: none"> -All good -Collaborative teaching within FMI and between COMFSM and FMI -To do more of this workshop -We need breaks in between in order to relieve back -N/A Better team leaders and team members need to participate more. -Short breaks in between . More discussion to get everyone's feedback. -Creating various Rubrics -More activities on creating rubrics and sharing results. -Everything was good except there was no break at 10:00 AM and 3:00 PM (At least ten minutes break) -Grading my students -Have students understand their classes and programs in order to apply to read life. -Inject icebreakers in between sessions -Nothing -N/A -None -Can we share/see what other campus have in terms of their kinds of Rubrics? See more examples

Appendix 4 Pictures



Dean Lourdes Roboman- Opening Remarks



Group 1-Group Discussion



Group 3-Group Presentation



Group 2- Group Presentation



Group 1- Group Presentation



Group 3- Group Discussion