



Course Assessment Column Report

Program (LA) - Liberal Arts AA

ANTH 111: CULTURAL ANTHROPOLOGY

Based on the report filters applied or available data, there are no items to display.

ART 101: INTRODUCTION TO ART

Based on the report filters applied or available data, there are no items to display.

ART 103: ART APPRECIATION

Based on the report filters applied or available data, there are no items to display.

ASL 101: AMERICAN SIGN LANGUAGE I

Based on the report filters applied or available data, there are no items to display.

ASL 102: AMERICAN SIGN LANGUAGE II

Based on the report filters applied or available data, there are no items to display.

CMI 290: LIBERAL ARTS CAPSTONE

Based on the report filters applied or available data, there are no items to display.

ENG 105: FUNDAMENTALS OF SPEECH

SLO 4_Speech Sources

SLO

Upon completion of this course, students will be able to use and orally cite sources in speeches. Approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 3 Group 1 (FA21 - FA22), MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

08/06/2021

3/14/2025

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (undefined)
- **PLO 4_Quantitative/Scientific Literacy:** undefined (undefined)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Presentation Assessment Cycle: MAPS Cycle 3 Group 1 (FA21 - FA22)	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.</p> <p>The speech must contain an academic thesis within the introduction.</p> <p>The speech should establish the speaker's credibility and goodwill in the introduction.</p> <p>The speech's body must contain more than one main point that reflects the thesis.</p> <p>The speech's body must have a strategic order for the main points and the speaker will need to be able to explain (in the self-assessment) their reasoning for the order.</p> <p>The speech's body should have varied transitional phrases and signposts.</p> <p>The speech should contain a signpost for the conclusion.</p> <p>The speech should show evidence of audience-centeredness.</p> <p>The speech should have some form of visual aid included.</p> <p>On the speech day, a speaker will bring their manuscript and any notes and visual aid that will be needed to class.</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 6</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	

Make a Plan	Assessment Data & Analysis
<p>Notes: A rubric will be used to grade the student's speech. Each instructor will submit 5 randomly chosen speeches (rubrics and speaking notes) for the analysis of this SLO's assessment. This is the fifth (5th) speech that students learn in the semester and this is usually completed in the second half of the semester, which may have to be entered into Nuventive after the speech has been assessed in class. This is the first speech where students are expected to cite sources, as the previous speeches focuses emphatically on confidence in public speaking.</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: This assessment tool is a good measure of students communication abilities. Not only will it reflect their abilities to communicate well it will also show how confident students are in presenting to their audience.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 09/29/2021</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Presentation</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p>	<p>Assessment Data & Analysis Date: 12/11/2024</p> <p>Actual Benchmark Score: 70</p>

Make a Plan	Assessment Data & Analysis																		
<p>Assessment Tool: Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.</p> <p>İ The speech must contain an academic thesis within the introduction.</p> <p>İ The speech should establish the speaker’s credibility and goodwill in the introduction.</p> <p>İ The speech’s body must contain more than one main point that reflects the thesis.</p> <p>İ The speech’s body must have a strategic order for the main points and the speaker will need to be able to explain (in the self-assessment) their reasoning for the order.</p> <p>İ The speech’s body should have varied transitional phrases and signposts.</p> <p>İ The speech should contain a signpost for the conclusion.</p> <p>İ The speech should show evidence of audience-centeredness.</p> <p>İ The speech should have some form of visual aid included.</p> <p>On the speech day, a speaker will bring their manuscript and any notes and visual aid that will be needed to class</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 7</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	<p>Assessment Data & Analysis: Assessment Tool</p> <p>This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.</p> <p>Benchmark</p> <p>A total of 65 students attempted this task of which 31 (47.7%) were males and 34 (52.3%) were females. The results showed that 57 (87.7%) students successfully scored above 70% while 8 students (12.3%) scored below. Therefore, the benchmark that 70% of student-takers will get a 70 or higher grade was achieved.</p> <p>Assessment Data and Analysis</p> <p>For this assessment, girls performed better than their male counterparts. 30/57 (52.6%) were females and 27/57 (47.4%) were males who completed this assignment. This indicated that the female students had a slightly better speaking performance than their male counterparts. Additionally, both genders demonstrated good use of formal vocabulary, use of transitions, and evidence of research. A great majority were able to explain and cite sources as part of their research work in their delivery of the informative speech. These students who passed provided most of the required criteria for content, great utilization of visual aids to support their presentation, and spoke with a moderate rate and fluency with a composed posture. However, for the 8/65 (4 were females and 4 were males) who scored below the benchmark, this was attributed to poor preparation in content delivery, failure to cite sources, and lack of confidence in speaking. Moreover, a few of them read word for word from their visuals, failing to maintain eye contact with the audience. These 8 students were regular absentees who missed out when instructions/lectures/discussions were centered on this task, only to show up on the day of the speech and do a poor job.</p> <p>VU</p> <p>Tables & Graphs:</p> <table><tr><th>Section</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students scored above 70%</th><th>No. of students who scored below 70%</th></tr><tr><td>1</td><td>7</td><td>4</td><td>3</td><td>7</td><td>-</td></tr><tr><td>2</td><td>7</td><td>3</td><td>4</td><td>5</td><td>2</td></tr></table>	Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%	1	7	4	3	7	-	2	7	3	4	5	2
Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%														
1	7	4	3	7	-														
2	7	3	4	5	2														

Make a Plan	Assessment Data & Analysis					
<p>Notes: A rubric will be used to grade the student's speech. Each instructor will submit 5 randomly chosen speeches (rubrics and speaking notes) for the analysis of this SLO's assessment.</p> <p>High Quality Assessment Plan: Yes Department Chair Feedback: The assignment's instructions are clear. The speech requires students to include evidence of research in the presentation which aligns to SLO 4. Department Chair Approval Status: Approved Department Chair Approval Date: 04/08/2024 Related Documents: ENG 105 - Informative Speech.docx</p>	3	5	2	3	5	-
	4	8	6	2	8	-
	5	11	7	4	10	1
	6	16	4	12	12	4
	7	4	2	2	4	-
	8	7	3	4	6	1
	<p>Assessed By:: Sa'a Finiasi, Litiana Yacokilodoni, Jim Henry, Alexander Velasquez, Desmond Doulatram, Jennifer Seru and Jennifer Shoniber Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. Additional Information Action Due Date: 12/13/2024 Actions: Instructors made the following suggestions:</p> <ol style="list-style-type: none"> 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research. <p>VU High Quality Assessment Results and Action: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 12/11/2024</p>					

ENG 111: ENGLISH COMPOSITION I

SLO 3_Use Basic Skills

SLO
Upon completion of this course, the students will be able to employ basic library and research skills to select and read a variety of college levels sources.
Approved by CC on May 28, 2024.
SLO Outcome Status
Active
SLO Assessment Cycle
Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)
Start Date
08/06/2021

- Mapping**
Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)
- **PLO 1_Effective Communication:** undefined (undefined)
 - **PLO 3_Critical Thinking:** undefined (undefined)
 - **PLO 4_Quantitative/Scientific Literacy:** undefined (undefined)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: Compare and Contrast Paper</p> <p>For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.</p> <p>Style</p> <ul style="list-style-type: none"> " The essay should have a clear introduction, body, and conclusion " The essay should have a thesis statement in the introduction " The essay should have at least 4 paragraphs of the body " The essay should include at least two direct quotes from your sources and two indirect quotes. " The essay should include a correct Works Cited page <p>Mechanics</p> <ul style="list-style-type: none"> " Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper " The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) " The essay should be titled (something other than "Compare and Contrast" is necessary) " Write in paragraph form " Be sure to use a spelling and grammar check " Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch <p>Assessment Approach: Common Assessment Number of Sections: 8 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	

Make a Plan	Assessment Data & Analysis
<p>Notes: 5 samples from each class will be used, of which 2 paragraphs of the body will be submitted for this common assessment</p> <p>This is covered in the second half of the semester, either as Assignment 3 or 4</p> <p>A grading rubric will be prepared to assess this SLO</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: The tool clearly addresses the need for students to read relevant articles and sources and apply the information meaningfully in their writing. The task requires students to think at a higher level of synthesising and applying information. 20% of samples will be collected from each section, with all instructors teaching the class grading and comparing their assessments. A rubric will be used, to assess the required level of research as required in the SLO.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 10/14/2022</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p>	<p>Assessment Data & Analysis Date: 12/11/2024</p> <p>Actual Benchmark Score: 70</p>

Assessment Tool: Assignment 3 Article Review and One paragraph on difference

There are 2 parts to Assignment 3:

Part 1: The instructor will either select the article or you will select from your research of 3- 5 articles one of them to be used for this task and write:

1. the citation
2. a summary (key ideas of the article; include a quote)
3. an evaluation, using the 6 questions; include a quote

The summary and evaluation must:

- be written using the MLA standard
- be written in complete sentences and in paragraph forms (can be of one -two paragraph for each).
- have one quote with correct in-text attributive tags and citations in the summary AND evaluation of each source.

Part 2:

You will be required to write one fully developed paragraph (one single paragraph which will be part of the body of the essay, on a difference).

Before starting the paragraph - make sure to use the same title that you used for Assignment 2 to be typed and centered before typing in the one paragraph difference.

Mechanics

" Use MLA format; Times New Roman, 12-point font is the only acceptable font/size

" The identification and pagination of your essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included)

" The bibliography must use third person for the summary, but may include first person for the analysis

" Assignment 3 should be titled Article Review for Part 1.

" Write in paragraph form after the MLA works

Assessment Data & Analysis: Assessment Tool

There are 2 parts to this Assignment 2:

Part 1: The students were asked to choose a topic and research a relevant article from a trusted academic source like Google Scholar, the article will be approved by the instructor and then the students work on the following:

1. the citation
2. a summary (key ideas of the article; include a quote)
3. an evaluation of the article and discussion on how the article will be used in their essay using the 6 questions and a quote were to be implemented as well in the task.

The summary and evaluation must:

- be written using the MLA standard
- be written in complete sentences and paragraph forms (can be one to two paragraphs for each).
- have one quote with correct in-text attributive tags and citations in the summary AND evaluation of each source.

Part 2:

The students were then required to write one fully developed paragraph (one single paragraph which will be part of the body of the final essay, on a difference).

Benchmark

A total of 71 students submitted their papers with 53 (74.6%) students scoring above the benchmark whereby there were 28 (52.8%) females and 25 (47.2%) males in total. As a result, 70% of the students will score 70 or higher benchmark was achieved.

Assessment Data and Analysis

The purpose of this report is to present the findings from Assignment 3, the Article Review, conducted in the English Composition I course. This assignment is designed to assess students' ability to utilize basic library and research skills effectively, which aligns with SLO 3: "Use basic library and research skills to find and read a variety of college-level sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives." The results obtained will be useful for gauging student proficiency in research comprehension and critical thinking.

Observations:

- Strong Performance by Participants: All students who submitted the assignment performed well, with scores above 70%. This reflects either high student competence or a well-designed assignment fostering success. In the same vein, the majority of the submissions exhibited research skills and utilization of the writing process.
- Participation Gap Between Genders: Female students were significantly more engaged in submitting the assignment than male students.
- Non-submission Issue: There was quite a number that did not submit the assignment, which might need addressing to improve overall participation

Make a Plan	Assessment Data & Analysis																																				
<p>cited citation</p> <p>" Be sure to use a spelling and grammar check</p> <p>" Look for other mechanical or technical errors, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 7</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70%</p> <p>Notes:</p> <p>70% of the students should be able to get 70% (C grade) or better</p> <p>A rubric will be used to grade both draft and final copies of the essay.</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: The assignment is aligned clearly to the SLO in which students are required to apply critical assessment on choosing a relevant and credible article, reading it, carefully summarizing and analyzing it, and applying it in a paragraph connected to a bigger piece of writing</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 04/08/2024</p>	<p>• Recommendation: More flexibility and support for those who are unable to meet the class requirement due to outside-of-class obligations.</p> <p>A total of 71 students participated in this assignment. Among these students, 53 (approximately 74.6%) achieved scores above the established benchmark, indicating a high level of proficiency in fulfilling the assignment's requirements. Notably, the distribution of student performance highlights engagement across gender lines, with 28 (52.8%) females and 25 (47.2%) males scoring above the threshold. Thus, we observe a balanced representation of achievement across both genders.</p> <p>The benchmark for success was defined as a score of 70 or higher, which 70% of students successfully obtained. This statistic is significant as it reflects the effectiveness of current curriculum strategies in equipping students with essential library knowledge and research skills. The fact that nearly three-quarters of students exceeded the benchmark demonstrates a positive trend in comprehension and critical response-ability. Those who were able to do the assignment had been present in all the class activities that related to the research and documentation process, so they were confident in doing their work. One of the highlights of this assignment is that the same group of students had covered research documentation and annotation in their ENG 097 class, so utilizing the skill in their ENG 111 course was smooth because they were familiar with the concept.</p> <p>However, while the overall success rate is promising, further analysis of the submitted papers may uncover areas for additional instructional support. Understanding the nature of the submissions, particularly the critical responses and the range of sources utilized, can yield insights into students' interpretative skills and their ability to synthesize diverse perspectives. The results indicate a strong overall performance in the Article Review assignment, signifying that students are on track in mastering essential composition and research skills. Nevertheless, continuous evaluation is crucial for the ongoing enhancement of the curriculum.</p> <p>VU</p> <p>Tables & Graphs:</p> <table><tr><th>Section</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students scored above 70%</th><th>No. of students who scored below 70%</th></tr><tr><td>1</td><td>9</td><td>4</td><td>5</td><td>8</td><td>1</td></tr><tr><td>2</td><td>13</td><td>6</td><td>7</td><td>6</td><td>7</td></tr><tr><td>3</td><td>9</td><td>3</td><td>6</td><td>5</td><td>4</td></tr><tr><td>4</td><td>9</td><td>4</td><td>5</td><td>4</td><td>5</td></tr><tr><td>5</td><td>3</td><td>1</td><td>2</td><td>3</td><td>-</td></tr></table>	Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%	1	9	4	5	8	1	2	13	6	7	6	7	3	9	3	6	5	4	4	9	4	5	4	5	5	3	1	2	3	-
Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%																																
1	9	4	5	8	1																																
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3	9	3	6	5	4																																
4	9	4	5	4	5																																
5	3	1	2	3	-																																

Make a Plan	Assessment Data & Analysis					
	6	18	10	8	17	1
	7	10	2	8	10	-
<p>Assessed By:: Sa'a Finiasi, Litiana Yacokilodoni, James Henry, Jennifer Seru, and Jennifer Shoniber</p> <p>Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Benchmark Met: Benchmark Met</p> <p>Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision.</p> <p><u>Additional Information</u></p> <p>Action Due Date: 12/13/2024</p> <p>Actions: The faculty should consider:</p> <ol style="list-style-type: none"> 1. Focused Workshops: Implement workshops that specifically address research methods and critical analysis techniques. This could allow students who scored just below the benchmark to improve their skills. 2. Peer Review Sessions: Introduce peer-to-peer review opportunities to encourage collaborative learning. This format can enable students to receive constructive feedback from classmates. Assignments 1 and 2 had peer reviews but not in the case for this assignment in some sections. 3. Enhanced Resource Access: Ensure that students have easy access to a variety of academic resources, including workshops on how to effectively use library databases and online journals. In summary, the data from this assignment reflects a successful application of research skills among students in the English Composition I course, with a notable opportunity for further instructional improvements to support those who may need additional assistance in their academic pursuits. 4. Directing students to seek extra help from the Writing Centers here at the college. 5. A proactive student services department that could try to engage and support struggling students. 6. Review the number of assignments in this course as it is now taught as an AP class (8 weeks). 7. Consider offering at least 2 sections as regular 16-week classes. <p>VU</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Approval Status: Approved</p>						

Make a Plan	Assessment Data & Analysis
	Department Chair Approval Date: 12/11/2024

ENG 112: ENGLISH COMPOSITION II

SLO 4_Writing Texts

SLO

Upon completion of this course, the students will be able to produce mechanically and technically sound texts that show evidence of the writing process.

Approved by CC on May 28, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

08/06/2021

Mapping

Program (LA) - Liberal Arts AA: *(Introduced, Practiced with Feedback, Mastered)*

- **PLO 1_Effective Communication:** undefined (**undefined**)
- **PLO 3_Critical Thinking:** undefined (**undefined**)
- **PLO 5_Creative Process:** undefined (**undefined**)
- **PLO 6_Independence:** undefined (**undefined**)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: Cause and Effect Paper</p> <p>Students will have three to four (3-4) pages to write a cause and/or effect essay based on one of the topics given in class. In this essay, they will answer the question provided about the causes of something and/or the effects of something.</p> <p>(Style) The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four sources both in the text and in a works cited page (works cited page is not part of the page count)</p> <p>(Mechanics) Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size, double spaced) The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The essay should be titled (something other than "Cause and Effect Essay") Write in paragraph form Be sure to use a spelling and grammar check</p> <p>Assessment Approach: Common Assessment Number of Sections: 5 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better Notes: 4 samples from each class will be used for the assessment of this SLO</p> <p>A grading rubric currently used will be used to assess this SLO</p> <p>High Quality Assessment Plan: Yes</p>	

Make a Plan	Assessment Data & Analysis
<p>Department Chair Feedback: The assessment tool is tied clearly to the SLO, of assessing students' ability to produce sound texts which are organised and formatted clearly, as required at college level. Using a rubric and with samples collected from each section, the assessment process should also fulfill the need to have meaningful writing for students as they are usually given topics relevant and current in this 21st century.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 10/14/2022</p> <p>Related Documents:</p> <p>ENG 112 Cause and Effect Rubric.doc</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p>	<p>Assessment Data & Analysis Date: 12/11/2024</p> <p>Actual Benchmark Score: 70</p>

Assessment Tool: The Evaluation Paper is the third type of paper learnt in the semester.

The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper.

Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources.

Style

" The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.

" The essay must use and correctly cite at least four sources both in the text and in a works cited page (works cited page is not part of the page count)

(Mechanics)

" Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space

" The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included)

" The essay should be titled (something other than "Cause and Effect Essay")

" Write in paragraph form

" Be sure to use a spelling and grammar check

Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.

The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited.

Assessment Data & Analysis: Assessment Tool

Students were tasked to write three to four (3-4) pages of an Evaluation Paper, preferably based on the same theme that they had previously chosen for their Cause and Effect Paper. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited.

This report presents an analysis of the results from Assignment 3, the Evaluation Paper, for the English Composition I course. This assignment directly aligns with Student Learning Objective (SLO) 4, which requires students to produce mechanically and technically sound texts demonstrating evidence of the writing process. The objective of this analysis is to assess student performance and identify areas for improvement to meet educational benchmarks.

Benchmark

A total of 40 students attempted this assignment; 20 females and 20 males. 25 students (62.5%) had a passing score above 70% of which 11 (27.5%) were females and 14 (35%) were males. On the other hand, 15 students (37.5%) scored below the 70% benchmark; 9 were females and 6 were males. This resulted in the benchmark that 70% of the student-takers would get a grade of 70 or higher, which was not met.

Assessment Data and Analysis

Out of the 40 students who attempted the assignment, 25 students (62.5%) achieved a passing score above 70%. A closer look reveals that among the passing students, 11 were female (27.5%), while 14 were male (35%). Although the male students had a higher passing rate, both genders fell short of the overall benchmark indicating that 70% of students should score above 70%. Conversely, 15 students (37.5%) scored below the 70% threshold, comprising 9 females and 6 males. This distribution indicates a concerning trend: the benchmark for success in this assignment was not met, suggesting a need for intervention.

Those students who did poorly in this assignment were either lost or unaware of the assignment requirements. Some of the contributing factors to this under-performance were a few only did part of the assignment (weak hook, no refutation paragraph, no intext citation, weak conclusion) while the majority wrote theirs poorly, with no or limited evidence of citations, too many grammar/tense errors, and incomplete content-wise.

VU

Tables & Graphs:

Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%
1	16	10	6	12	4
2	6	1	5	6	-

Make a Plan	Assessment Data & Analysis					
<p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 5</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p> <p>Notes: 5 samples of the Evaluation Paper from each class will be assessed during the Norming session.</p> <p>A rubric will be used to grade both draft and final copies of the essay.</p> <p>The Evaluation Paper is the third type of paper learnt in the semester, and students can apply the lessons learnt from Assignments 1 and 2.</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: Assignment is clear, and it being the 3rd assignment, students should be able to reflect the requirements of this SLO, as it is a reflection of the continuous process of writing and assessing their own performance, facilitated by the instructor's feedback from Assignments 1 and 2.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 04/08/2024</p>	3	18	9	9	7	11
	<p>Assessed By:: Sa’a Finiasi and Litiana Yacokilodoni</p> <p>Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Benchmark Met: Benchmark Not Met</p> <p>Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision.</p> <p><u>Additional Information</u></p> <p>Action Due Date: 12/13/2024</p> <p>Actions: To enhance student success for future assignments, the following recommendations are proposed by instructors:</p> <p>1. Enhanced Instructional Support: Provide additional resources and workshops focused specifically on the writing process, particularly on mechanics and technical writing skills. This could also encompass peer review sessions where students can collaboratively assess each other's work.</p> <p>2. Remedial work from what was taught in ENG 111 Composition I – so that students are reminded that what they learned about essay writing is brought forward. Many times students tend to think that what they learnt in a previous course does not connect with the next corresponding course. For example, Grammar in isolation where grammar is taught separately, without linking it to literature or writing.</p> <p>3. Feedback Mechanisms: Implement a structured feedback system where students receive more detailed assessments of their writing, enabling them to understand their weaknesses before submitting the final assignment.</p> <p>4. Diverse Assessment Methods: Explore alternative assessment methods that could include varying formats for the evaluation paper, such as presentations or group work, to cater to different learning styles.</p> <p>5. Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention.</p> <p>6. Reconsider the 8-week class – maybe have one regular 16-week class.</p> <p>VU</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 12/11/2024</p>					

Based on the report filters applied or available data, there are no items to display.

ENG 201: CREATIVE WRITING

SLO 1_Original Work

SLO

Upon completion of this course, students will be able to write original work using the creative process. Re-approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

2016 - 2017 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 5 Group 2 (SP24 - SP25), MAPS Cycle 3 Group 1 (FA21 - FA22)

Start Date

04/29/2014

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (undefined)
- **PLO 5_Creative Process:** undefined (undefined)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 5 Group 2 (SP24 - SP25)	Assessment Data & Analysis Date: 12/11/2024 Actual Benchmark Score: 70

Make a Plan	Assessment Data & Analysis												
<p>Assessment Tool: Fiction Assignment 1</p> <p>Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing.</p> <p>Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.</p> <p>(Mechanics)</p> <ul style="list-style-type: none">• Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size)• The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included)• The essay should be titled• Be sure to use a spelling and grammar check• Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch <p>Assessment Approach: Common Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better Notes: A rubric will be used to grade the student’s short story.</p> <p>High Quality Assessment Plan: Yes Department Chair Feedback: The assessment aligns with the SLO. The instructions can further include specifics on whether students choose their topic or based on lectures during class, and reminders of the technical aspects Department Chair Approval Status: Approved Department Chair Approval Date: 04/08/2024</p>	<p>Assessment Data & Analysis: Assessment Tool Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing. Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line. Benchmark Three students attempted this course and all 3 scored above 70. The benchmark was met. Assessment Data and Analysis The students who attended the class and participated in the peer review critiques advanced their skills remarkably. Writing fiction was brand new to all of them. They weren’t even really that familiar with reading fiction. So, I thought the fact that 75% graded above the threshold was quite something. VU</p> <p>Tables & Graphs:</p> <table><tr><th>Section</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students scored above 70%</th><th>No. of students who scored below 70%</th></tr><tr><td>1</td><td>3</td><td>2</td><td>1</td><td>3</td><td>-</td></tr></table> <p>Assessed By:: James Henry Reporting Period: MAPS Cycle 5 Group 2 (SP24 - SP25) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. Additional Information Action Due Date: 12/13/2024 Actions: " Student numbers enrolled in this course were quite low – only four students in total. More marketing about this course so that numbers go up. " Having this course run as a regular 16-week course is better – there is a lot of content material to cover and 8 weeks is too short; especially for this Fall – it was not 8 weeks due to the number of public holidays and college retreats plus the short Fall break. VU High Quality Assessment Results and Action: Yes</p>	Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%	1	3	2	1	3	-
Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%								
1	3	2	1	3	-								

Make a Plan	Assessment Data & Analysis
	Department Chair Feedback Using The High Quality SLO Assessment Rubric: The department would like to do a comparative study with data next semester 2025. This is due to the low number of students enrolled this Fall 2024. Department Chair Approval Status: Approved Department Chair Approval Date: 12/11/2024

ENG 210: INTRODUCTION TO LITERATURE

Based on the report filters applied or available data, there are no items to display.

ENG 211: CHILDREN'S LITERATURE

SLO 2_Literary Issues

SLO

Upon completion of this course, the students will be able to identify literary issues present in modern children's literature. Re-approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

11/20/2017

Inactive Date

10/12/2022

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)

Program (EDU) - Elementary Education AS: (Introduced, Practiced with Feedback, Mastered)

- **PLO 2_Cognitive & Affective Needs:** undefined (undefined)
- **PLO 3_Self Reflection & Professionalism:** undefined (undefined)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (undefined)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active	Assessment Data & Analysis Date: 12/11/2024

Make a Plan	Assessment Data & Analysis
<p>Assessment Type: Presentation</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p>	<p>Actual Benchmark Score: 70</p> <p>Assessment Data & Analysis: Assessment Tool</p> <p>This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in children's literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in children's stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories in the Bwebewnato Etto-Marshallese Stories. The students used other stories in the textbook for their assignment. In the class discussions, the students were able to understand better what the assignment was looking for in their local stories. Also, the cultural and taboo values of the students came out in the answers given, and, how some of them were hesitant to speak.</p> <p>Benchmark</p> <p>A total of 29 students attempted this assignment whereby 22 students scored above the 70%. In this case, the benchmark was met with a percentage of 75.9%.</p> <p>Assessment Data and Analysis</p> <p>Of the 29 students who did this assignment, there were 11 males and 18 females. From this, a total of 22 (75.9%) students successfully passed this assignment; there were 16 (72.7%) females and 6 (27.3%) males.</p> <p>A major contributing factor to this was that the task was a group effort and it allowed students to work collaboratively with their peers. They grouped themselves so this gave them the added confidence and comfortability to work as a team. Despite the language challenge for the majority of our students, through team effort, they were at ease in delivering their content. Given that this course was an 8-week course, enough time was given for this task to be completed and the work was shared amongst group members.</p> <p>For the seven that did not make it, missing or incomplete content was a major drawback. They either gave too little content failing to cover the areas that were to be assessed or their content was off-topic. Despite in-class discussions regarding the presentation together with the marking rubric shown, these students in their groups did not cover this area sufficiently. Another drawback was the failure of group members to do the part that was assigned to them in their groups and as a result, during the presentation, it affected their delivery. A few had volume issues, failed to maintain eye contact with the audience, or read word-for-word from their prompts (PowerPoint slides). Additionally, due to poor preparation, these students were very shy and awkward.</p> <p>VU</p> <p>Tables & Graphs:</p>

Assessment Tool: Presentation - you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books.

20% of Final Grade (SLO 2) Due Date:
_____ (Presentation in class)

Working collaboratively with your partners, you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books.

Use Chapter 2: "Reading the World – Issues in Children's Literature" from David L Russell's book Literature for Children – A Short Introduction textbook to guide you.

Steps to guide you. As a group:

1. Choose your 'local' text/story (can be one of the books your group used for Assignment 1) for your group discussion and the presentation.
2. Identify three (3) literary issues (for example – stereotyping, sexual development, transition and tragedy, or any aspects of them, etc). Describe and Analyze how the issues are mentioned or reflected in the story, and how they can be addressed/understood, from either the young reader or adult.
3. Your group must use at least three sources/ external sources to support your discussions (and to be mentioned during the presentation).
4. To ensure you have substantial content for discussion, you will need to write and submit to the instructor the key points or the outline of your presentation. NOTE: The presentation outline draft is due on _____.

Style

- i. The presentation should have an introduction

Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%
1	21	7	14	14	7
2	8	4	4	8	-

Assessed By:: Sa'a Finiasi and Rosie Koroi

Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)

Benchmark Met: Benchmark Met

Based on your assessment results & analysis, does the SLO statement needs revision?:
No. The SLO statement doesn't need revision.

Additional Information

Action Due Date: 12/13/2024

Actions: Moving forward these are some possible actions to help better improve how this task can be assessed or looked at:

1. Focus instruction on presentation strategies and ensure student understanding.
2. Close monitoring of students when working in groups – this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly.
3. Because this is an 8-week course, early introduction to local Marshallese children's literature exposure.
4. Allowing students to evaluate and present on non-Marshallese children's literature – not to limit them.
5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.

VU

High Quality Assessment Results and Action: Yes

Department Chair Approval Status: Approved

Department Chair Approval Date: 12/11/2024

Make a Plan	Assessment Data & Analysis
<p>with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.</p> <p>ii. The presentation must use and correctly cite at least three sources both in the text and in a works cited page (works cited page is not part of the page count). You can access EBSCO or Google Scholar. Wikipedia sources will not be accepted.</p> <p>iii. You can present your choice of the local text as a song, accompanied by the strumming of the ukulele</p> <p>iv. You can dress in costumes if you wish</p> <p>Mechanics</p> <p>" Ensure that all your group members contribute to the discussions and participate in the presentation.</p> <p>" You have about 10 minutes to do your presentation.</p> <p>" Title your presentation appropriately</p> <p>" For the instructor's understanding, your presentation needs to be in English</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 2</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p> <p>Notes: Weight:</p> <p>A grading rubric will be used to assess the SLO, with attention to these elements:</p> <p>" Content – quality of ideas, discussions, analysis, specific examples from chosen text</p> <p>" Organization and participation of all group members</p> <p>" Use of external sources-</p> <p>" Grammar mechanics</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: Clear assignment instructions, aligns to literary issues, of children's texts</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 04/08/2024</p>	

ENG 220: WRITING RESEARCH PAPERS

SLO 4_Present Research Results

SLO

Upon completion of this course, the students will be able to present research results via a variety of media using appropriate documentation and audience-focused techniques. Re-Approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

04/03/2017

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (undefined)
- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (undefined)
- **PLO 6_Independence:** undefined (undefined)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: ENG220 Photo Essay or Documentary Assignment</p> <p>For this assignment Students will create an essay using no less than six photos that students will take yourself. Please follow the following guidelines.</p> <p>" The essay will be on the topic Students have chosen for the term.</p> <p>" The photos will work together to tell a story that viewers can follow.</p> <p>" You can decide if students want to tell a large story or a smaller section of a larger story.</p> <p>" Students will begin with a thesis statement.</p> <p>" Students will then have at least six photos. The photos can be of various sizes as, like written paragraphs, they can vary in importance and content.</p> <p>" After the photos, students will have a short paragraph telling your intention of the photos followed by a concluding statement.</p> <p>" Students are also required to have correct MLA citation and a Works Cited for the photos.</p> <p>" During the week when submission is due, students will be required to post two photos on a Discussion Forum on Moodle before the end of Tuesday. From Wednesday to Friday, students will comment on other students' photos. This way, we can see if the messages in the photos are being understood without explanation.</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 4</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	

Make a Plan	Assessment Data & Analysis
<p>Notes: Grading will be determined by the ability shown in creating discussions and explanations in a non-traditional essay style. The submission and discussion on Moodle will also count towards the assignment grade. A generic rubric will be used for the purpose of common report.</p> <p>3 samples from each section will be used for the analysis</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: The paper requires research which addresses the SLO objective and students are required to submit this assignment. The topics are contextualised, with the focus being chosen by the students themselves.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 10/14/2022</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p>Assessment Tool: 70%</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 5</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70</p> <p>Notes: This is a photo essay.</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p>Assessment Tool: 70%</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 5</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: higher than 70%</p> <p>Notes: This is a photo essay.</p> <p>High Quality Assessment Plan: Yes</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Presentation</p>	<p>Assessment Data & Analysis Date: 12/11/2024</p> <p>Actual Benchmark Score: 70</p>

<p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Assessment Tool: Power-point presentation</p> <p>Assignment 4- Power point presentation Expectation and Description of the Assignment Assignment 4: This is a buildup Assignment from the Assignment 1; thus, you will choose one from the two Articles that you have used in Assignment 1 to prepare for this Assignment. Prepare a PowerPoint presentation on your Article (At least 8-10) slides with a Cover page, Introduction and Conclusion/Question slide). Also note to include the following information in your power point presentation slides;</p> <ul style="list-style-type: none"> " What type of Article it is, whether it's a book review, book chapter, a thesis paper, magazine article, a journal etc. " Author/authors " Brief information about the authors " The theme and background information about the Article " Date/year of publication, volume, issue (if it's a Journal/ what type of Journal) " Summary of what the Article is about " Evaluate the article briefly " Reflect on how this article can be of use to you if you are carrying out a research in your community based on your research topic and theme " Identify some important information that stood out to you in the article, for example the research findings, Discussions, the author's recommendations etc " provide the link/ or the source from where the article is from. <p>Map these requirements with the expectations for Assignment 1 Annotated Bibliography task where the 4 tasks are required;</p> <ol style="list-style-type: none"> 1.) Work cited entry- meaning that you will need to correctly cited the literature source in MLA format 2) Summarize what the Article is about- Discuss in 	<p>Assessment Data & Analysis: Assessment Tool</p> <p>Students were required to prepare a PowerPoint presentation of about 10-12 slides based on the same photos that they took for their photo essay, in Assignment 2. The Assignment requires students to pick the same theme and construct a topic from the theme given under any issue that they can identify in the RMI. The themes and topics are below:</p> <ul style="list-style-type: none"> " Food/Diet " Health " Environment " Education System " Housing condition " Road conditions <p>Students were to select a theme and take 6 relevant photos of the issue identified in Majuro based on the topic they have selected. The issue needs to be identified, the cause(s), make recommendations, and resolution on how this issue could be resolved using the same photos from the photo essay. They are required to present this via video presentation ONLY. The presentation must use and correctly cite relevant sources both in the photos and in the Works Cited.</p> <p>Benchmark A total of 49 students did their research presentation task of which 18 (36.7%) were male students and 31 (63.3%) were female students. 43/49 students scored 70 or above; 16/43 (37.2%) males and 27/43 (62.8%) females. Likewise, 6/49 students scored below 70. Overall, 87.8% of students scored above 70% and the benchmark was met.</p> <p>Assessment Data and Analysis In the case of this assessment, female students (62.8%) outperformed their male (37.2%) counterparts but overall 87.8% achieved the benchmark. The high grades for this assignment indicate that the instructional material was sufficient for the students. This is a second-year course, so students were more familiar with the requirements of a college course and were therefore more engaged. Also, the presentation of their research proposal was based on the quality of the research proposal itself, and the grades on that assignment were also high. Secondly, one of the instructors teaching this course noted that after one semester of teaching both ENG 111 and ENG 220 is that ENG 220's focus on writing one research paper in a series of steps (annotated bibliography, research proposal, and then research paper) helps students because they are focused on just one topic and one task. ENG 111 has four essays in eight weeks on different topics, which is just too much and I think accounts for the lower grades there.</p> <p>On the other hand, the six students who failed to achieve or meet the benchmark did poorly in the first two assignments and as a result, it affected this assignment because they are all linked to each other. These six students failed to take note of the recommendations made by the instructors and did not improve their content in the final presentation.</p> <p>VU</p>
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Make a Plan	Assessment Data & Analysis																														
<p>detail a short summary of what the journal is all about.</p> <p>3)Evaluate the quality of the literature sources- include a short discussion on quality or evaluate the source- Meaning that you will need to discuss the details of the Article, also include a short personal detail of the author/s of your articles.</p> <p>4)Discuss how you might use the source's information in your research? In this section too, you will need to reflect on how practical is the article to you, how similar of the situation is the research to your community and how can you assist using this information to eliminate the challenges in your society and community. Be very practical in the way you discuss these pointers.</p> <p>Note: This presentation is due at the end of Week 5</p> <p>The presentation day is Thursday of Week 5. Please be present as this are the only two days on which the presentation will be done. If you absent on the day in which your name is called then you are not given any chance to present. So please do try to provide your slides ready on the day in which you will be asked to present.</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 4</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	<p>Tables & Graphs:</p> <table><tr><th>Section</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students scored above 70%</th><th>No. of students who scored below 70%</th></tr><tr><td>1</td><td>19</td><td>11</td><td>8</td><td>16</td><td>3</td></tr><tr><td>2</td><td>7</td><td>3</td><td>4</td><td>7</td><td>-</td></tr><tr><td>3</td><td>18</td><td>2</td><td>16</td><td>15</td><td>3</td></tr><tr><td>4</td><td>5</td><td>2</td><td>3</td><td>5</td><td>-</td></tr></table> <p>Assessed By:: Litiana Yacokilodoni and James Henry</p> <p>Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Benchmark Met: Benchmark Met</p> <p>Based on your assessment results & analysis, does the SLO statement needs revision?:</p> <p>No. The SLO statement doesn't need revision.</p> <p>Additional Information</p> <p>Action Due Date: 12/13/2024</p> <p>Actions: It is recommended that:</p> <ol style="list-style-type: none">1. Narrow the themes down to three instead of six.2. Constantly discuss the expectations and marking rubric with students and keep checking their PowerPoint slides before they make their video presentation. <p>VU</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 12/11/2024</p>	Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%	1	19	11	8	16	3	2	7	3	4	7	-	3	18	2	16	15	3	4	5	2	3	5	-
Section	No. of students who did the Assignment	Male	Female	No. of students scored above 70%	No. of students who scored below 70%																										
1	19	11	8	16	3																										
2	7	3	4	7	-																										
3	18	2	16	15	3																										
4	5	2	3	5	-																										

Make a Plan	Assessment Data & Analysis
<p>Notes:</p> <p>Mechanics</p> <p>" Use MLA format; Times New Roman, 12-point font is the only acceptable font/size</p> <p>" The identification and pagination of your essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included)</p> <p>" The bibliography must use third person for the summary, but may include first person for the analysis</p> <p>" Assignment 3 should be titled Article Review Paper (Review Essay of an Article)</p> <p>" Write in paragraph form after the MLA works cited citation</p> <p>" Be sure to use a spelling and grammar check</p> <p>" Look for other mechanical or technical errors, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch</p> <p>Below is a sample of a PowerPoint presentation that you can use as a guideline on how the [presentation should be like; https://elearning.cmi.edu/pluginfile.php/211046/course/section/66598/Joel%20W.pptx</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: Clear instructions. Aligns clearly to the SLO. A link to the sample is also provided, helping students know what is expected.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 04/08/2024</p>	

ENG 230: CRITICAL THINKING IN FILM

SLO 4_Contextualize Film

SLO

Upon completion of this course, students will be able to look at film as a larger part of art, society and history. Approved by CC on July 3, 2021.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

06/24/2021

MappingGeneral Education Core Outcomes (PLOs): (X - Selected)

- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (undefined)
- **PLO 5_Creative Process:** undefined (undefined)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: The SLO will be evaluated in a writing assessment and a presentation.</p> <p>For the writing assessment the students have to analyse a Film reflecting the concepts seen in class.</p> <p>The following areas will be examined:</p> <ul style="list-style-type: none"> *Submission on time. *Participation in class. *Correct use of the concepts seen (e.g. mise-en-scene, genre, narrative, camera movement, audio, etc.) *Correct use of citation of authors and literature. *Correct format: Times New Roman, 12-point font is the only acceptable font/size <p>For the presentation the students have to decide together with the instructor which topic and when they will present it.</p> <p>For the presentation following areas will be examined:</p> <ul style="list-style-type: none"> *Responsibility for choosing a topic, preparing it and presenting it. *Submission on time. *Participation in class. *Correct use of the concept and explanation clear about it. *Correct use of citation of authors and literature. *proper use of techniques such as ppt, videos or audios etc. <p>This part demands individual support of the student from the teacher.</p> <p>Assessment Approach: Common Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	

Make a Plan	Assessment Data & Analysis
<p>Notes: Each area will carry a score of 25 points. A Grade C is achieved in one area with 17.50 points. For both areas is necessary to achieved a score of 35 points.</p> <p>High Quality Assessment Plan: Yes Department Chair Feedback: Clear instructions on the 2 parts of the assessment, and it is aligned to the SLO Department Chair Approval Status: Approved Department Chair Approval Date: 04/08/2024</p>	

ETH 101: ETHICS

SLO 3_Case Study

SLO

Upon completion of this course, students will be able to present a case study and/or an ethical dilemma and apply ethical reasoning in personal and workplace situations. Approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

11/08/2022

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **Creative Process_Inactive:** undefined (I)
- **PLO 1_Effective Communication:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)
- **PLO 4_Quantitative/Scientific Literacy:** undefined (I)

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Project - Individual</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Assessment Tool: The project consists of two parts:</p> <ol style="list-style-type: none"> 1. A PowerPoint presentation (3% of the grade) 2. A written work of two to three pages (12% of the grade) <p>PowerPoint Presentation: The PowerPoint presentation will be a summary of the written work made into a minimum of a 5 to 8-minute presentation for the class.</p> <p>Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]</p> <p>The Project: A Detailed Case Study</p> <p>Identify a real-life case study that has ethical considerations. The case may involve a university, a business, a country, casinos, athletics, free speech, the stock market, privacy, and so on. The paper and PowerPoint presentation should consist of two parts:</p> <ol style="list-style-type: none"> 1. Give us the essential information about the case. What happened in real-life with the case? What were the consequences or results of what happened? 2. Tell me: did the company, business, university, person, etc. do right or wrong? Why? If you were a judge, how would you have ruled? What ethical theory do you make your judgment/decision? Do you use Kant's ethical theory? Do you use a utilitarian calculation? <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 2</p> <p>Benchmark Threshold: 70</p>	<p>Assessment Data & Analysis Date: 12/03/2024</p> <p>Actual Benchmark Score: 100</p> <p>Assessment Data & Analysis: 85% (23 out of 27 students) earned 70% or higher.</p> <p>93% of females (13 out of 14) earned more than 70%; 77% of males (10 out of 13) earned more than 70%.</p> <p>Students did very well, which is excellent considering that this assignment made up 15% of their overall grade. Students who did not complete their PowerPoint presentations were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Most students were able to do this before the final grades were due, hence the benchmark was met. Roughly half of the students received 100% on the assignment, while the other half received 80% for not completing a PowerPoint presentation. The presentations were very well done, as students had many ideas from the case studies drawn from the course material. Overall, the SLO was a success, and I will redo this SLO again in the future.</p> <p>Assessed By:: Alexander I. Velasquez</p> <p>Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Benchmark Met: Benchmark Met</p> <p>Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision.</p> <p>Additional Information</p> <p>Action Due Date: 12/03/2024</p> <p>Actions: I will continue to give students more case studies in class so that students have a clear idea of what is expected when they present their own case studies.</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Feedback Using The High Quality SLO Assessment Rubric: Major improvement on SLO assessment as opposed to last one. GLad Cheryl and Dr. Rosalie initiated more training.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 12/09/2024</p>

Make a Plan	Assessment Data & Analysis
Benchmark: 70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the ethical case study of their choice. High Quality Assessment Plan: Yes Department Chair Feedback: well done Department Chair Approval Status: Approved Department Chair Approval Date: 04/01/2024	

GEO 110: INTRODUCTION TO GEOGRAPHY

Based on the report filters applied or available data, there are no items to display.

GEO 120: INTRODUCTION TO HUMAN GEOGRAPHY

Based on the report filters applied or available data, there are no items to display.

GEO 121: GEOGRAPHY OF THE PACIFIC ISLANDS

SLO 1_Historic Context

SLO

Describe the historic context of human migration patterns in the Pacific using various origins and consequences of the geographical features of the islands.
Approved by CAC on May 07, 2018.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 5 Group 2 (SP24 - SP25)

Start Date

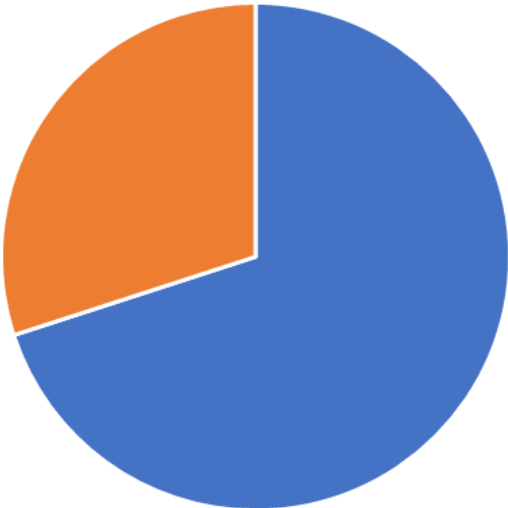
05/07/2018

Mapping

Program (LA) - Liberal Arts AA: *(Introduced, Practiced with Feedback, Mastered)*

- **PLO 3_Critical Thinking:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Collaborative Group Activity	Assessment Data & Analysis Date: 02/25/2025 Actual Benchmark Score: 70

Make a Plan	Assessment Data & Analysis									
<p>Assessment Cycle: MAPS Cycle 5 Group 2 (SP24 - SP25)</p> <p>Assessment Tool: Students will read their book and do a worksheet assignment pertaining to the Historic Context of the Pacific Region, Its ocean geography, pre-settlement, theories or origins and settlement patterns. This worksheet assignment includes essay questions pertaining to the SLO.</p> <p>https://www.google.com/books/edition/Pacific_Nations_and_Territories/c2I5PwAACAAJ?hl=en</p> <p>https://www.google.com/books/edition/_/XwGizgEACA AJ?hl=en&sa=X&ved=2ahUKEwiTsNSr1_GEAxV6q1YBHdW2AfYQ7_IDegQIDhAD</p> <p>https://www.google.com/books/edition/_/I14Z8CWtFlw C?hl=en&sa=X&ved=2ahUKEwiTsNSr1_GEAxV6q1YBHdW2AfYQre8FegQIDhAI</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70 percent of participants pass with a 70 percent or higher.</p> <p>Notes: This helps reinforce Marshall Islands High School curriculum as they use the same book from Guam Community College.</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: This is good. The textbook worksheets greatly reinforce class content.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 03/14/2024</p>	<p>Assessment Data & Analysis:</p> <p>There were 7 females and 3 males that participated.</p> <p>Out of 10 students that participated in the assignment, 7 of them being 70 percent of students scored a 70 percent or higher.</p> <p>All of them were from Uliga.</p> <p>Tables & Graphs:</p> <div><p>Gender</p><table><thead><tr><th>Gender</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Female</td><td>7</td><td>70%</td></tr><tr><td>Male</td><td>3</td><td>30%</td></tr></tbody></table></div> <p>Assessed By:: Desmond Narain Doulatram</p> <p>Reporting Period: MAPS Cycle 5 Group 2 (SP24 - SP25)</p> <p>Benchmark Met: Benchmark Met</p> <p>Based on your assessment results & analysis, does the SLO statement needs revision?:</p> <p>No. The SLO statement doesn't need revision.</p> <p>Additional Information</p> <p>Action Due Date: 11/12/2024</p> <p>Actions: Rework assignment.</p> <p>High Quality Assessment Results and Action: Yes</p>	Gender	Count	Percentage	Female	7	70%	Male	3	30%
Gender	Count	Percentage								
Female	7	70%								
Male	3	30%								

Make a Plan	Assessment Data & Analysis
	Department Chair Feedback Using The High Quality SLO Assessment Rubric: It's a very basic reasonable assignment to reflect the very detailed measurement. I had to reupload this since it was lost. Department Chair Approval Status: Approved Department Chair Approval Date: 02/25/2025

HIS 132: HISTORY OF MARSHALL ISLANDS

SLO 4_Self Government and Free Association

SLO

Upon completion of this course, students will be able to analyze the Nuclear Testing Period (1946-1958) and the long term implications of the Cold War leading to the present context. Approved by CC on June 6, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

11/08/2022

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (I)
- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)
- **PLO 4_Quantitative/Scientific Literacy:** undefined (I)
- **PLO 5_Creative Process:** undefined (I)
- **PLO 6_Independence:** undefined (I)

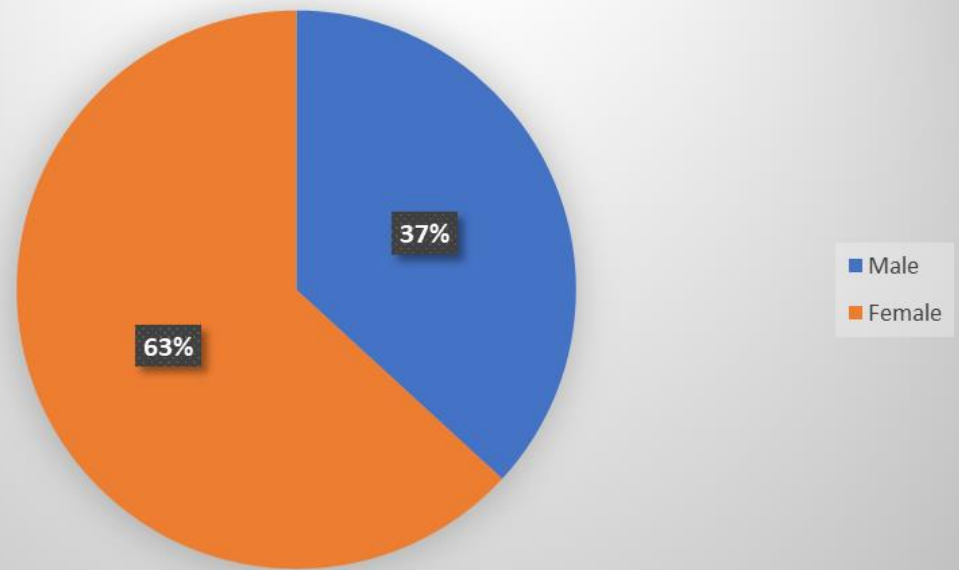
Program (MAR) - Marshallese Social Studies CCT: (Introduced, Practiced with Feedback, Mastered)

- **Civic Awareness_Inactive:** undefined (I)
- **PLO 1_Marshallese Language:** undefined (I)
- **PLO 2_Marshallese Culture:** undefined (I)

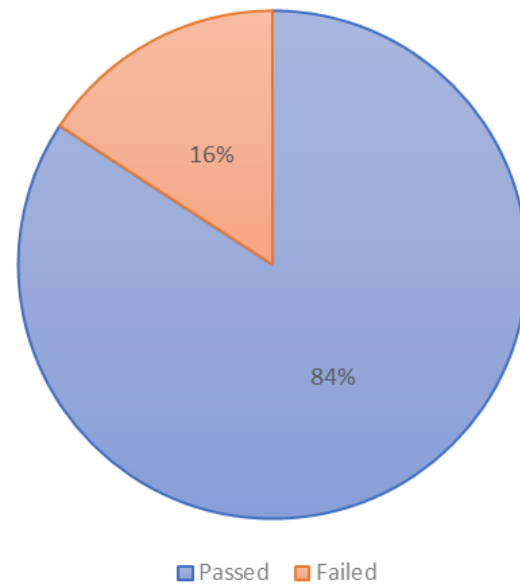
- **PLO 3_Marshallese History:** undefined (I)
- **PLO 4_Civic Engagement:** undefined (I)

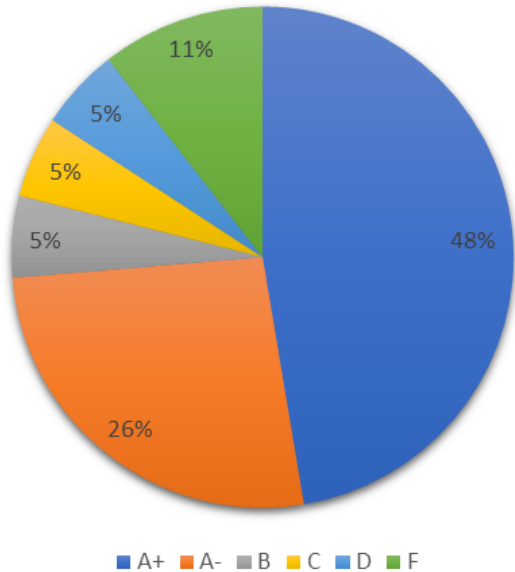
Make a Plan	Assessment Data & Analysis
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Critique of Performance</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Assessment Tool: Students will get a reading on the road to self-government and free association supplemented with some videos like the one below if time permits and they will write a short essay answering the following in response to the reading material and the video below. Their essay responses can be supplemented with follow up conversation with instructor.</p> <p>https://www.youtube.com/watch?v=QiNs9r-LkpQ&t=147s</p> <p>https://elearning.cmi.edu/course/view.php?id=2666</p> <p>What does Free Association Mean? How was the Compact of Free Association passed? What were the politics involved? Can you develop a political entity with no economic base? Is any nation truly and definitely independent or do we coexist in an interdependent world?</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of participants score a 70 percent or higher on essay</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: It seems reasonable.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 03/14/2024</p>	<p>Assessment Data & Analysis Date: 11/13/2024</p> <p>Actual Benchmark Score: 70</p> <p>Assessment Data & Analysis: Out of 22 students, 19 chose to participate indicating a high 86.36 percent participation rate.</p> <p>7 boys and 12 females indicating a higher female participation rate.</p> <p>Out of the 19 that chose to participate, 16 passed with a 70 percent or higher while 3 failed indicating a passing rate of 84.21% where benchmark was met.</p> <p>Tables & Graphs:</p>

Gender



Passing rate



Make a Plan	Assessment Data & Analysis														
	<p data-bbox="1346 207 1476 248" style="text-align: center;">Grades</p>  <table border="1" data-bbox="1150 284 1661 852"> <caption>Grade Distribution Data</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>48%</td> </tr> <tr> <td>A-</td> <td>26%</td> </tr> <tr> <td>B</td> <td>5%</td> </tr> <tr> <td>C</td> <td>5%</td> </tr> <tr> <td>D</td> <td>5%</td> </tr> <tr> <td>F</td> <td>11%</td> </tr> </tbody> </table> <p data-bbox="802 881 1976 1295"> Assessed By:: Desmond Narain Doulatram Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. <u>Additional Information</u> Action Due Date: 11/13/2024 Actions: Provide more time for students to do assessment. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Great participation rate this time around. Department Chair Approval Status: Approved Department Chair Approval Date: 11/13/2024 </p>	Grade	Percentage	A+	48%	A-	26%	B	5%	C	5%	D	5%	F	11%
Grade	Percentage														
A+	48%														
A-	26%														
B	5%														
C	5%														
D	5%														
F	11%														

HIS 201: WORLD HISTORY I

SLO 3_ Independent Resources Sources

SLO

3/14/2025

Generated by Nuventive Improvement Platform

Page 41

Upon completion of this course, students will be able to independently research sources and to critically process the knowledge gained from them.
Approved by CC on June 6, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

06/06/2024

Mapping

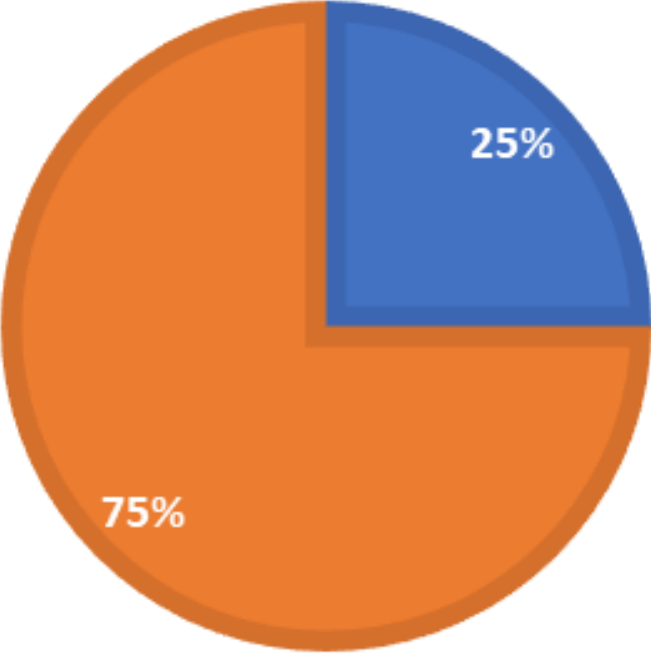
General Education Core Outcomes (PLOs): (X - Selected)

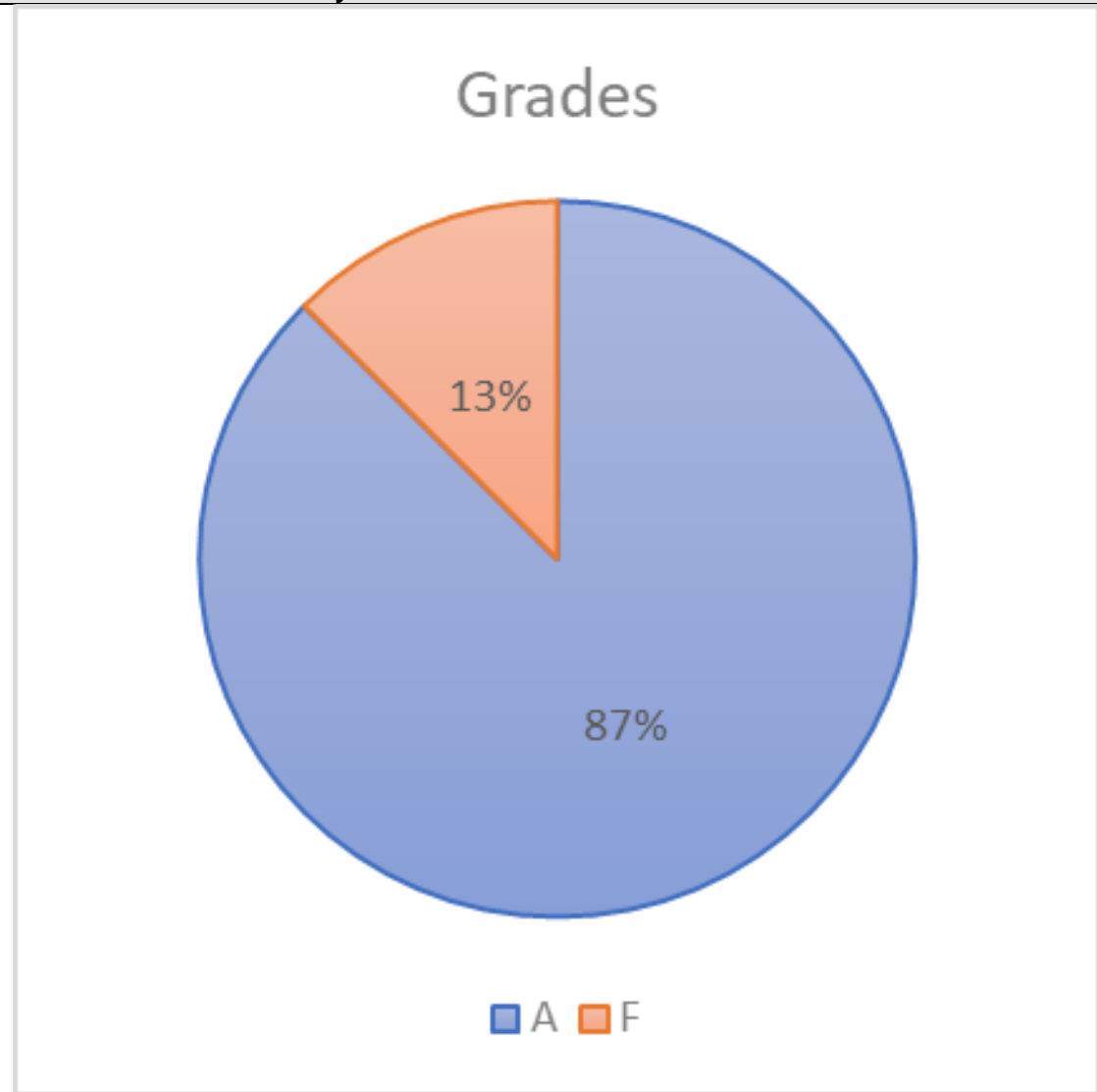
- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)
- **PLO 4_Quantitative/Scientific Literacy:** undefined (I)
- **PLO 5_Creative Process:** undefined (I)

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Assessment Tool: Student will be given a historic text where they do "textual analysis" using only the given source to dissect information. Additionally, they will be given key terms, people, and places where they have to give their historic significance, associated time, associated place/setting, and associated person or groups. This way they practice being true historians.</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70 percent of participants pass with a 70 percent or higher.</p> <p>High Quality Assessment Plan: Yes</p>	<p>Assessment Data & Analysis Date: 11/28/2024</p> <p>Actual Benchmark Score: 70</p> <p>Assessment Data & Analysis: Out of 17 students in HIS201, only 8 chose to participate indicating a participation rate of 47.058% participation rate. However, out of the 8 students that participated, 7 of them passed on the mid-term assessment scoring a 70 percent or higher indicating a 87.5% passing rate with 75% (6) of the student participants being female and 25% (2 students) being male. All of them were students from Uliga Campus.</p> <p>Tables & Graphs:</p>

Make a Plan	Assessment Data & Analysis						
<p>Department Chair Feedback: Great way to teach students to be Historians rather than being "Tabula Rasa" or blank slates where teachers write on them.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 03/14/2024</p>	<p style="text-align: center;">GENDER</p> <p style="text-align: center;">■ Male ■ Female</p>  <p>A pie chart titled 'GENDER' showing the distribution of gender. The chart is divided into two segments: a blue segment representing 'Male' at 25% and an orange segment representing 'Female' at 75%. A legend above the chart shows a blue square for 'Male' and an orange square for 'Female'.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>25%</td> </tr> <tr> <td>Female</td> <td>75%</td> </tr> </tbody> </table>	Gender	Percentage	Male	25%	Female	75%
Gender	Percentage						
Male	25%						
Female	75%						



Assessed By:: Desmond Narain Doulatram

Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)

Benchmark Met: Benchmark Met

Based on your assessment results & analysis, does the SLO statement needs revision?:
No. The SLO statement doesn't need revision.

Make a Plan	Assessment Data & Analysis
	Additional Information Action Due Date: 11/28/2024 Actions: Ensure greater participation by informing earlier. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: It's a simple assessment but needs better preparation for greater student involvement given new move to cengage books. Department Chair Approval Status: Approved Department Chair Approval Date: 11/28/2024

HIS 202: WORLD HISTORY II

Based on the report filters applied or available data, there are no items to display.

IDS 140: INTRODUCTION TO POPULAR CULTURE

Based on the report filters applied or available data, there are no items to display.

IDS 170: THE GENRE OF CLIMATE FICTION

Based on the report filters applied or available data, there are no items to display.

IDS 428: PERSONAL AND SOCIAL HEALTH SKILLS

SLO 3_Health Related Activities

SLO

Upon completion of this course, the students will be able to identify appropriate activities to meet health-related objectives both on the personal and broader levels. Re-Approved by CC on July 27, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

2018 - 2019 (Fall), MAPS Cycle 2 Group 2 (SP21 - SP22), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

03/22/2017

Mapping

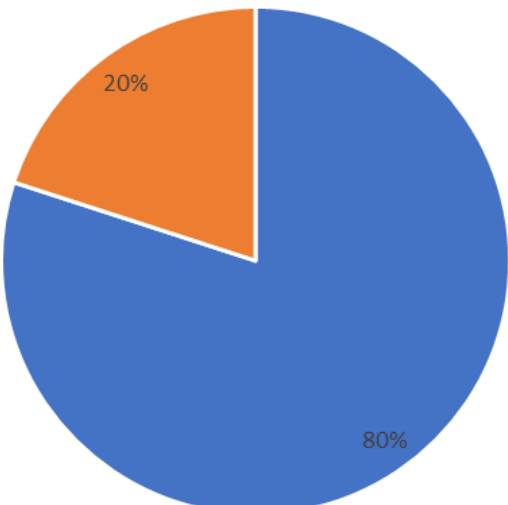
General Education Core Outcomes (PLOs): (X - Selected)

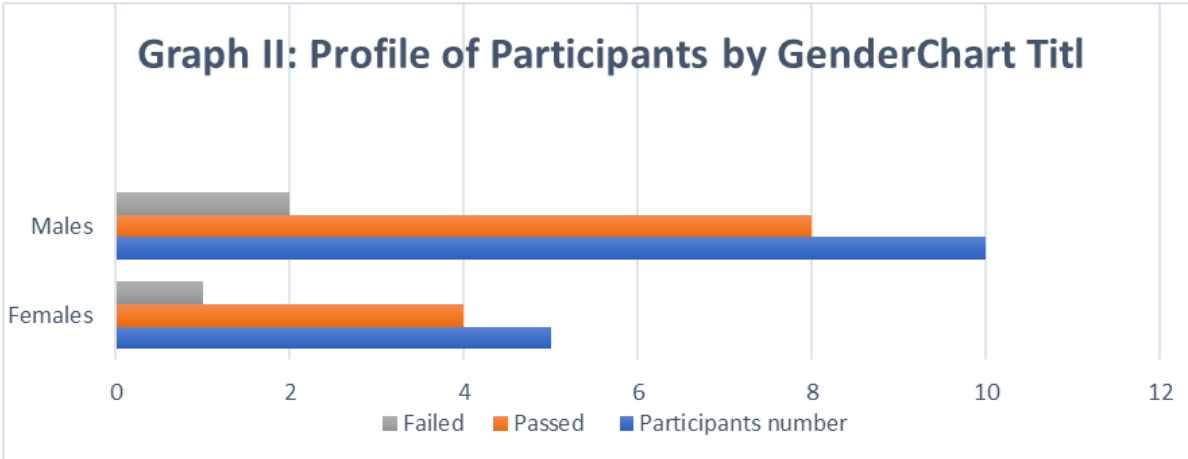
- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

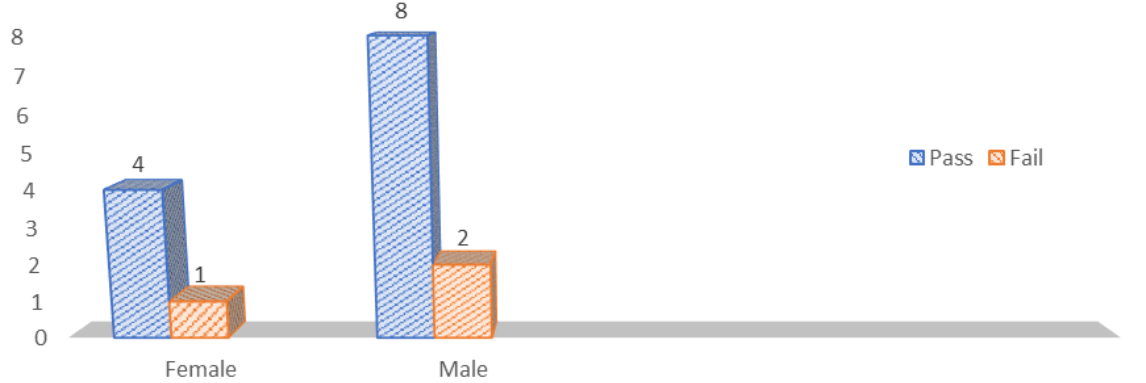
Make a Plan	Assessment Data & Analysis
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Presentation</p> <p>Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p>Assessment Tool: Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 75% of students will receive 75 /100 in the rubric</p> <p>Notes: Living a healthy lifestyle is important for a nation. The SLO#3 will create in students a positive attitude of healthy living for them and for the students they teach</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: The assessment tool is clearly designed to incorporate students lived experience and/ or local context.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 10/14/2022</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Presentation</p> <p>Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and Internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.</p> <p>Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 80 High Quality Assessment Plan: Yes Department Chair Feedback: The plan encourages students to think deeply about the health issues faced by the country and their families, and the role they can play as teachers to help minimize the risks. Department Chair Approval Status: Approved Department Chair Approval Date: 10/30/2023</p>	
<p>Assessment Tool Status: Active Assessment Type: Presentation Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23) Assessment Tool: This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and Internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.</p> <p>Assessment Approach: Individual Assessment</p>	

Make a Plan	Assessment Data & Analysis						
Number of Sections: 1 Benchmark Threshold: 80 Benchmark: 75							
Assessment Tool Status: Active Assessment Type: Project - Individual Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24) Assessment Tool: This is an individual project in where students research a Health related concern in the RMI, develop a plan on a solution for Health concern they choose from the readings in their research. Students will present their research findings in power-point (10 slides) Students research materials will be based on 5 books,5 journals, 5 articles,5 online sources. The guiding questions to their research are as follows, " why s/he chooses the topic " causes and effects of the health issue on the people. " Data (most recent update) presented to support the work (locally, regionally and Internationally) " What preventative solution can the student offer to overcome the health concern after personally trialing the solution , and collecting data . (calendar recordings).eg capture of a healthy diet , walking everyday for two months, survey etc. " What personal takeaways does the student have after completing the research. A rubric out of 100 marks will be used to assess the individual project.Data will also be disaggregated in the following categories- gender, location/age/skill level- introduction/practice/mastery Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 80% of the students will score 80% or higher in the rubric for the individual project. Notes: Rubric will be attached.	Assessment Data & Analysis Date: 10/30/2024 Actual Benchmark Score: 80 Assessment Data & Analysis: Of the 15 students who took the assessment,12 of them passed, getting a grade of 16/20 or 80% and higher. This makes 80% overall passing percentage. The other 3 students (20%) failed the assessment. The benchmark was met. Those who passed the assessment gave a fair to excellent research paper on the content and delivery on the rubric used. This means those who passed the assessment provided most of the required criteria for the content and delivery component of the assessment. The 12 students carried out an in-depth research in the content part of the assessment and also added their own health issues into their research discussion. They also put in a lot of their effort in the delivery of the assessment where they had to carry out the health solution for example exercising everyday to lose weight. The 12 students showed a positive attitude in the assessment delivery. The students who did not meet the benchmark did not carry out an in-depth research. Their research was incomplete and lacked their own personal input on the importance of the health issue on their lives. The delivery component of the assessment where the students had to collect the data for a month on the health solution was carried out only for three weeks by the 3 failing students. Rubric Content a. choose a health-related topic b. cause and effects of the health issue c. recent data on the health issue -locally, regionally, and internationally d. common preventative solutions Delivery a. Calendar health monthly plan data of trialed solution by student b. Reflection on the effectiveness of the health solution Tables & Graphs: <u>IDS 428 :Illustrations of SLO 3 Assessment (Spring 24-25)</u> <u>Table 1: Table of Scores and Equivalent Grades</u> <table><tr><td><u>Score</u></td><td><u>Grade</u></td><td><u>Description</u></td><td><u>Score</u></td><td><u>Grade</u></td><td><u>Description</u></td></tr></table>	<u>Score</u>	<u>Grade</u>	<u>Description</u>	<u>Score</u>	<u>Grade</u>	<u>Description</u>
<u>Score</u>	<u>Grade</u>	<u>Description</u>	<u>Score</u>	<u>Grade</u>	<u>Description</u>		

Make a Plan	Assessment Data & Analysis													
Department Chair Feedback: Assessment tool is very clearly tied to the SLO.Assessment Tool clearly describes what evidence will be gathered, who it will be gathered from, and how that evidence will be gathered.Assessment tool clearly provides qualitative and quantitative evidence of student learning and achievement of outcomes. Department Chair Approval Status: Approved Department Chair Approval Date: 04/01/2024	<u>19-20</u>	<u>A</u>	<u>Excellent</u>	<u>15</u>	<u>C+</u>	<u>Fair</u>								
	<u>17-18</u>	<u>B+</u>	<u>Very Good</u>	<u>14</u>	<u>C</u>									
	<u>16</u>	<u>B</u>	<u>Good</u>	<u>Below 14</u>	<u>NP</u>	<u>Poor</u>								
 Table 2: Pass and Fail Rate of Participants (N=15)														
<table><tr><th><u>Section</u></th><th><u>Pass</u></th><th><u>Fail</u></th><th><u>Total</u></th></tr><tr><td><u>1</u></td><td><u>12</u></td><td><u>3</u></td><td><u>15</u></td></tr></table>							<u>Section</u>	<u>Pass</u>	<u>Fail</u>	<u>Total</u>	<u>1</u>	<u>12</u>	<u>3</u>	<u>15</u>
<u>Section</u>	<u>Pass</u>	<u>Fail</u>	<u>Total</u>											
<u>1</u>	<u>12</u>	<u>3</u>	<u>15</u>											
<div><p>Graph I: Pass and Fail rate of Participants (N=15)</p><p>A pie chart titled 'Graph I: Pass and Fail rate of Participants (N=15)'. The chart is divided into two segments: a large blue segment representing the 'Pass Benchmark' at 80%, and a smaller orange segment representing the 'Fail Benchmark' at 20%. A legend at the bottom identifies the blue color with 'Pass Benchmark' and the orange color with 'Fail Benchmark'.</p></div>														

Make a Plan	Assessment Data & Analysis																										
	<p>A total of Fifteen(15)participants in this one section, Four(4)females and eight(8)males passed the assessment while the other <u>three(3)</u> participants failed, one(1) female and two(2) males.</p> <div><p>Graph II: Profile of Participants by GenderChart Titl</p><table><thead><tr><th>Gender</th><th>Failed</th><th>Passed</th><th>Participants number</th></tr></thead><tbody><tr><td>Males</td><td>2</td><td>8</td><td>10</td></tr><tr><td>Females</td><td>1</td><td>4</td><td>5</td></tr></tbody></table></div> <p>There were five(5) female participants and ten(10)male participants who took the assessment.</p> <p>Table 4: SLO Performance of Participants N= 15</p> <table><tr><th><u>Rating Perfor</u> <u>mance</u></th><th><u>Female</u></th><th><u>Male</u></th><th><u>Total</u></th><th><u>Decision</u></th></tr><tr><td><u>Pass</u></td><td><u>4</u></td><td><u>8</u></td><td><u>12</u></td><td rowspan="2"><u>The 80% or higher passing benchmark was met.</u></td></tr><tr><td><u>Fail</u></td><td><u>1</u></td><td><u>2</u></td><td><u>3</u></td></tr></table>	Gender	Failed	Passed	Participants number	Males	2	8	10	Females	1	4	5	<u>Rating Perfor</u> <u>mance</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>	<u>Decision</u>	<u>Pass</u>	<u>4</u>	<u>8</u>	<u>12</u>	<u>The 80% or higher passing benchmark was met.</u>	<u>Fail</u>	<u>1</u>	<u>2</u>	<u>3</u>
Gender	Failed	Passed	Participants number																								
Males	2	8	10																								
Females	1	4	5																								
<u>Rating Perfor</u> <u>mance</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>	<u>Decision</u>																							
<u>Pass</u>	<u>4</u>	<u>8</u>	<u>12</u>	<u>The 80% or higher passing benchmark was met.</u>																							
<u>Fail</u>	<u>1</u>	<u>2</u>	<u>3</u>																								

Make a Plan	Assessment Data & Analysis												
	<u>Total</u>	<u>5</u>	<u>10</u>	<u>15</u>									
	<div><h3>GRAPH III: SLO PERFORMANCE OF PARTICIPANTS N=15</h3><table><thead><tr><th>Gender</th><th>Pass</th><th>Fail</th></tr></thead><tbody><tr><td>Female</td><td>4</td><td>1</td></tr><tr><td>Male</td><td>8</td><td>2</td></tr></tbody></table></div> <p>80% (12/15) of the participants passed the assessment; the 80% benchmark was achieved. The benchmark was met.</p> <p>Assessed By:: Luisa Kamenio Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. <u>Additional Information</u> Action Due Date: 05/31/2025</p>				Gender	Pass	Fail	Female	4	1	Male	8	2
Gender	Pass	Fail											
Female	4	1											
Male	8	2											

Make a Plan	Assessment Data & Analysis
	<p>Actions: Actions to address the gaps of learning that surfaced in the assessment.</p> <ol style="list-style-type: none"> 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 3. 2. Sharing a written feedback of the first assessment with the students so that improvements can be made before the final assessment <p>Additional: This personal health related topic on the common diseases in the RMI is relevant for the students to find out the causes and also preventative approaches to . There is also a trial of a preventative methods for two months (eg exercise to reduce diabetes, type of diet) and others and recording the outcome of results. Collaboration with the nurses at the College is encouraged whereby individual students are keeping Health passports. Presentations to Physical plant , nearby High schools and communities are also encouraged to share the results</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Feedback Using The High Quality SLO Assessment Rubric: The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. The action is clearly tied to the analysis of data results.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 11/15/2024</p>

JPN 101: JAPANESE I

Based on the report filters applied or available data, there are no items to display.

JPN 201: JAPANESE II

Based on the report filters applied or available data, there are no items to display.

JPN 202: JAPANESE III

Based on the report filters applied or available data, there are no items to display.

LIN 201: INTRODUCTION TO LINGUISTICS

Based on the report filters applied or available data, there are no items to display.

MUS 101: MUSIC APPRECIATION

Based on the report filters applied or available data, there are no items to display.

PHIL 101: INTRODUCTION TO PHILOSOPHY

SLO 1_Philisophical Ideas

SLO

Upon completion of this course, students will be able to explain the position(s)/argument(s) for one or more of the philosophical ideas discussed in class.
Approved by CC on November 11, 2022.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

12/06/2022

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Project - Individual Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)	Assessment Data & Analysis Date: 12/03/2024 Actual Benchmark Score: 100 Assessment Data & Analysis: 73% (8 out of 11 students) earned 70% or higher; 8 students did not complete the assignment. 83% of females (5 out of 6) earned more than 70%; 60% of males (3 out of 5) earned more than 70%. Students who did not reach the benchmark were students who did a presentation on their chosen philosopher but did not complete the paper. Most received an 80% overall on their assignment because most students completed their paper but did not complete their presentation; these students were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Few students received a perfect score for completing both portions of their assignment. Unfortunately, almost half, 43%, of the students did not do their assignment. The presentations were very well done, as students were able to select any philosopher or idea of their interest, as were the paper. However, the SLO could have been much better had the assignment been either a presentation or paper but not both. Assessed By:: Alexander I. Velasquez Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24)

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: The project consists of two parts:</p> <ol style="list-style-type: none"> 1. A PowerPoint presentation (3% of the grade) 2. A written work of 2 (full) to 3 pages [Times New Roman, 12-font, double-spaced] (12% of the grade) <p>PowerPoint Presentation: The PowerPoint presentation will be a summary of the written work made into a minimum of a 5 to 8-minute presentation for the class.</p> <p>Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]</p> <p>Topic: Students will evaluate a philosophical idea of any philosopher they choose. The expectation is they will be able to successfully explain the reasoning behind the philosophical idea and give analysis as to why they believe the idea to be true or not.</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the philosophical idea of their choice.</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: well done</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 04/01/2024</p>	<p>Benchmark Met: Benchmark Met</p> <p>Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision.</p> <p>Additional Information</p> <p>Action Due Date: 12/03/2024</p> <p>Actions: I will give this SLO again in the future, however next time the assignment will either be in the form of a presentation or a paper but not both.</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Feedback Using The High Quality SLO Assessment Rubric: Major improvement from last SLOs. Applause to Dr. Rosalie for completing training.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 12/09/2024</p>

PI 122: ISSUES IN THE PACIFIC STUDIES

SLO 1_Colonial Dominance in the Pacific

SLO

Upon completion of this course, students will be able to examine the transference of governance from colonial dominance to independence in the Pacific region to examine how the cycle of governance has happened over the past century in the pacific island region. Approved by CC on November 10, 2022.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

11/11/2022

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (I)
- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)

Program (MAR) - Marshallese Social Studies CCT: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Marshallese Language:** undefined (I)
- **PLO 2_Marshallese Culture:** undefined (I)
- **PLO 3_Marshallese History:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Critique of Performance Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24) Assessment Tool: Student will be watching various examples of Colonial Dominance in the Pacific through the Post-Colonial lens. They will do a group reading pertaining to this reality and will measured as such. Assessment Approach: Individual Assessment Number of Sections: 2 Benchmark Threshold: 70 Benchmark: 70 percent of students that participated will pass with a 70 percent or higher. High Quality Assessment Plan: Yes	

Make a Plan	Assessment Data & Analysis
<p>Department Chair Feedback: This assignment has worked in the past and there is no need changing it. Hopefully, data will be disaggregated.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 03/14/2024</p> <p>Related Documents:</p> <p>PI 122 Spring 2024_ 1 & 2_ Post Colonial...pdf;</p> <p>Readings with SLO.pdf;</p> <p>PI 122 Spring 2024_ 1 & 2_ Decolonization and Post-Colonial Impacts.pdf</p>	

PI 260: NUCLEAR TEST IN THE PACIFIC

Based on the report filters applied or available data, there are no items to display.

PSY 101: INTRODUCTION TO PSYCHOLOGY

SLO 3_Body-Brain Connection

SLO

Upon completion of this course, students will be able to explain the relative influences of physiology and environment on the development of the individual.
Re-approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

2016 - 2017 (Fall), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

05/04/2015

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Effective Communication:** undefined (I)

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)

Program (NURS) - Nursing AS: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Evidence-Based Care:** undefined (I)
- **PLO 2_Ethics, Civic Responsibility:** undefined (I)
- **PLO 3_Healthy Lifestyle:** undefined (I)
- **PLO 4_Professional Development:** undefined (I)

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p> <p>Assessment Tool: Students will be taught the brain and its connection with the neurotransmitters. Students will be asked to write on the role of dopamine a neurotransmitter secreted on the top of hypothalamus. They will be asked to explain the behavioural impact of the deficiency of this neurotransmitters.</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p>	<p>Assessment Data & Analysis Date: 10/21/2024</p> <p>Actual Benchmark Score: 70</p>

Benchmark: A rubric will be used to grade this SLO. Students will be graded on (1) The content of their Essay (2) compliance with APA format, (3) Name of the parts of the brain connected to Neurotransmitter dopamine (4) Behavioural implications of the deficiency (5) Parts of the brain where the neurotransmitter is located. (6) Prevalence of the deficiency (7) Gender differences in terms of the deficiency (8) Notable behavioural problems (4) Coordination of thoughts and presentation.

Students will write an essay on the relationship between human physiology and behaviour. They will be asked to write on the deficiency of a Neurotransmitter dopamine on human behaviour. The location of the neurotransmitter and role. 70% of the students who write the assignment will get 70% and above.

Notes: Students will be required to write an essay on the relationship between human physiology and behaviour looking at:

1. The neurotransmitter Dopamine
2. The behavioural impact of the deficiency of neurotransmitters..
3. The parts of the brain connected to the neurotransmitter dopamine.
4. The prevalence of the deficiency.
5. The behavioural implications of the deficiency
6. 70% of the students who write the essay will score 70% and above.

High Quality Assessment Plan: Yes

Department Chair Feedback: Great work

Department Chair Approval Status: Approved

Department Chair Approval Date: 03/16/2024

Assessment Data & Analysis: PSY 101 SLO ANALYSIS

In Fall 2024, 23 students enrolled for PSY 101. Five (5) students withdrew from the class and 2 did not submit the assignment so only 16 students who submitted the written assignment are considered in this analysis. The table below shows the scores and the gender of the individual students who wrote the assignment report for SLO 3 (Body –Brain connection: Discover the relative influence of Physiology and environment on the development of a person.)

DATA

STUDENT	SCORE/20	SCORE %	GENDER
Student 1	16	80	F
Student 2	15	75	M
Student 3	16	80	M
Student 4	16	80	F
Student 5	12	60	M
Student 6	16	80	F
Student 7	16	80	F
Student 8	16	80	F
Student 9	14	70	F
Student 10	16	80	F
Student 11	15	75	M
Student 12	12	60	M
Student 13	12	60	F
Student 14	14	70	M
Student 15	12	60	M
Student 16	16	80	M
BM MET	12/16	75%	
BM NOT MET	4/16	25%	
FEMALE BM MET	7/8	87.5%	
MALE BM MET	5/8	62.5%	

To meet the benchmark. 70% of the students must score at least 14 marks out of 20 (70%) As can be seen from the table, 75% of the students (12 out of 16) who submitted the assignment scored over 70%. This means that the benchmark for the SLO was met as more than 70% of the students who wrote the assignment scored 70% or more. Prior to writing the assignment, the students were divided into small groups where they discussed the topic. This is one of the reasons the benchmark was met.

The class was equally engendered with 8 female and 8 male students. Seven (7) out of the 8 female students (87%) scored over 70% while only 5 out of the 8 male students (62.5%) score 70% and above. The performance of the females is better than for the males. This seems to correlate with the attendance pattern for the class. While attendance was generally poor for the whole class, it was worse for the male students compared to the female students.

Make a Plan	Assessment Data & Analysis
	<p>Assessed By:: Oyinade Ogunmokun Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. Additional Information Action Due Date: 10/17/2024 Actions: Action plan " Continue to give students activities to do in the class and encourage more group work as this seems to help them. " Follow up on students who are tardy and/or absent (without valid reasons) by sending emails to those with lots of absences. " Motivate students to be more serious with their studies and encourage them to participate in class activities.</p> <p>High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Great work Department Chair Approval Status: Approved Department Chair Approval Date: 11/28/2024</p>
<p>Assessment Tool Status: Active Assessment Type: Research Report Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24) Assessment Tool: Students are required to choose one (1) diagram of the body from the main text book PSYCH 7, Introduction to Psychology written by Spencer A. Rathus (2022). They can choose to draw or create any diagram of their choice representing the body. The diagram must be properly labeled and research work must be conducted to gather information about their diagram. Additionally, in the research report, the students will discuss how heredity and environmental stress impact the physiology development of the body. Students should focus on the part of the body they choose to draw or create. Example the brain, neurons, automatic nervous system, cerebral cortex, etc. (Mellessia Crawford) Assessment Approach: Individual Assessment Number of Sections: 1</p>	

Make a Plan	Assessment Data & Analysis
Benchmark Threshold: 70 Benchmark: 70% of the students who will sit in the exam will get a grade of 70 or higher. High Quality Assessment Plan: Yes Department Chair Feedback: Is there a rubric for the grading? Department Chair Approval Status: Approved Department Chair Approval Date: 03/13/2024 Related Documents: Rubric PSY 101 Project Research (1).pdf	

PSY 201: HUMAN GROWTH AND DEVELOPMENT

SLO 4_Development of Individuals

SLO

Upon completion of this course, students will be able to analyze the mechanics of heredity and environment and their role in the development of individuals. Re-approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

11/14/2022

Mapping

Program (LA) - Liberal Arts AA: *(Introduced, Practiced with Feedback, Mastered)*

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)

Program (NURS) - Nursing AS: *(Introduced, Practiced with Feedback, Mastered)*

- **PLO 1_Evidence-Based Care:** undefined (P)
- **PLO 5_Issues And Trends:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Term Paper Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)	Assessment Data & Analysis Date: 10/21/2024 Actual Benchmark Score: 75

Assessment Tool: Students will be required to write a term paper on the developmental of individuals looking at the impact of Nature and Nurture on individual development. They will be expected to write on the importance of these two concepts on human development. A rubric will be use to grade this paper 75% of the students who write the term paper will score 75% and above.

Assessment Approach: Individual Assessment

Number of Sections: 1

Benchmark Threshold: 75

Benchmark: Students will be expected to explain the relationships among these two concepts Nature and Nurture.

A rubric will be use to grade the paper in the following ways to know:

1. Their knowledge of each of the concepts.
2. How nature and nurture influences behavior.
3. The content and relative terms used.
3. Application of relevant theories.
4. Writing skill and use of APA format.
5. The conclusion of Nature/ Nurture controversy.
- 6, Nurture as enviromental factors and Nature as genetic dispositions.

Notes: Students will write a term paper on the importance of Nature and Nurture on individual development. A rubric will be use to grade this paper. Student will be expected to explain the term Nurture as enviromental factors that affect individual development, they will analyse the influence of negative enviroment on individual developments. Also they will write on the Nature as genetic factors that affects development. they will focus on how teratogens can affect individual development and the implication of chromosomal abnormalty on development.

High Quality Assessment Plan: Yes

Department Chair Feedback: Very thorough

Assessment Data & Analysis: PSY 201 SLO ANALYSIS

In the 2024 Fall semester, 18 students enrolled for the PSY 201 course, section 1. Four (4) of the students withdrew meaning that 14 students were assessed for SLO 4: Identify and analyse the mechanics of heredity and environment and their role in the development of individual.). A rubric was used to grade the paper as follows:

1. knowledge of each concept. 2. How nature and nurture influence behavior. 3. The content and relative terms used. 4. Application of relevant theories. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as environmental factors and Nature as genetic dispositions. And 7. Writing skill and use of APA format. The first 6 criteria were graded at three (3) points each while the last criterion was graded 2 points.

The table below shows the score of the individual student's Term paper report as well as the gender of the students.

Name	Score/30	Score %	Gender		
Student 1	21	70	F		
Student 2	26	87	M		
Student 3	24	80	F		
Student 4	26	87	F		
Student 5	24	80	F		
Student 6	23	77	M		
Student 7	21	70	F		
Student 8	27	90	F		
Student 9	24	80	F		
Student 10	23	77	F		
Student 11	22	73	F		
Student 12	27	90	M		
Student 13	23	77	M		
Student 14	26	90	M		
Score > 75%	11	F=6	M=5		
% Score > 75%	11/14=78%	6/9 =67%	5/5		
100%					

To meet the benchmark, 75% of the students must score at least 23 marks out of 30 marks (77%). As can be seen from the table, 78% of the students (11 out of 14) who submitted the Term paper scored over 75%. This means that the benchmark for the SLO was met as more than 75% of the students who wrote the term paper scored 75% or more. Before writing the term paper, the students were involved in group work and also wrote an assignment where they compared the effect of nature and nurture on development. They were also encouraged to write the term paper using personal examples and referencing Marshallese culture. These aids must have contributed to the good performance of the students in the term paper.

There are 9 females and 5 males' students in the class. Six (6) females out of the 9 (67%)

Make a Plan	Assessment Data & Analysis
narrative. Department Chair Approval Status: Approved Department Chair Approval Date: 03/16/2024	<p>scored 75% and above while all five (5) males (100%) scored 75% and above. Therefore, the SLO was met mainly due to the better performance of the male students. Less than 75% of the female students (6 out of 9= 67%) score 75% and above. No reason can be deduced for this difference as there is no difference in the attendance patterns of the male versus female students</p> <p>Assessed By:: Oyinade Ogunmokun Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. Additional Information Action Due Date: 10/05/2024 Actions: Plans of Action Prepare students more to be able to understands the concepts well by engaging them more in class activities Follow up on absent students through the social media. Motivate the students more and give rewards in the classroom for participating.</p>

POL 101: INTRODUCTION TO POLITICAL SCIENCE

SLO 1_Apply Basic Concepts

SLO

Upon completion of this course, students will be able to apply basic concepts related to political science to present context. Approved by CC on March 21, 2023.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

03/21/2023

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)

Make a Plan	Assessment Data & Analysis																																																																																
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)	Assessment Data & Analysis Date: 11/22/2024 Actual Benchmark Score: 71 Assessment Data & Analysis: This is the result of the Assignment to SLO1: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 44 % of the Students in this class met this goal and scored a C grade or better, 55% not. Two students are still enrolled but did not attend classes. If we do the calculations with those two fewer students then the results change as follows: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 71 % of the Students in this class met this goal and scored a C grade or better, 28% not. These results are in the table in orange. The possible reasons why students met or not meet the benchmark are varied. Specifically in these two courses cases I would say that the worst grades are the result of not having done anything for the subject. This is the current situation in the respective classes. (VUriona) Tables & Graphs: Assessment Data and Analysis <table><tr><th>Grade</th><th>Frequency</th><th>Percentage</th><th>F</th><th>M</th><th></th><th></th><th></th></tr><tr><td>A</td><td>3</td><td>3</td><td>33%</td><td>43%</td><td>2</td><td>1</td><td>1</td></tr><tr><td>B+</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0</td><td>0</td><td>0</td></tr><tr><td>B</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0</td><td>0</td><td>0</td></tr><tr><td>C+</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0</td><td>0</td><td>0</td></tr><tr><td>C</td><td>1</td><td>1</td><td>11%</td><td>14%</td><td>1</td><td>0</td><td>0</td></tr><tr><td>D+</td><td>1</td><td>1</td><td>11%</td><td>14%</td><td>1</td><td>0</td><td>0</td></tr><tr><td>D</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0</td><td>0</td><td>0</td></tr><tr><td>F</td><td>4</td><td>2</td><td>44%</td><td>28%</td><td>2</td><td>2</td><td>0</td></tr><tr><td>Total</td><td>9</td><td>7</td><td>100%</td><td>100%</td><td></td><td></td><td></td></tr></table>	Grade	Frequency	Percentage	F	M				A	3	3	33%	43%	2	1	1	B+	0	0	0%	0%	0	0	0	B	0	0	0%	0%	0	0	0	C+	0	0	0%	0%	0	0	0	C	1	1	11%	14%	1	0	0	D+	1	1	11%	14%	1	0	0	D	0	0	0%	0%	0	0	0	F	4	2	44%	28%	2	2	0	Total	9	7	100%	100%			
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Total	9	7	100%	100%																																																																													

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: *The students will learn this contents from the western perspective and will reflect them from their perspective. The steps will be: -Read and understand what the concepts means and where they are coming from. - The student will take notes about their thoughts, comments and questions about the text and they will share this in class. -Class discussions about the topic and breakdown to their reality. -Read, understand and analysis of the Constitution of the Marshall Islands.</p> <p>*Reflection through reading News about the political situation in the RMI and around the world and how they are connected. *How we can advise politician with knowledges in political sciences to understand what is frame of movement in their decisions.</p> <p>The SLO will be evaluated in a writing assessment. For the writing assessment the following areas will be examined:</p> <p>*The Submission have to be on time. *Participation in class. *Correct use of the concepts seen. *Correct use of citation of authors and literature. *Correct format: Times New Roman, 12-point font is the only acceptable font/size VU</p> <p>Assessment Approach: Common Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better</p>	<p>Assessed By:: Viviana Uriona Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. Related Documents: A sample Assignment sheet_POL101SLO01.pdf; Example01_5P.pdf; Example02_10P.pdf; Example03_25P.pdf Additional Information Action Due Date: 04/07/2025 Actions: Due to the lack of student participation in class, I changed the method this semester and will continue to implement it next semester as well. I decided to interact with students individually three times during the semester. This has produced better results because you can see what they don't understand and what they are doing.</p> <p>High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Very thoughtful assessment. Department Chair Approval Status: Approved Department Chair Approval Date: 11/28/2024</p>

Make a Plan	Assessment Data & Analysis
<p>Notes: What type of form of government currently exists in the Republic of the Marshal Islands?</p> <p>How do you support your statement by also referring to the Constitution and Literature?</p> <p>Now read the article “Kramer pushes for direct election of RMI president,” which was published on February 16 in “The Marshall Islands Journal.”</p> <p>What are the steps to follow regarding Kramer's proposal and how would the constitution have to be changed to have a direct election of the president?</p> <p>Imagine that you are a parliamentary advisor and you have to advise Senator Kramer on this matter.</p> <p>This area will carry a score of 25 points. A Grade C is achieved in one area with 17.50 points. VU</p> <p>High Quality Assessment Plan: Yes Department Chair Feedback: well done Department Chair Approval Status: Approved Department Chair Approval Date: 04/01/2024</p>	

POL 290: POLITICS OF DEVELOPMENT

Based on the report filters applied or available data, there are no items to display.

REL 198: RELIGIONS OF THE WORLD

Based on the report filters applied or available data, there are no items to display.

SPN 101: SPANISH I

Based on the report filters applied or available data, there are no items to display.

SOC 130: INTRODUCTION TO SOCIOLOGY

SLO 3_Social Study Methods

SLO

Upon completion of this course, students will be able to apply various social study methods, including Quantitative/Qualitative/Mixed Method research to explain society and key social issues in present-day society. Approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

11/08/2022

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 3_Critical Thinking:** undefined (I)
- **PLO 5_Creative Process:** undefined (I)

Program (NURS) - Nursing AS: (Introduced, Practiced with Feedback, Mastered)

- **PLO 3_Healthy Lifestyle:** undefined (I)
- **PLO 5_Issues And Trends:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)	

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool: Assignment: Identify your research area: Proposal</p> <p>1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and/or better or they think it's important to share it with the world.</p> <p>The Students have to describe the topic as precisely as they can and highlight what they find special about it.</p> <p>This first step will developed during the semester to a research proposal.</p> <p>2. the research proposal must include the following features:</p> <ul style="list-style-type: none"> a. Hypothesis; b. Research methodology and design c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics. <p>The students will present their papers and another student will do a review and present their feedback. Presentations and final documents will be graded. (VUriona)</p> <p>Assessment Approach: Individual Assessment</p> <p>Number of Sections: 1</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70% of the students should be able to get 70% (C grade) or better</p> <p>High Quality Assessment Plan: Yes</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Project - Individual</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p>	<p>Assessment Data & Analysis Date: 12/09/2024</p> <p>Actual Benchmark Score: 79</p>

Make a Plan	Assessment Data & Analysis																																																																																										
<p>Assessment Tool: 1. Develop your research (paper, audio or video). Describe the background and the concepts you want to use. Describe what type of field study you want to do and how you are going to do it? What are your questions and your hypothesis?</p> <p>2. Your research proposal must include the following features: a. Hypothesis; b. Research method; c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics.</p> <p>3. Ensure that you reference your sources correctly using the American Psychological Association (APA) citation style. Reminder: * all assignments must be submitted in moodle *your paper must be in Times New Roman, 12-point font, and 1.5 spaced and a very important part of this class is the constant presentation of your research and their develop, also your questions and your discussion and advising to the other researches.</p> <p>This area will carry a score of 25 points. A Grade C is achieved with 17.50 points. (VU)</p> <p>Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 High Quality Assessment Plan: Yes Department Chair Feedback: Well done Department Chair Approval Status: Approved Department Chair Approval Date: 04/01/2024</p>	<p>Assessment Data & Analysis: This is the result of the Midterm: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 65 % of the Students in this class met this goal and scored a C grade or better, 45% not. Six students are still enrolled but did not attend classes. If we do the calculations with those two fewer students then the results change as follows: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 79 % of the Students in this class met this goal and scored a C grade or better, 22% not. These results are in the table in orange. (VUuriona)</p> <p>Tables & Graphs: Assessment Data & Analysis</p> <table><tr><th>Grade</th><th>Frequency</th><th>Percentage</th><th>F</th><th>M</th><th></th><th></th><th></th><th></th></tr><tr><td>A</td><td>4</td><td>4</td><td>20%</td><td>29%</td><td>3</td><td>3</td><td>1</td><td>1</td></tr><tr><td>B+</td><td>3</td><td>3</td><td>15%</td><td>22%</td><td>2</td><td>2</td><td>1</td><td>1</td></tr><tr><td>B</td><td>2</td><td>2</td><td>10%</td><td>14%</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>C+</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>C</td><td>2</td><td>2</td><td>10%</td><td>14%</td><td>2</td><td>2</td><td>0</td><td>0</td></tr><tr><td>D+</td><td>3</td><td>3</td><td>15%</td><td>22%</td><td>0</td><td>0</td><td>3</td><td>3</td></tr><tr><td>D</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>F</td><td>6</td><td>0</td><td>30%</td><td>0%</td><td>2</td><td>0</td><td>4</td><td>0</td></tr><tr><td>Total</td><td>20</td><td>14</td><td>100%</td><td>100%</td><td>10</td><td>8</td><td>10</td><td>6</td></tr></table> <p>Assessed By:: Viviana Uriona Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. Related Documents: A sample Assignment sheet SOC130SLO03.pdf; Example01.pdf; Example02.pdf; Example03.pdf</p> <p>Additional Information</p>	Grade	Frequency	Percentage	F	M					A	4	4	20%	29%	3	3	1	1	B+	3	3	15%	22%	2	2	1	1	B	2	2	10%	14%	1	1	1	1	C+	0	0	0%	0%	0	0	0	0	C	2	2	10%	14%	2	2	0	0	D+	3	3	15%	22%	0	0	3	3	D	0	0	0%	0%	0	0	0	0	F	6	0	30%	0%	2	0	4	0	Total	20	14	100%	100%	10	8	10	6
Grade	Frequency	Percentage	F	M																																																																																							
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Total	20	14	100%	100%	10	8	10	6																																																																																			

Make a Plan	Assessment Data & Analysis
	<p>Action Due Date: 04/24/2025</p> <p>Actions: Due to the lack of student participation in class, I changed the method this semester and will continue to implement it next semester as well. I decided to interact with students individually three times during the semester. This has produced better results because you can see what they don't understand and what they are doing.</p> <p>High Quality Assessment Results and Action: Yes</p> <p>Department Chair Feedback Using The High Quality SLO Assessment Rubric: well done. Thorough assessment.</p> <p>Department Chair Approval Status: Approved</p> <p>Department Chair Approval Date: 11/28/2024</p>

SOC 140: CONTEMPORARY SOCIAL ISSUES IN MICRONESIA

SLO 1_Social Studies Concepts

SLO

Upon completion of this course, students will be able to review various theoretical concepts, in social studies, to understand the complicity of the social structure and the change process. Re-Approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

2018 - 2019 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

Start Date

05/07/2018

Mapping

General Education Core Outcomes (PLOs): (X - Selected)

- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)
- **Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.:** undefined (X)

Program (LA) - Liberal Arts AA: (Introduced, Practiced with Feedback, Mastered)

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)

Program (MAR) - Marshallese Social Studies CCT: (Introduced, Practiced with Feedback, Mastered)

- **PLO 1_Marshallese Language:** undefined (I)
- **PLO 2_Marshallese Culture:** undefined (I)
- **PLO 3_Marshallese History:** undefined (I)

Make a Plan	Assessment Data & Analysis
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p>Assessment Tool: Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post-colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted)</p> <p>https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true</p> <p>Assessment Approach: Common Assessment</p> <p>Number of Sections: 3</p> <p>Benchmark Threshold: 70</p> <p>Benchmark: 70 percent of students who participated passed with 70 percent or higher</p> <p>Notes: Students will write an essay response to the issue of Imperialism and Colonialism and its ongoing impacts in the post-colonial era describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.</p> <p>High Quality Assessment Plan: Yes</p> <p>Department Chair Feedback: *No entry</p> <p>Department Chair Approval Status: Approved</p>	
<p>Assessment Tool Status: Active</p> <p>Assessment Type: Written Assignment or Essay</p> <p>Assessment Cycle: MAPS Cycle 5 Group 1 (FA23 - FA24)</p>	<p>Assessment Data & Analysis Date: 11/13/2024</p> <p>Actual Benchmark Score: 70</p> <p>Assessment Data & Analysis: Out of 19 students, only 9 chose to participate in the assessment result indicating a 47.36% participation rate. However, all of the 9 students that participated scored a 70% or higher. 100 percent were female indicating a clear gender disparity with females participating more than males.</p> <p>Tables & Graphs:</p>

Assessment Tool: Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post-colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted)

https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true

Assessment Approach: Individual Assessment

Number of Sections: 1

Benchmark Threshold: 70

Benchmark: 70 percent of students who participated passed with 70 percent or higher

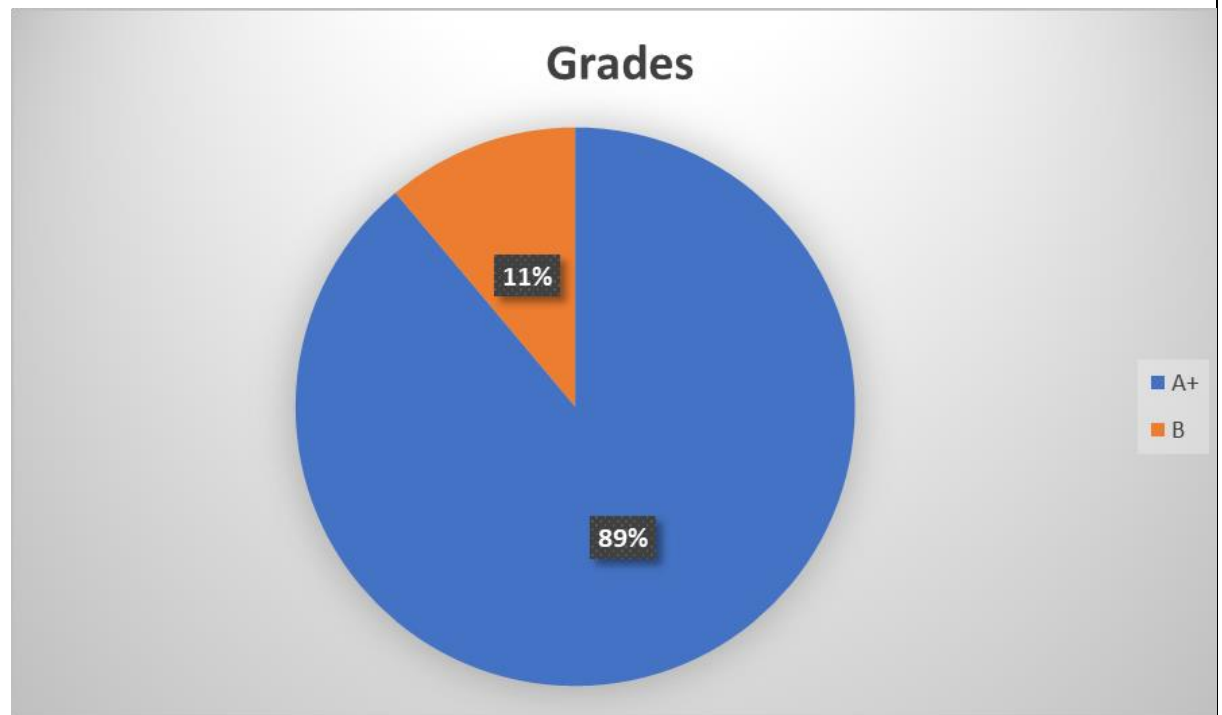
Notes: Students will write an essay response to the issue of Imperialism and Colonialism and its ongoing impacts in the post-colonial era describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.

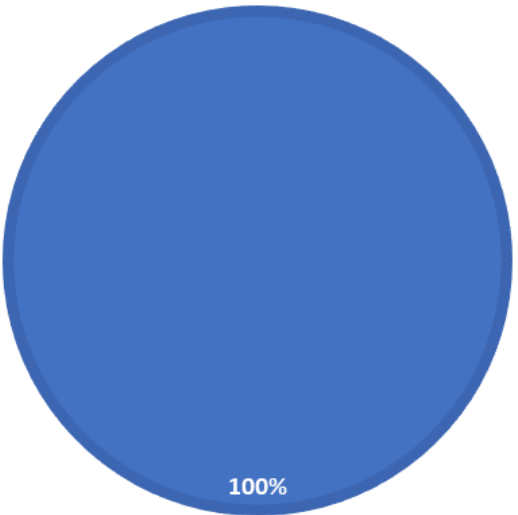
High Quality Assessment Plan: Yes

Department Chair Feedback: Seems Great

Department Chair Approval Status: Approved

Department Chair Approval Date: 11/13/2024



Make a Plan	Assessment Data & Analysis
	<div data-bbox="808 186 1995 876"><p data-bbox="1339 207 1480 240">GENDER</p><div data-bbox="1365 276 1459 300"><p data-bbox="1365 276 1459 300">■ Female</p></div><p data-bbox="1381 812 1438 836">100%</p></div> <p data-bbox="808 885 1995 1323">Assessed By:: Desmond Narain Doulatram Reporting Period: MAPS Cycle 5 Group 1 (FA23 - FA24) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?: No. The SLO statement doesn't need revision. <u>Additional Information</u> Action Due Date: 11/13/2024 Actions: I will have to engage more with the students particularly the males to get it more gender balanced. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Went by what was stipulated in the plan. Department Chair Approval Status: Approved Department Chair Approval Date: 11/13/2024</p>

SOJ 101: Introduction to Social Justice

Based on the report filters applied or available data, there are no items to display.

TRN 101: UKOK - TRANSLATION

Based on the report filters applied or available data, there are no items to display.

VART 101: Introduction to Visual Arts

Based on the report filters applied or available data, there are no items to display.