

## Program Review (FACETS)

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**F: Identification of Internal and External Stakeholders (Required field)**

The Liberal Arts of the college of the Marshall Islands will focus on groups with stakeholder. (Students registered for courses in LA and disaggregated by gender, ethnicity and age) in regard to the effectiveness of different learning outcomes.

**F: Information Sought about Stakeholders, Time Period being Reported, and Source of Data (Required)**

not required for this cycle

**F: Disaggregation Plan (Required Field)**

not required for this cycle

**F: General Description of Approach to AUO/PLO/SDO Assessment including Disaggregation (Required)**

We plan to assess the following SLO. The courses are linked with appropriate PLOs and are described below.

SLO 1 ENG 105: Use effective communication to develop the students to be able to communicate effectively to diverse audiences using a variety of media and genre.(PLO1) 3credits.

ENG 105 Fundamentals of Speech (PLO 1) 3 Credits

Develops concepts of oral communication, with practice in speaking for formal and informal occasions. Provides development of critical listening skills as well as objective evaluation of other's oral presentations.

SLO 1 ENG 111. Use effective communication to develop the students for effective communication to audience.

(PLO1).4 credits .Introduction to composition emphasizing the composition process and the application of basic rhetorical patterns and organization strategies. Applies the concepts or purpose, audience, and tone in writing. Stresses unity, development, organization, coherence, and other basic skills necessary in college writing.

SLO 1 & 3 ENG 220. Use Effective communication , creativeness and critical thinking to analyze, evaluate solve problems (PLO3) 3credits. ENG 220 Writing Research Papers (PLO 1 & 3) 3 Credits

Master skills needed in writing college-level research papers, methods of gathering and evaluating primary and secondary resource materials, and presenting research.

SLO 4 GEO 110. Use quantitative/Scientific Literacy to analyze information and solve problem.(3credits).This course explores the relationship between humans and the physical/natural environments using geographic scientific approaches including the use of maps. It provides basic geographic knowledge and skills that allow for enhanced understanding and subsequent critical analysis skills of issues/challenges in the global environment, particularly in the Pacific islands region.

SLO4 GEO 121. Use quantitative/Scientific Literacy to analyze information and solve problems. Surveys the geographical development of the Pacific Islands using social, cultural, political, economic, and environmental features. Considers the geographical aspects of the environment, human population of the Pacific region, including culture, social issues, history, demographic features, weather and climate, natural history and features, the human-environment interaction, and sub-regional concerns. Students will discuss the historical context and the geographical discourse of the Pacific region.

## Program (LA) - Liberal Arts AA

SLO2 HIS 202. Use civic awareness, Multicultural perspectives to demonstrate civic awareness and understanding of Multicultural perspectives.(3credits)HIS 202 World History II (PLO 2) 3 Credits

Introduces trends and influences of civilization from the 1600s through modern times. Investigates modernization resulting from improved transportation, communication and the Industrial Revolution.

SLO 1 SPN101. Use effective communication: communicate complex ideas and information.(PLO 1)3 credits. Introduces basic grammar structures of Spanish to build sentences and a basic working vocabulary and conversation skills.

SLO 2 EHICS 101. Use civic awareness, Multicultural perspectives. Demonstrate civic awareness and an understanding of multicultural perspectives (3credits). Provides an overview of the many ethical challenges, regulations, and behaviors commonly encountered in various situations. Develops an understanding of personal and workplace integrity and procedures used in resolving ethical dilemmas.

### **F: General Description of Approach to SLO Assessment (Required for Instructional Programs Only)**

We plan to do the assessment of all the SLOs in Liberal Arts department by assessing all the SLOs for all the courses in Liberal Arts. Though in this phase we are going to assess SLOs 1-4 for this cycle .

SLOS 1 for all liberal arts courses will be done Spring2020

SLOS 2 for all Liberal arts courses will be done in Spring 2020

SLOS 3 for all Liberal arts courses will be done in Spring 2020

SLOS 4 for all liberal arts courses will be done in Spring 2020

SLOS 5 for all Liberal arts courses will be done Fall 2020

SLOS 6 For Liberal Arts courses will be done in Spring 2021

SLOS 1, 2, 3 and 4 for Liberal arts courses will be done in Fall 2021/ Spring 2022

### **Supervisor Feedback on Phase F (Required field on Data Plan)**

The SLO assessment plan could be better aligned with MAPS and more clearly discussed.

### **Supervisor Approval Status on Phase F (Required field on Data Plan)**

Approved

### **Supervisor Approval Date on Phase F (Required field on Data Plan)**

12/01/2020

### **A: Data Report To Supervisor (Required field)**

The SLO assessment plan could be better aligned with MAPS and more clearly discussed.

### **Supervisor Feedback on Phase A**

not required for this cycle

### **Supervisor Approval Status on Phase A**

Approved

### **Supervisor Approval Date on Phase A**

05/26/2021

### **C: Stakeholder Data Analysis (Required field)**

Analysis of the students data show the following information

Number of students in credit level in LA is 337, 332, Native Marshallese, 4 FSM and 1 (Asian) Pilipino

10/22/2024

Generated by Nuventive Improvement Platform

## Program (LA) - Liberal Arts AA

- 160 females and 175 males (7 blank)
- Students on probation 67 females and 50 males
- Most students on academic probation are from ENG 105 and ENG 111 class.
- Most of the students age ranges from 17 years to 21years.
- There are 5 students who are on academic suspension.

### Enrolment

From a high number of 500+ up to 2016, students' enrolment in LA had gone down to between 300 and 400 in the semesters under the review. As noted in the last PR report for the Department, "The significant decrease in students taking LA as their first major between FA16 and FA17 is due to students transferring to the new Business A.A. Before, Liberal Arts was the only transfer-enabling A.A. degree on campus and this shift formed a core part of the program's marketing efforts and identity. Going forward, it will be necessary for the department to consider more broadly the value of a liberal arts education in a Marshallese context."

Despite this, LA enrolments are still the highest at CMI compared to other programs. Exactly 300 students were enrolled in Spring 2020 (See Figures 1 and 2). This is a 7% reduction compared to FA 19 and a 11% reduction compared to SP 19. There are more males (55%) compared to females (45%) though the number of females had increased by 2% compared to both FA 19 and SP 19 figures. The majority of the students (290) are Marshallese with the remaining 10 spread among other Pacific Islanders and Filipinos. This has been the normal trend in ethnic composition of LA students. In all, 3386 credits were attempted by these students in SP 20 which is 12% less than the credits taken in FA 19 and 14% less than SP 2019. Out of the 300 students, 289 have their first major in LA. The majority of the students are continuing (78%), while 11% are returnees and 10% are first timers. The number of first timers reduced by 15% from FA19 but increased by 3% compared to SP 19. It is worrisome to note that more than half of the LA students (54%) were on academic probation by SP20 with another 14% on continued probation and only 24% on good standing. Higher proportion (58%) of the students were full time with 42% being part time students. Compared to FA 19, there was a 13% reduction in the number of full time students.

By FA 20, there were 349 students enrolled in LA (Figure 3) which is a 17% increase compared to FA 19 and still the highest enrolment at CMI with 30% of all CMI students enrolled being LA students. The gender and ethnicity of the students didn't change much from SP 20 (53% Male, 47% Female and 99% Marshallese). Most (93%) are young (below the age of 25 years). The number of credits attempted had increased to 3675 though the FTE reduced to 228, a reduction of 4% compared to FA19. Of a great concern is the increase in the number of Part time students (52%) with only 48% registered as full time students. This is a CMI wide trend that is being tackled at the management level. The majority of the students are at Credit level English (64%) but only half (49%) are at credit level Math. The registration status shows 40% are continuing, 30% are returnees, 28% are first timers and 3% are readmitted. Compared to SP 20, the majority of the students are now in academic good standing (74%) with 24% in probation and 1% on suspension.

### Completion Rate

The no pass rates (See Table 1) for LA students are generally below 25% except for Spring 19/20 (26%). The no pass rates are generally lowest during the Summer semesters and course completion rates for the three summer semesters are about 90% and above. The withdrawal rates are also generally lowest during the summer semesters compared to the Fall and Spring semesters. This could be because students who choose to sacrifice their summer holidays for studying are usually very focused and determined in achieving their goals. Moreover, the fast pace and rhythmic pattern of the summer classes help students to be well grounded in understanding concepts they would otherwise struggle with during fall or spring. The Department will try to pursue the proposal coming from the VPASA for this success to be transferred to the Fall and Spring semesters by faculty designed fast pace syllabus that could be finished in double time within 8 weeks.

SEE DOC "PROGRAM REVIEW LA" IN REPOSITORY

## Program (LA) - Liberal Arts AA

### C: AUO/PLO Assessment Data Analysis (Required field)

Completed

### C: SLO Assessments Analysis (Required field)

Fall 2019-Fall 2020 Cycle 1:

SLO assessments were carried out on the 18 courses that were taught in the department in the Spring 2020. The course that were assessed are: ENG. 105, ENG 111, ENG 112, ENG 211, ENG 210, ENG 220, ENG 230, SOC 130, SOC 140, PI 122, PI 260, PSY 101, PSY 01, HIS 201, HIS 202, SPN 101, ETH 101 and REL 198.

Of all the Instructional Departments at CMI, the LA Department has the highest compliance rate of completed SLO reported for Spring 2020 (96% Complete). Only 1 course did not have the SLO completed. This shows the importance the Department attaches to the assessment of our students' learning outcomes.

LA also had the highest proportion of its courses with SLO assessments that achieved its set benchmarks with 75% of our courses and sections meeting the set benchmarks. The result indicates that LA students are meeting the standards set by CMI for learning. This is a top achievement shared by LA with DEVED.

Of the courses that choose a 70% benchmark, 84.62% met this benchmark while 15.38% didn't. Of those that chose 75% benchmark, 100% didn't meet the benchmark. Of those that chose 80% benchmark, 75% met the benchmark while 25 % didn't.

Written assignments (41.6%) were the most common assessment tool used in LA followed by Exam/Quiz in course (27.38). Other assessment tools used were Critique of performance (16.67%), Presentations (8.33%) and Individual project (6.25%).

Critique of performance 16.67%  
Exam/Quiz-In course 27.38%  
Individual Project 6.25%  
Presentations 8.33%  
Written assignment 41.67%

See Full Report in Repository

### Supervisor Feedback on Phase C

not required for this cycle

### Supervisor Approval Status on Phase C

Approved

### Supervisor Approval Date on Phase C

05/26/2021

### E: Mission Alignment (Required field)

The Liberal Arts Department Mission is strongly related to the Mission of the College. The Institutional Mission calls for "student-centered post-secondary educational services" as part of "a selective higher education program." Liberal Arts provides a "multidisciplinary education experience". The program serves as a "foundation for further study [and] employment in a variety of fields," so that graduates may make "contributions within the RMI and beyond."

## Program (LA) - Liberal Arts AA

The Liberal Arts Department serves students seeking an A.A. in Liberal Arts and students in all majors who are completing general education requirements including Composition I, Composition II, Public Speaking, and courses in the humanities and social sciences.

### E. Human Resources (Required field)

Staff Complement during 2020

Liberal Arts department is entitled to 14 full time and 6 Adjunct Instructors, but we only have 8 full time instructors as at the beginning of Spring 2020, The following are the list of the instructors in LA department and their qualification.

Those continuing at CMI after December 2020 (The number of years since joining the Department is in parenthesis)

Oyinade Ogunmokun- Psychology/Chair (3 years)

Oyinade Ogunmokun has MSc Educational Psychology. She teaches 2 sections of PSY 101, 2 sections of PSY 201, 1 section of ENG 096, with the chair work she has 5 credits overload.

Ana Bulakaruva- English Instructor/English Coordinator (2 years)

Has Masters in Linguistics. She taught 18 credits in Spring 20 (5 different courses in 6 classes, one of which was through independent study), and also coordinating the English classes, hence a total of 19 credits. The classes taught were: 2 sections of ENG 105, and one section each of ENG 111, ENG 112, ENG 210 (independent study) and ENG 211. She is teaching 18 credits again this semester, of 4 courses and 5 sections, and coordinating the English classes. The classes taught are 2 sections of ENG 111, one each of ENG 112, ENG 210 and ENG 211.

Desmond Doulatram- Sociology (2.5 years)

Doulatram Desmond has MA Asia Pacific Studies. Desmond taught 3 sections of SOC 140, 1 section of SOC 130 and 2 sections of P112 and 1 section of ENG 105 and 1 independent study.

Geoffrey Goodman- English (1 year)

Goodman Geoffrey has PhD in English. He taught 4 sections of ENG 105 and 1 section of ENG 111. He has 1 credit overload.

Alexander Velasquez- History/Philosophy (1 year)

Alexander Velazquez has MA in Philosophy. He taught 2 sections of ETH 101, HIS 201 section 1, HIS 132 section 1, SPN 101 section 1, and Phil 101 section 1. He acts as the Secretary to the Faculty senate and also as the coordinator of Honors rolls. Mr. Velasquez is very new in the lecturing job and under normal circumstances, he is still supposed to be mentored by senior colleagues, but instead he is already bombarded with loads of work. He has 6 credits overload

Those not continuing at CMI after December 2020

Camari Koto- Geography (2.5 years)

Koto Camari has MA in Developmental studies. Camari taught 3 sections of ENG 111, 1 section of ENG 220 and 1 section of GEO 121. She was also the Advising Coordinator of the department. She had 5 credits as overload.

Michael Young- English (2.5 years)

Michael Young has PhD in English. He taught three sections of ENG 112, one section of ENG 111 and one section of ENG 220, and had 4 credits overload.

## Program (LA) - Liberal Arts AA

Mixon Jonas- English (2 years):

Mixon Jonas has MA Educational leadership. Mixon teaches three sections of ENG 105, two sections of ENG 111 and one section of ENG 220.

Jordan Prokosch-Religion (2 years)- left since end of Spring 2020)

To start in Spring 2021

Mylast Bilimon- English (To start Jan 2021)

Sociology- New appointee (Unable to resume due to Covid-19 restrictions)

### **E. Human Resources Analysis (Required field)**

#### Analysis

The LA Department used to have 14 faculty lines and about 6 adjuncts. Just before this PR cycle started, the last PR report (17/18) indicated that the Department had 11 full time faculty and 1 adjunct. From Spring 2018 till Fall 2020, the number of full time faculty hovers between 8 and 10 while adjuncts are usually between 1 and 4. The only exception to this was in Fall 2018 when 8 adjuncts were used in the department mainly because of the need of DEVED to find courses for its faculty that were under loaded that semester. These figures however hide the fact that there is a high rate of faculty turnover in the Department.

Fifteen courses in total were taught in each of the FA and SP semesters of 2018 and 2019. These courses were spread out in about 45 sections for each semester. However, in Spring and Fall 2020 the number of course offerings increased to 18 and 19 respectively. These increases resulted from a decision to offer students higher level course options. Thanks to two management members (Dean Va and VPASA Dr. Elizabeth) who joined as adjuncts to teach some of these high level courses.

By Spring 2021, there will be only 5 full time instructors in the department plus an additional one who has just completed her Masters in Micronesia Studies who will also be teaching English in the department. Since I joined the department almost three years ago I have seen that most instructors do not stay for long in the department especially those with specialization in English.

The fact that the department did not fill up its line is also a challenge. Starting Spring 2021 with 6 full time and two adjunct Instructors, one teaching English and the other teaching Sociology, will create a heavy workload on Instructors leading to ineffectiveness and leaving them with little or no time for other Departmental activities. Having more faculty in the Department would immensely help with ensuring that each faculty has the option of taking overload classes or contributing in other meaningful ways to the Departmental goals.

Also the number of students in most classes are more than the usual numbers. For example, the writing classes ENG 111 and ENG 112 are supposed to have 17 students due to computer limitations but the classes are overloaded with more than 20 students in many of the sections. There is truly a need for more instructors in the LA Department.

I think the college should look for ways to empower the locals so that we can reduce the problem of retention of staff. My suggestion is to retain excellent students as teaching assistants, let them be mentored by instructors for one or two semesters after which they are sent for their Bachelors and Masters degrees.

More assistance is needed in the area of staff development. The Reading Apprenticeship course helped Instructors in improving their teaching and



## **Program (LA) - Liberal Arts AA**

classroom management skills. Availing more opportunities to faculty to take professional development courses each semester will benefit the department as the knowledge gained will cascade into improved delivery of lectures.

E. Financial Resources Analysis (Required field): Liberal Arts Budget

The Liberal Arts Department serves students seeking an A.A. in Liberal Arts and students in all majors who are The budget allocated to the department for the past three years is generally adequate to cater for the operational needs of the department. In the year 2018-2019 we were given \$14,400 for staff development, Materials and supplies, Instructional supplies, Books and material. The balance unspent was \$6,253.56

In the FY 2019/2020 we were given the same amount of \$14,400 for Staff Development, Books and Materials, Printing/Reproduction Representative/entertainment, membership dues, materials and supplies. Of this, \$650 is for instructional materials, \$5400 for Materials and supplies, \$1500 for Printing and reproduction and \$900 for books reference material. The only problem is that \$650 is not enough for instructional materials. However, we normally transfer funds from the printing and reproduction vote to the instructional material vote and sometimes to the Material and supplies vote whenever we exhaust any of the two.

One of the strategic plans for LA is staff development and \$4,750 was allocated for this. The bulk of this fund was spent in training five faculties in Reading Apprenticeship course and this has helped in their classroom management as claimed in their PMS reports. Out of the total of \$14,400, we spent \$11, 896, and we are left with \$2,504.

The major need for the department is another English Writing lab as the current labs are inadequate for their needs. We have only two labs for ENG 111, 112, and 220 which are writing classes. Considering the large number of students normally catered for in these courses, there is a need for another Lab or refurbishment of the present labs to accommodate more computers. There is a need to replace the computers in the current Labs as they are not working well.

Funds intended for faculty salary, housing, and related expenses continue to go unspent due to retention and hiring challenges. The original 14 faculty lines have now been reduced to 10 faculty lines. This may not be adequate to cover all the courses.

SEE "BASED BUDGET SUBMISSION FORM LA"AND "LIBERAL ARTS PROGRAM\_2020 BUDGET PROJECTIONS 1" IN "FACETS Program Review" Folder IN REPOSITORY

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## Program (LA) - Liberal Arts AA

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### **E. ACCJC Standards Assessment (Required field)**

The following standards are the ones that affect LA

Standard IB1: The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

- In Liberal Arts, we practice Sustained, substantive, and collegial dialog about students' outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. LA is well represented in most of the committee for institutional programs. Some LA faculties are members of the CC. The editor of CC is from LA while the chair of LA is also a member of CC.

- LA continues to improve on students learning by being actively involved in the curriculum development of the courses that are taught by LA. The courses are discussed in the department and tabled before the CC committee, and the feedback from the CC committee is later shared in the department with all the instructors in LA.

Standard IB2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

- Student learning outcomes (SLO) and program learning outcomes (PLO) are developed and defined by individual expert faculty members before they are approved by the Curriculum Committee and the appropriate academic administrators. Student learning outcomes, together with other course information are in LA course outlines which are referenced by faculty members in the development of their course syllabi.

- In the three-semester cycle, faculty members in LA selected the SLOs to assess, by giving priority to SLOs that were yet to be assessed. The results for different SLOS assessed by LA were uploaded in the Nuventive.

Standard IIA2: Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success

- LA Faculties participate in monthly Departmental meetings and in Faculty symposium and in-service training every semester where the content and methods of instruction are discussed. LA Faculties are also involved in discussions surrounding program review and in gathering and assessing the PR data. All faculty members contributed to the program review by conducting the SLO assessments. A Faculty, Desmond Doulatram, pulled together those SLOs assessed for the program review and wrote the report for that section.

Standard IIA.4: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

- The course requirements for LA are listed in CMI's course catalog and also LA's website. Sixty one (61) credits are required to obtain an AA degree in



## Program (LA) - Liberal Arts AA

LA. This information is on the LA program sheet. We follow the curriculum manual for guide in terms of curriculum development. During academic advising sessions, emphasis is on prerequisite mapping to ensure that course sequencing and time to completion are appropriate to the program.

Standard IIA.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

- LA offers core required courses that serve as prerequisites for multiple programs, such as ENG 111: Composition I, ENG 105, and some humanities and social sciences courses. To ensure LA students complete on time, under-enrolled courses may be allowed if they are needed by students who are near graduation. LA is assigned a counsellor who works with instructors in the department to make sure that the students are on the right pathway. There are also Students navigators who monitor LA students who have a semester or two to complete and encourage them to complete on time. Students who need a course to complete are also taught Independently.

Standard IIA.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

- In order to meet its mission of providing access to quality, student-centered, post-secondary educational services to the Marshallese people—and not only those individuals located on Majuro, some LA courses are taught to students in Distance Education Centers on Jaluit, Ebeye, and Wotje. Students join classes held in Majuro via Zoom or other teleconferencing technology, while the center coordinators ensure that they receive individualized support as they connect with the distance learners' instructors in the department. LA is the only department that has an instructor who mainly teaches through virtual means from the USA. All the courses in LA are on Moodle and all the instructors were trained by the college's learning designer. As of FA 2020, ten courses (mostly general Education courses) in LA that are taught through distance mode are: ENG 105, ENG 111, ENG 112, ENG 211, SOC 130, SOC 140, PSY 201 PI 122, ENG 211, GEO 110.

Standard IIA.8: The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

- In LA, most of the English classes have many sections and the same questions are set for all the sections and they use standardized method of assessment. The English Faculties also engage in norming sessions to assess the courses' SLOs and the results are submitted through the Nuventive.

SEE EVIDENCES IN FOLDER “PR Standards Evidences” in REPOSITORY

### E. Strategic Plan Assigned Activities (Required field)

The following are the strategic Plans for Liberals' Arts.

#### 1.4.3: Utilize applied learning experiences (None)

- Engage students in the publication of Ettonaak. No progress due to staff shortage and overload.
- Work with ABE and NTC to provide internships to our students. 1 LA student benefitted from this.

Looking ahead, we need to Incorporate activities that encourage applied learning into our curricula especially through Civic Engagement, Creative Works and Research.

#### 1.4.4: Practice inescapable student engagement.

- Most of the current student engagement practices are targeted at Full time students but we now have more Part time students in the LA. We need to survey the Part-time LA students and seek ways to engage them more meaningfully.
- We need to strategize on how to use High Impact Practices in engaging our students.

#### 1.8.15: Develop or revise student development outcomes for all learning and student support units (NONE)

- We need to develop SDO for Critical thinking, reflective thinking etc.

## Program (LA) - Liberal Arts AA

1.8.18: Develop student learning outcomes for workshops and tutorials that link to the unit's student development outcomes. NONE

1.8.19: Assess a minimum of one student learning outcome for each workshop or tutorial held (NONE)

2.2.5: Ensure user-friendly e-learning environments for students. DONE.

- Faculties use Moodle to teach their courses and instruct students on how to navigate through e-learning.
- We collaborate with the Learning designer to update the Moodle pages each semester.

4.3.7: Empower faculty to lead by providing opportunities to lead beyond the curriculum (LA (DONE)

In the department of Liberal Arts, faculties are empowered to lead by providing opportunities to lead beyond curriculum.

- Ana Bulavukarua is currently the English Coordinator and she coordinates all the pre and post norming sessions of all credit level 1 ENG classes (105, 111, 112). For 2 years, she was also the Faculty Senate Secretary and Treasurer; positions which exposed her to management practices.
- Before she left towards the end of 2020, Camari Koto served as LA Dept. Advisor Coordinator responsible for distributing advisees to staff advisors. She also took the lead in training new Faculties in how to advise properly. She also served as the secretary for the Curriculum Committee.
- Desmond Doulatram serves as the Faculty Senate representative in the CMI's Executive Council (EC). As a member of the EC, Desmond learns about the inner workings of the EC Secretariat to see how decisions are made at the top. He also contributes to the EC decision making process. As the only Marshallese faculty member (until Jan 2021), Desmond took the lead in collecting success stories of CMI Liberal Arts' Graduates and in promoting the Liberal Arts Department. He also relates with the Historic Preservation Office Staff by attending Informal and Formal meetings on behalf of CMI or the LA Department.
- At the end of the term of Ana Bulavukarua as the Faculty Senate Secretary, another LA Faculty, Alexander Valesquez was appointed to take over from her thereby exposing him to coordinating most of the administration work for the Faculty Senate meetings.
- The Department is pleased to welcome the second Marshallese Faculty in the person of Mylast Billmon in Jan 2021. Despite being new, she has agreed to take over the leadership role as the Advising coordinator for LA.
- Oyinade Ogunmokun serves as the current Chair of the department where she coordinates the activities of the department. As a Departmental Chair, she is a member of the Curriculum Committee where she participates in assessment and other issues involved with the Curricula. She is also an appointed member and volunteer recording Secretary of the EMC that is responsible for coordinating and managing the College's enrolment activities.

### **E. Previous Work Plan Assessment (Required field)**

Programmatic Activities FY19/20

1. Administer all initiative programs under the Liberal Arts purview

- Five instructors successfully completed the Reading across the Curriculum training program called for in the strategic plan in November 2019. Two of these instructors will be encouraged to register for the Leadership Community of Practice after which they will become Reading Across the Curriculum leaders and promoters at the college.

2. Manage and support 10 full-time faculty and approximately 6 adjunct faculty

- After the departure of the Sociology Instructor, the department is now staffed with 8 full time instructors (excluding the one who is on study leave) and 3 adjunct faculties. One of the full time returned to USA to continue teaching from there. Two new instructors expected to join the department in the Fall 20 could not make it as the borders are still closed. There is therefore a critical shortage of staff leading to several Instructors being overloaded.

3. Offer courses for general education to all CMI credit students & a complete curriculum for Liberal Arts majors

- The Department continues to offer general education courses to all CMI credit students and a complete curriculum for Liberal Arts major by

## Program (LA) - Liberal Arts AA

implementing most of the courses under Liberal Arts in the CMI catalogue. More than 70% of the general education courses are housed and taught within LA. The department is trying to expand by introducing certificate in Environmental Studies and Island Sustainability and also Certificate in Counselling. As at FA 2020, ten courses (mostly general Education courses) are thought through distance to students in Jaluit, Ebeye and Wotje and they are: ENG 105, ENG 111, ENG 112, ENG 211, SOC 130, SOC 140, PSY 201 PI 122, ENG 211, GEO 110.

4. Assess student outcomes at the course, department and institutional level and aggregate information.
  - The department followed the strategic plan of the College in terms of SLOs and mapping it to the program review. Based on the preliminary mapping results, the department plans to review some of the SLOs that were assessed in Fall2019/Spring 2020.
  - The department's webpage now updated with the students learning outcomes, areas of specialization and different pathways in Liberal Arts.
5. Advise LA students for registration for fall, spring and summer semesters
  - The department continues to offer advising services to Liberal Arts major. All the students were listed under different advisers, through the advisors' coordinator. The department is already preparing for process of advising for the early registration for the Spring 2021 in which students will be assisted and guided to the right Pathways for them to complete their education and also making sure that they have chosen the right courses. The Course Scheduling for the Spring 2021 is on the way. The department is also monitoring the students who are about to complete through the Liberal Arts Champion Navigators
6. Offer academic and career advising for transfer and work purposes to graduating and continuing students
  - Graduating students are advised and informed about different opportunities available for them for further studies and work.
  - Continuing students are counselled and advised on how to complete their studies on time. They are also sensitized to different opportunities available for them for further studies.
  - Students are advised to aim for graduating on time. The department is currently adorned with motivational quotes to encourage the students.
7. Train and enhance faculty advising skills to supply a more rounded academic advising portfolio
  - The advising coordinator trained the faculties on how to facilitate easy advising within the department.
8. Exploration of new and emerging technologies to replace traditional print publishing.
  - The department is progressing in terms of new technology. Most of the courses in the department are now on Moodle. Also methods of instruction are also based on the new 21st century technology. The current pandemic in the world (COVID 19) made it compulsory for all the instructors in the department to upload all their courses on Moodle and also to be very familiar with Zoom in case the College closes. Some of our students based in Jaluit, and Ebeye are currently being taught through Zoom (Ten courses). Some are also being taught through Moodle from the USA.

### E. Initiatives (Required field)

Proposed Initiatives are:

1. Engage students in the publication of Ettonaak
2. Assist students who are on Academic probation.
3. Refurbish/rearrange the current writing labs
4. Resuscitate the Literary Journal (Ettonaak).
5. Promote Literacy among the Marshallese Community.

Full description in the repository Folder FACETS Program Review Liberal Arts: "Initiatives for the next 3 Years LA2"

## Program (LA) - Liberal Arts AA

### E: Work Plan (Required field)

Work plan LA New

Liberal Arts Department - The following are the work plan for the department to achieve between now and the year 2023.

Full description in Folder FACETS Program Review Liberal Arts: "Work Plan LA Program 2021" in Repository

Leadership Community of Practice

- Two instructors who had taken the Reading Across the Curriculum course will be encouraged to register for the Leadership Community of Practice course after which they will become Reading Across the Curriculum leaders and promoters at the college.

Resuscitate the Literary Journal (Ettonaak).

- The Liberal Arts Department literary journal which was published twice annually stopped in 2018 mainly due to staff attrition resulting from resignation and promotion of previous Chair to VP ASA thus nobody to continue with the publication. Perhaps, CMI should consider replacing the Literary Journal with a Peer Review Academic Journal for CMI entitled JiTDam Kapeel which would feature peer review articles from interested researchers in the local community as well as life stories (Bwebwenato). This peer review journal should also feature Student articles particularly stories (Bwebwenato). This would be a huge undertaking but it will nevertheless promote the idea of CMI, particularly the Liberal Arts Department as being a legitimate academic space that is capable of promoting published literature from the community thereby serving the College's Mission. The hope is that this Peer Review Academic Journal will be Bilingual and thus the Bilingual Unit from the Customary Law and Language Commission can play a part particularly in the process of translating technical research terminologies through proper Marshallese pronunciation. This envisaged Journal will increase the academic repository of loanwords allowing for official spellings of these loanwords to be legitimized within the standardized spelling thus increasing the repository of the Marshallese vocabulary for the sake of language preservation. This will feed into the new CMI mission which caters to the idea of CMI being a center for Marshallese Culture. This will also require the input of the Marshallese Studies Department.

Publication of a Student Writing Blog.

- Liberal Arts used to publish outstanding student essays on a blog to provide recognition and motivation. The blog was a good instructional tool and a strong motivation for students to work hard on their writings. Most of the students whose work were published felt great about their published write ups on the blog. Writing instructors may introduce and use the blog as an instructional material. All credit level writing instructors should be encouraged to introduce the blog to their students and to publish their students' excellent write ups on the blog.

Promote reading among students with technology:

- Get some cheap tablet/e-readers and load them with reading material needed for class and bring them to class for students to read.

Promote Literacy among the Marshallese Community.

- Organize evening classes where ESL will be introduced and taught to the Marshallese community.

Physical Plant to fix the leaking part of the LA lounge

- Work with Physical Plant to find a lasting and permanent solution to the problem of water leakage in the Departmental lounge

Refurbish/rearrange the current writing labs

- This is needed to accommodate more computers (say 22 each instead of the current 17). This may be a more feasible solution in place of building another writing lab.

Engage students in the publication of Ettonaak

## Program (LA) - Liberal Arts AA

- This was an initiative from the past that worked well. This initiative should be reestablished. In order to ensure continuity, student editors (and, if necessary, new faculty advisors) should be chosen at the end of the academic year for the year following. This will also help to promote retention of the chosen student editors, as they will not want to disappoint everyone involved with the journal. Finally, the faculty adviser(s) should work with Student Services to ensure that the journal is represented at events such as the Club Rush so that a broader group of students can be reached, including those from other departments.

### E: Completed Program Review Submitted (Required field)

02/02/2021

### Supervisor Feedback - Completed PR (Required field)

- 1) In future, you need a more detailed assessment plan. How are you focusing on the stakeholder groups? The SLO assessment plan also does not align with MAPS. Were four SLOs for every course really assessed in spring 2020?
- 2) In future, please look more closely at whether assessment tools really focus on the specific SLO being assessed rather than the overall quality of the item submitted as an assessment tool.
- 3) Can you include costing for the initiatives and be more specific, especially regarding "applied learning"?
- 4) If you need more labs, why not include that as an initiative?
- 5) What is listed under work plan is not enough. Is there a file with more details? The work plan should include specific activities and timelines to address gaps found in the other parts of the program review. For example, what are you doing to address the high number of students on academic probation? How do you plan to spend unused budget?
- 6) Please have another faculty member proofread the PR.
- 7) Please ensure that all documents that are part of this PR are included as related documents.

4-7 must be resolved for the PR to be approved. 1-3 may be left for future cycles.

\*\*\*

Please use related documents so that your repository documents can be seen by reviewers.

Leadership Community of Practice does not replace the Reading Apprenticeship course. It is an advanced, more intensive course. Rather than encouraging all instructors to take it, it would be better to select a few to take it and become reading across the curriculum leaders at CMI. This would be a good costed initiative.

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This is much improved, but in future cycles I would like to see more focus on what the department can control instead of relying on issues being addressed at an institutional level. Even if a challenge is experienced across the campus, a single department can serve to pilot the solution. I would also like to see more alumni data and the involvement of external stakeholders, especially employers.

### Supervisor Approval Status - Completed PR (Required field)

Approved

### Supervisor Approval Date (Required field)

03/15/2021

## Program (LA) - Liberal Arts AA

### IEC Feedback (Required field)

Clear and detailed analysis. In the next reporting cycle, include some external stakeholders' perspective on the effectiveness of the program and/or quality of graduates. In future, improve the AUO/PLO plan, especially with regards to timing and disaggregation.

Evidence: Developing

Data Disaggregation: Developing

Stakeholder Engagement: Developing

Alignment: Developing

PLO/AUO/SDO Assessment: Well-Developed

Resource Analysis: Well-Developed

Work Plan, Initiatives, and Strategic Plan Activities: Well-Developed

Language: Well-Developed

### IEC Approval Status (Required field)

Approved

### IEC Approval Date (Required field)

05/26/2021

### Related Documents

[BASED BUDGET SUBMISSION FORM LA.docx](#);

[CMI TransferReport-20201214.docx](#);

[Work Plan LA Program 2021 NEW TEMPLATE.docx](#);

[The PLOS for LA..pdf](#);

[PR Evidence of Empowering the instructor to lead beyond curriculum.docx](#);

[INITIATIVES FOR THE NEXT 3 YEARS LA2.docx](#);

[LA Program Review Full Report Cycle 1.docx](#);

[LIBERAL ARTS PROGRAM 2020 BUDGET PROJECTIONS 1.xls](#);

[Review Of LA Arts Moodle classes 2.docx](#);

[Evidence for STD IB.2.docx](#);

[Evidence For STD IIA.2.docx](#);

[Evidence of STD IIA.2 SLO planning and assesment.docx](#);

[Evidence Of STD IIA.6 Program Requirement.docx](#);

[LA Program Review Evidence review of the stakeholders.docx](#)