



Course Assessment Column Report

Program (LA) - Liberal Arts AA

AGR 101: INTRODUCTION TO AGRICULTURE

SLO 4_Application of Basic Practices

SLO

Upon completion of this course, students will be able to apply basic practices of science in food crops and technologies. Approved by CC on June 11, 2021.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

07/12/2021

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)

Department (STEM) - STEM : (Introduced, Practiced with Feedback, Mastered)

- **PLO 2_Graphs:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Project - Group Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Students will be assigned in groups of 2-3 and they will conduct a mini research activity to find out the impacts of various types of fertilizer application on the growth and mass of Napa chinese cabbages at the end of the fourth week of research work. Moreover, they will also investigate if there is a relationship between mass of cabbages produced by each group and the type of fertilizer applied. First, students will prepare the soil by adding 6 scoops of manure (steer or chicken) per planting space (hole) and mix thoroughly using a hand trowel. Each group is allocated a row each with between 46-50 planting	Assessment Data & Analysis Date: 12/15/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: Forty-four (44) students enrolled in AGR101 which comprised of twenty three (23) males and twenty one (21) females. However, only twenty-six (26) students of which thirteen (13) were females and thirteen (13) were males completed and submitted their research projects. Out of 44 students, 26 of them (59%), obtained a grade of 70% and above, which is considered as passed (P), and 18 out of 44 students (41%) achieved a grade below 70% which is considered as not passed (NP). Moreover, the passing rate in terms of age groups, older and more matured students in the age groups between 31-40 years and 41-60 years did better compared to younger students in the age groups between 18-20 years and 21-23 years. With reference to the majors, this course was made up of 35% Liberal Arts students, 5% of Business students and 60% of Education students. And their overall pass rates were 33%, 43% and 58% respectively. In addition, 90% of the students were fulltime and out of this only 58% of them scored 70% and above. All two part time students scored 70% and above. Furthermore, in terms of First-Generation Status, 70% of students were not first-generation students and only 30% were first generation students. And only 58% of first-generation students and 45% of non-first-generation students scored 70% or better. However, with regards to gender, the passing rate for

Make a Plan	Assessment Data & Analysis																																
holes to prepare. After preparing the soil, they will make 2-3 inches deep holes using their fingers or trowel and transplant the seedlings. Then they will cover the holes slightly and water deeply. At the end of the second week, they will mound the seedlings and apply the assigned fertilizers. The fertilizers will be applied daily for two weeks (that is on weeks 2 and 3). Aside from soil prep and addition of fertilizers, they will collect soil samples and determined the soil types using the soil triangular method. Moreover, they will investigate the fertility and pH status of the soil samples using the Rapidest Soil Fertility and pH meters. During the course of the research duration, students will physically observe the general growth and health of the plants and at the end of week 4, they will weigh the mass of their produce and record them on a table that will be provided in the student result sheet. Additionally, students will use the Chi-Squared Test (X2) to find out if there is a correlation between the mass of the cabbage obtained and the type of fertilizer (s) applied. At the end of the project, each student will be tasked to write a formal research report using the guidelines that will be provided. The scores per sub heading of the project allocated on the template will be used to grade their performance. The students will be assisted and supervised by their AGR101 Faculty. This mini research is very important for college students because it will give them the opportunity to demonstrate their understanding of the scientific method by performing and evaluating a hands-on field research work that is not only meaningful but helpful in the sense that they will be able to identify the best type (s) of fertilizer to apply when doing home gardening. Coupled with that it will motivate them to grow food sustainably and thus enabling them to be resilient, self-reliant and self-sufficient. Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 75	both males and females who scored 70% and above grade were 46% and 46% respectively and therefore the Benchmark was not achieved. A good number of students could not complete their research projects because of chronic absenteeism, apathy, lethargy and lack of responsibility and therefore it was very difficult to help them. Tables & Graphs: A bar graph showing the passing rates of AGR101-1 students interms of Age groups, Gender, Major, Status and First Generation. <table border="1"> <thead> <tr> <th>Categories</th> <th>Passing rates (%)</th> </tr> </thead> <tbody> <tr><td>Age group (18-20yrs)</td><td>42%</td></tr> <tr><td>Age group (21-23yrs)</td><td>38%</td></tr> <tr><td>Age group (24-26yrs)</td><td>36%</td></tr> <tr><td>Age group (27-30yrs)</td><td>36%</td></tr> <tr><td>Age group (31-40yrs)</td><td>62%</td></tr> <tr><td>Age group (41-56yrs)</td><td>50%</td></tr> <tr><td>Gender-Male</td><td>45%</td></tr> <tr><td>Gender-Female</td><td>45%</td></tr> <tr><td>Major-LA</td><td>32%</td></tr> <tr><td>Major-EDU</td><td>58%</td></tr> <tr><td>Major-BUS</td><td>42%</td></tr> <tr><td>STATUS-Full Time</td><td>58%</td></tr> <tr><td>STATUS-Part Time</td><td>100%</td></tr> <tr><td>First Generation-Yes</td><td>45%</td></tr> <tr><td>First Generation-No</td><td>50%</td></tr> </tbody> </table> Assessed By: Nating Dako Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Not Met Based on your assessment results & analysis, does the SLO statement needs revision? Yes. The SLO statement needs revision. Additional Information Action Due Date: 12/15/2025 Actions: Research work like lab report writing requires certain skills, patience, perseverance, practice and guidance. Students faced a number of challenges with their research work due to time limitation for research work write up, time for students to gather background information for their research work and time waiting for crops to reach maturity and the destruction of students' crops by climate induced weather patterns. Therefore, it is recommended that (i). a much climate	Categories	Passing rates (%)	Age group (18-20yrs)	42%	Age group (21-23yrs)	38%	Age group (24-26yrs)	36%	Age group (27-30yrs)	36%	Age group (31-40yrs)	62%	Age group (41-56yrs)	50%	Gender-Male	45%	Gender-Female	45%	Major-LA	32%	Major-EDU	58%	Major-BUS	42%	STATUS-Full Time	58%	STATUS-Part Time	100%	First Generation-Yes	45%	First Generation-No	50%
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Make a Plan	Assessment Data & Analysis
Benchmark: 75% of the students will attain a C grade or better Notes: Students will be assessed using research rubrics. High Quality Assessment Plan: Yes Department Chair Feedback: This is a good way of assessing student's performance in order to achieve SLO 4. I also suggest that in the final report, you will include the result of students' performance according to disaggregation. Department Chair Approval Status: Approved Department Chair Approval Date: 04/14/2025	tolerant and fast-growing crop be considered and (ii) a new SLO must be assessed in the future. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students' failure to meet the benchmark. Department Chair Approval Status: Approved Department Chair Approval Date: 12/15/2025

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.

ART 329: PERFORMING ARTS EXPRESSION

SLO 2_Performing Arts Developments

SLO

Upon completion of this course, the students will be able to critique classical, contemporary, and modern cultural developments regarding dance, music, and drama. Re-Approved by CC on July 27, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25), MAPS Cycle 3 Group 1 (FA21 - FA22), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 1 Group 1 (FA19 - FA20), 2017 - 2018 (Spring)

Start Date

03/27/2017

1/21/2026

Mapping

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

- **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 (M)
- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (M)
- **PLO 6_Independence:** undefined (M)

Program (EDU) - Elementary Education BA: undefined

Make a Plan	Assessment Data & Analysis																
Assessment Tool Status: Active Assessment Type: Project - Group Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: SLO#2, Performing Arts Development will be a group project. Students will explore how music reflects and influences cultural values, social norms, and historical events. They will focus on the classical, contemporary and modern period. Students will choose a world nation of their choice for their project. Students will present their group project via a google slide presentation. Data will be disaggregated in gender and location. Benchmark is that 70% of the students will achieve 75 out of 100 marks in the given rubric. Attached is the rubric Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 75 Notes: The SLO assessed helps students to appreciate music of other cultures, and how music can also bring cultures together. High Quality Assessment Plan: Yes Department Chair Feedback:	Assessment Data & Analysis Date: 11/10/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: SLO#2 was a group assignment. Students were assessed on a rubric out of 100. 44 students participated in the SLO assessment. There were 10 groups with 4- 5 members. The groups chose the country that they would like to research. The groups presented their research through PowerPoint. The bench mark was met.70% of the students (31 students) to achieve 75 out of 100 in the rubric. The group scores ranged from 75-100. Analysis of Scores. The students performed well in the SLO assessment. They scored passing marks in the different components of the rubric. The group members came together and supported each other. Also, the group were made up of different age groups, experienced junior and senior teachers, students with no teaching experience, part-time students, full time students. The students enjoyed the presentation of their chosen country, and learnt to appreciate the music of other countries. The assignment also gave the students time to reflect on their own Marshallese music and how to sustain their music by looking at how other cultures kept their music alive. The good performance of the group assignment can be credited to the collaboration between the students in terms of technological skills and assistance as a number of students especially female part-time teachers faced challenges in using the features on the computer. Even though the students did well in the assignment another challenge they faced especially the part-time teachers was the time spent to research the information they needed and having access to a computer. I feel that the assignment demanded too much for the 8-week class. The rubric will be relooked at to modify the requirements that students need to fulfill in the next cycle. Tables & Graphs: Disaggregation of Data <table><tr><th>Gender</th><th>Status</th><th>Location/Campus</th><th>Degree/AS or AA.Pursuing BAEE</th></tr><tr><td>Male -13</td><td>Full-time-</td><td>Uliga-44</td><td>AS Degree-32</td></tr><tr><td>Female-31</td><td>Male-5</td><td></td><td>AA Degree- 12</td></tr><tr><td></td><td>Female-5</td><td></td><td></td></tr></table>	Gender	Status	Location/Campus	Degree/AS or AA.Pursuing BAEE	Male -13	Full-time-	Uliga-44	AS Degree-32	Female-31	Male-5		AA Degree- 12		Female-5		
Gender	Status	Location/Campus	Degree/AS or AA.Pursuing BAEE														
Male -13	Full-time-	Uliga-44	AS Degree-32														
Female-31	Male-5		AA Degree- 12														
	Female-5																

Make a Plan	Assessment Data & Analysis							
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 Dean's Comment: make it sure to upload in the repository the assessment tool and rubrics. Department Chair Approval Status: Approved Department Chair Approval Date: 04/15/2025		Part-time Male-8 Female-26						
	Analysis of Scores attained in the Rubric.							
	Group	Background information	Organization	Music Period 1920	Music Period 1960	Music Period 980	Music Transition	Total Marks
	1	14	6	15	15	18	10	78
	2	14	6	18	17	20	18	93
	3.	14	6	16	18	20	15	89
	4.	14	6	14	16	18	14	82
	5	14	6	17	18	20	16	91
	6	14	6	15	20	16	15	86
	7	14	6	20	16	15	10	81
8	14	6	18	18	20	12	88	
9	14	6	17	15	20	15	87	
10	14	6	18	20	20	12	90	
		RUBRIC FOR MUSIC ASSIGNMENT						
Background History								
		Geography						2 mk

Make a Plan		Assessment Data & Analysis		
		Population	2mk	
		Religion	2mk	
		Culture	2mk	
		Languages	2mk	
		Customs/Traditions	2mk	
		Country's Greeting	2mk	
	Organization	Creativity of slides	2mk	
		Information easy to follow	2mk	
		All members participated	2mk	
			20 marks	
	Music Period			
	1920	History/Special about music in this year. Genre of music. Message in the lyrics. Impact it had on society.	20 mks	
	1960	History/Special about music in this year this year Genre of music. Message in the lyrics. Impact it had on society.	20 mks	
	1980	History/Special about music in this year this year Genre of music. Message in the lyrics. Impact it had on society.	20 mks	
	Creation	Music transition of the 3 years put together.	20 mks	
		TOTAL MARKS	100 MKS	

Make a Plan	Assessment Data & Analysis
	Assessed By:: Rosie Koroi Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: 01/01/2026 Actions: The Rubric for the SLO will be modified for the next cycle. Students need continuous training in how to create PowerPoints with uploaded links to You tube and google sites. This would be one of the teaching contents in the proposed Education Technology Course. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: The action is well-developed and clearly aligned with the analysis of the data results. Department Chair Approval Status: Approved Department Chair Approval Date: 12/19/2025

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 1_Public Speaking Skills

SLO

Upon completion of this course, students will be able to demonstrate public speaking skills individually and within group settings. Approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

1/21/2026

Start Date
08/06/2021

Mapping

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

- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

Program (LA) - Liberal Arts AA: undefined

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Presentation Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Students will present a Persuasive Speech for three (3) to five (5) minutes to persuade your classmates about any Fact, Value or Policy or written law/rule based on any matter. For example, you can use a CMI policy, quote it and use this law/rule or policy to present it in class. You will need to do the following; 1. Identify the policy/law or rule clearly 2. State where it was taken from or its source 3. What is the policy about? explain this in detail 4. Who is the targeted audience for this law or policy 5. Why was it created? 6. What would be the consequences if the law or policy is breached to broken? 7. Do you think the policy is fair? why or why not? explain your reasons with examples	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: Assessment Data and Analysis A total of 198 students enrolled for this course for Fall 2025 out of which 121 students did the task. Men made up 48.76% (59 males) and women 51.24% (62 females). Majority of these students belonged to the Uliga campus while 8 students came from the Wotje center. There were 9 sections offered: 3 sections were in the first half and 5 in the second half, all were AP (8week courses). Most students performed well on the Persuasive Speech and met the benchmark. These students showed growth in public speaking skills and in their understanding of the requirements for persuasive speeches. As this was one of the formal speeches' students did well showcasing research skills, proper and logical organization of ideas, in-class practice and peer feedback increased confidence. The speech fell at a good point in the semester; however, absences impacted some students. During the presentations most students were attentive, prepared and respectful but a few displayed nervous body languages but improved as the speech progressed. Student feedback stated that positive peer support helped reduce anxiety. Additionally, the rubric was clearly explained to students and most opted to present using power-point slides. The current 8-week course structure continues to present significant challenges for the majority of students. Missing even a single week of instruction often results in students feeling unable to catch up, leading many to discontinue attendance entirely. Furthermore, students generally do not seek academic support, even when such support is explicitly recommended during class sessions and through email communication. However, it is evident that although the course material – speaking about ENG105- can technically be delivered within an 8-week period, the overall quality of learning is diminished when students lack the necessary linguistic, cognitive, and organizational skills to succeed in an accelerated format. This raises a broader institutional concern: how to maintain the rigor and standards expected of college-level education without reducing expectations to a high-school level—a shift that, unfortunately, is increasingly evident under the current structure. Other students expressed that the task was the most difficult of all the speeches because they involved persuading persons and they are not persuasive in their culture. Tables & Graphs: Number of Sections: 9 Sections 1, 2 & 4: Taught in FALL25-1 (Weeks 1 – 8) Sections 3, 5, 6, 7, 8 & 9: Taught in FALL 25-2 (Weeks 9 – 16)

Make a Plan	Assessment Data & Analysis													
8. If you think the policy will benefit the people then try to persuade your class mate to agree or understand the policy and rule you trying to elaborate to us. You must present your speech as a question of policy about the rule/law/custom/policy you want to change or keep the same. If you think the policy is good and fair, then you will persuade the audience to keep it. If you think the policy is not good or fair, then you will persuade the audience to change it. Essentially, you are giving your audience your opinion on the topic, but you will be using (and citing) outside sources in order to increase your credibility. The goal of this speech is not to convince an audience from the other side of the argument to see your side, but it is to find common ground with a general audience and present your case in a logical, educated manner. Remember: you can't convince every audience member completely, but you do want those who remain unconvinced to say, "I see your point, but I still don't agree." Keep in mind: "Your speech MUST have an academic thesis within the introduction. "You should establish your credibility and goodwill in the	Instructors: Mellessia Crawford, Viviana Uriona, Alexander Velasquez, Jennifer Seru and Ronald Sidal													
	Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn't submit the Assignment	Uluga Campus	Wotje	Jaluit	Ebeye/ Kwajalein	Santo
	1	Mellessia Crawford	25	18	2	16	16	2	7	16	2	-	-	-
	2	Viviana Uriona	35	21	14	7	17	4	14	17	4	-	-	-
	3	Mellessia Crawford	22	12	6	6	6	6	10	12	-	-	-	-
	4	Viviana Uriona	27	13	8	5	10	3	14	13	-	-	-	-
	5	Alexander Velasquez	16	12	4	8	9	3	4	10	2	-	-	-
	6	Alexander Velasquez	17	8	6	2	7	1	9	8	-	-	-	-
	7	Viviana Uriona	14	7	2	5	5	2	7	7	-	-	-	-
	8	Jennifer Seru	26	18	11	7	13	5	8	18	-	-	-	-
9	Ronald Sidal	16	12	6	6	11	1	4	12	-	-	-	-	

Make a Plan	Assessment Data & Analysis
introduction. "Your speech's body should contain more than one main point and should reflect the thesis. "You should have a strategic order for main points of the body of your speech "You MUST incorporate and cite at least one piece of information from one outside source, however you are not limited to only one. "You must have at least one audio or visual aid for the presentation. "You should be sure to include signposts throughout the body. "You should include a general conclusion. Also: "You may ask for audience participation. "Bring a visual or audio aid for your speech. On the speech day: "This presentation will be done via video presentation which will be emailed to me. This video will and should be emailed before the class begins as it needs an audience. For those who will be presenting in person, then you will need to upload your power point slides in Moodle before the presentation day. All PP slides should be uploaded, it's the video that will be emailed to me only. The topic chosen will be school appropriate, something they are passionate about, and something	Assessed By: Mellessia Crawford, Viviana Uriona, Alexander Velasquez, Jennifer Seru and Ronald Sidal Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: 12/09/2025 Actions: Actions Instructors made the following suggestions: 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. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 4. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly. 5. Teach students how to do proper research. A visit to the library with hands-on practice on research. 6. Increase early reminders about attendance and preparation. 7. 8-week courses be offered exclusively to a pre-selected group of students who demonstrate the readiness and skills necessary to succeed in an accelerated format 8. Provide additional mini-practice sessions before major speeches. 9. Encourage students to use Writing Center and LA Work-Study for outline help. High Quality Assessment Results and Action: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 12/10/2025

Make a Plan	Assessment Data & Analysis
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. * The speech must contain an academic thesis within the introduction. * The speech should establish the speaker's credibility and goodwill in the introduction. * The speech's body must contain more than one main point that reflects the thesis. * 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. * The speech's body should have varied transitional phrases and signposts. * The speech should contain a signpost for the conclusion. * The speech should show evidence of audience-centeredness. * The speech should have some form of visual aid included. On the speech day, a speaker will bring their manuscript and any notes and visual aid that will be needed to class	

Make a Plan	Assessment Data & Analysis
70% of the students should be able to get 70% (C grade) or better. A rubric will be used to grade the student's speech. Each instructor will submit their SLO report to the ENG coordinator to collate all the final result for this SLO's assessment. Assessment Approach: Common Assessment Number of Sections: 9 Benchmark Threshold: 70 Benchmark: 70 Notes: Grading Rubric _____ The speech contained a persuasive and academic thesis _____ The speaker established credibility and goodwill in the intro _____ The speech focused on a policy and persuaded the audience to keep or change it _____ The speech was organized and sign posted _____ The speech included a general conclusion _____ The speaker used and cited sources outside his or her own knowledge _____ The speaker used confident body language _____ The speaker used an appropriate volume for the room/audience _____ The speaker was conscious of audio or visual materials and used them wisely _____ The speech was clear of filler words High Quality Assessment Plan: Yes	

Make a Plan	Assessment Data & Analysis
Department Chair Feedback: Approved Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	

ENG 111: ENGLISH COMPOSITION I

SLO 4_Essay without Error

SLO

Upon completion of this course, the students will be able to respond critically (verbally and in writing) to academic sources and draw connections between a variety of perspectives. Approved by CC on May 21, 2025.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25), Fall 2021 - Fall 2022 Cycle 3 Group 1

Start Date

08/06/2021

Mapping

Program (LA) - Liberal Arts AA: *undefined*

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Assignment 4: Compare and Contrast Research Final paper (30%) This is the final Assignment – which is the complete essay (compare and contrast). In both assignments 2 and 3 you wrote one paragraph for the Body – take these paragraphs and include them in your final paper. Ensure that improvements are done.	Assessment Data & Analysis Date: 12/16/2025 Actual Benchmark Score: 61 Assessment Data & Analysis: The purpose of this report is to present the findings from Assignment 4, the Compare and Contrast Essay, conducted in the English Composition I course. This assignment is designed to assess students' ability to produce essays which are relatively free of mechanical and technical errors, which aligns with SLO 4. The results obtained will be useful for gauging student proficiency in research comprehension and critical thinking. Observations: " Strong Performance by Participants: The students who attended class regularly performed well due to consistent guidance on writing skills, MLA formatting, and structured practice through worksheets and peer editing. In the same vein, the majority of the submissions exhibited research skills and utilization of the writing process. " Weak Performance by Participants: Students who did not meet the benchmark demonstrated high numbers of mechanical errors, failed to cite sources as this was an academic paper, did not submit their papers for peer editing and were not engaged nor responsive in class discussions. " Participation Gap Between Genders: Female students were significantly more engaged in submitting the

Make a Plan	Assessment Data & Analysis																																										
Choose your topics. Your instructor will provide options in regard to the topic but the rubric used to assess will be the same for all sections. 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) " Your paper must have an Introduction, Body and Conclusion. " Be sure to use a spelling and grammar check " Look for other mechanical or technical errors, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch " A works cited page must be included. 70% of the students should be able to get 70% (C grade) or better. A rubric will be used to grade both draft and final copies of the essay. Please segregate your data according to gender and the campus. Assessment Approach: Common Assessment Number of Sections: 8 Benchmark Threshold: 70 Benchmark: 70	assignment than male students. " Non-submission Issue: There was quite a number (60 students out of a total of 218 enrolled) that did not submit the assignment, which might need addressing to improve overall participation. " Recommendation: More flexibility and support for those who are unable to meet the class requirement due to outside-of-class obligations. A total of 158 students participated in this assignment out of 218 enrolled in this course for the Fall semester. From this 158, 74 (46.84%) were male participants and 84 (53.26) were female participants. Additionally, 146 were from the Uliga campus, 6 were from Wotje and the 6 from the Jaluit centers. Notably, the distribution of student performance showed that female students were more engaged in this assignment. Overall, 97 students scored above the benchmark (61.39%) and 61 did not meet the benchmark (38.61%). Consequently, the benchmark was not achieved. Those who were able to do the assignment had been present in all the class activities that related to the research, documentation process, planning, drafting and peer editing activities so they were confident in doing their work. Class engagement during discussions and review activity exercises benefitted them. However, those students that did not meet the benchmark had inconsistent attendance patterns, which directly affected their ability to complete the assessment. For the second 8-week AP classes, a few students mentioned that the timing of this assessment coincided with other activities (example: Early Registration Week + Fall Festival of Arts + CMI Service Learning) resulting in their poor time management which impacted their work. Nevertheless, a few instructors gave students independent study days but this too was underutilized by students. Another noticeable trend is the increasing use of AI-generated papers which many instructors took note of despite the repeated warnings not to do so, students submitted these types of work. Tables & Graphs: Number of Sections: 8 Sections 1, 2 & 5: Taught in FALL25-1 (Weeks 1 – 8) Sections 3, 4, 6, 7 & 8: Taught in FALL 25-2 (Weeks 9 – 16) Instructors: Vasemaca Savu, James Henry, Sa’a Finiasi, Jennifer Seru and Ronald Sidal <table><tr><th>Section</th><th>Instructor</th><th>No. of Students Enrolled in the course</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students score above 70%</th><th>No. of students who score below 70%</th><th>No. of students who didn’t submit the Assignment</th><th>Uliga Campus</th><th>Wotje</th><th>Jaluit</th><th>Ebeye/ Kwajalein</th><th>Santo</th></tr><tr><td>1</td><td>Vasemaca Savu</td><td>29</td><td>25</td><td>11</td><td>14</td><td>15</td><td>10</td><td>4</td><td>19</td><td>3</td><td>3</td><td>0</td><td>0</td></tr><tr><td>2</td><td>Vasemaca Savu</td><td>32</td><td>28</td><td>8</td><td>20</td><td>18</td><td>10</td><td>14</td><td>28</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn’t submit the Assignment	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajalein	Santo	1	Vasemaca Savu	29	25	11	14	15	10	4	19	3	3	0	0	2	Vasemaca Savu	32	28	8	20	18	10	14	28	0	0	0	0
Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn’t submit the Assignment	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajalein	Santo																														
1	Vasemaca Savu	29	25	11	14	15	10	4	19	3	3	0	0																														
2	Vasemaca Savu	32	28	8	20	18	10	14	28	0	0	0	0																														

Make a Plan		Assessment Data & Analysis												
Notes: 4 samples per section with the rubric must be submitted by each instructor. Segregate data by gender and campus. High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	3	Vasemaca Savu	29	22	8	14	15	7	5	22	0	0	0	0
	4	Vasemaca Savu	33	22	15	7	14	8	11	16	3	3	0	0
	5	James Henry	26	18	5	13	11	7	8	18	-	-	-	-
	6	Sa'a Finiasi	21	13	8	5	7	6	8	13	-	-	-	-
	7	Jennifer Seru	28	20	13	7	8	12	8	20	-	-	-	-
	8	Ronald Sidal	20	10	6	4	9	1	10	10	-	-	-	-
Assessed By: Vasemaca Savu, James Henry, Sa'a Finiasi, Jennifer Seru, Ronald Sidal Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Not 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: 01/16/2026 Actions: The faculty should consider: 1. Target Non-Submissions, by providing reminders, additional support and flexible deadlines. Additionally, to consider creating more engaging or relevant assignments. 2. Strategies for Spring 2026 should include early intervention, scheduled writing labs, and closer follow-up with students missing class. 3. Dedicate class time in discussing the responsible use of AI as a Learning tool in class. 4. Add a mandatory in-class prewriting task to support students with weaker writing skills. 5. Require in-class checkpoints (thesis check, outline check) before major assignments. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: The rubric is fine but as instructors of this course we will need to relook at how this assessment is done - whether to break it into smaller parts and assess or carry on but with better class management targeting non submission students. Department Chair Approval Status: Approved Department Chair Approval Date: 12/16/2025														

SLO 1_MLA Standards

SLO

Upon completion of this course, the students will be able to write essays that are documented and formatted according to academic standards. Re-approved by CC on May 28, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

10/14/2009

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)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

Program (LA) - Liberal Arts AA: undefined

College - Institutional Student Learning Outcomes (ISLOs): (X - Selected)

- **The CMI graduate will have life-goals and will know how to use available resources to achieve those goals.:** undefined (X)
- **The CMI graduate will be knowledgeable and respectful of their own culture, and respect the cultures of others. :** undefined (X)
- **The CMI graduate will use their skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, and the global community.:** undefined (X)
- **The CMI graduate can make innovative, informed, and responsible decisions based on evidence.:** undefined (X)
- **The CMI graduate will understand the importance of mental and physical well-being and be able to make personal decisions leading to a healthy lifestyle.:** undefined (X)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Assignment 2: Cause and Effect Essay	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: Assessment Data and Analysis Out of the 68 students (34 males and 34 females) who attempted the assignment, 40 students (58.82%) achieved a passing score above 70%. Conversely, 28 students (41.18%) scored below the 70% threshold. Except for one student from the Wotje center, the rest belonged to Uliga campus. 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,

Make a Plan	Assessment Data & Analysis																																																																																																
You will have three to four (3-4) pages to write a Cause and Effect paper, preferably based on the major topic that you had previously chosen for your other assignments on the evaluation and the proposal papers. 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,	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. In addition, some students sent in AI Generated papers thinking that they could get away with this because they were absent in many of the classes when this assignment was being taught. For the students who successfully scored 70% and above, majority of these students attended classes on a regular basis and submitted their work for peer editing from which they revised their work before the final submission. The duration for this task was 2 weeks and those that managed their time together with regular attendance had an advantage over those that did not meet the benchmark. Tables & Graphs: Number of Sections: 5 Sections 1, 2 & 5: Taught in FALL25-1 (Weeks 1 – 8) Sections 3 & 4: Taught in FALL 25-2 (Weeks 9 – 16) Instructors: Sa'a Finiasi, James Henry and Alexander Velasquez <table border="1" data-bbox="562 643 1976 1370"> <thead> <tr> <th>Section</th><th>Instructor</th><th>No. of Students Enrolled in the course</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students score above 70%</th><th>No. of students who score below 70%</th><th>No. of students who didn't submit the Assignment</th><th>Uliga Campus</th><th>Wotje</th><th>Jaluit</th><th>Ebeye/ Kwajelein</th><th>Santo</th></tr> </thead> <tbody> <tr> <td>1</td><td>Sa'a Finiasi</td><td>18</td><td>11</td><td>6</td><td>5</td><td>3</td><td>8</td><td>7</td><td>11</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>2</td><td>Sa'a Finiasi</td><td>16</td><td>10</td><td>4</td><td>6</td><td>8</td><td>2</td><td>6</td><td>10</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>3</td><td>James Henry</td><td>29</td><td>18</td><td>7</td><td>11</td><td>13</td><td>5</td><td>11</td><td>18</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>4</td><td>Sa'a Finiasi</td><td>17</td><td>10</td><td>8</td><td>2</td><td>3</td><td>7</td><td>7</td><td>10</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>5</td><td>Alexander Velasquez</td><td>25</td><td>19</td><td>9</td><td>10</td><td>13</td><td>6</td><td>6</td><td>18</td><td>1</td><td>-</td><td>-</td><td>-</td></tr> </tbody> </table> Assessed By:: Sa'a Finiasi, James Henry and Alexander Velasquez Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Not Met													Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn't submit the Assignment	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajelein	Santo	1	Sa'a Finiasi	18	11	6	5	3	8	7	11	-	-	-	-	2	Sa'a Finiasi	16	10	4	6	8	2	6	10	-	-	-	-	3	James Henry	29	18	7	11	13	5	11	18	-	-	-	-	4	Sa'a Finiasi	17	10	8	2	3	7	7	10	-	-	-	-	5	Alexander Velasquez	25	19	9	10	13	6	6	18	1	-	-	-
Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn't submit the Assignment	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajelein	Santo																																																																																				
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Make a Plan	Assessment Data & Analysis
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. 70% of the students should be able to get 70% (C grade) or better A rubric will be used to grade both draft and final copies of the essay. Assessment Approach: Common Assessment Number of Sections: 5 Benchmark Threshold: 70 Benchmark: 70 Notes: 5 samples of the Evaluation Paper from each class will be submitted as samples. Please segregate data according to gender and campus. High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	Based on your assessment results & analysis, does the SLO statement needs revision? No. The SLO statement doesn't need revision. Related Documents: ENG 112 A2 Rubric and Infor.docx Additional Information Action Due Date: 12/10/2025 Actions: Actions To enhance student success for future assignments, the following recommendations are proposed by instructors: * Students need to learn how to do thorough research from a variety of sources "Attendance to class is crucial * Visiting the library to get help and find sources – many of our students do not visit the library at all * Avoid AI – do original work or learn to use AI responsibly To enhance student success for future assignments, the following recommendations are proposed by instructors: * 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. * 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. * 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. * 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. * Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention. * Reconsider the 8-week class – maybe have one regular 16-week class. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Well-developed, the assessment data clearly presents both qualitative and quantitative evidence of students' needs, highlighting specific areas where improvement is required in order for them to achieve the target outcomes. Department Chair Approval Status: Approved Department Chair Approval Date: 12/11/2025

ENG 151: PACIFIC LITERATURE

SLO 1_Analyze Content

SLO

Upon completion of this course, students will be able to analyze the importance of cultural and historical context to a given text. Re-approved by CC on May 09, 2024.

1/21/2026

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 2 (SP25-SP26)

Start Date

11/20/2017

Mapping

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

- **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)
- **Demonstrate quantitative literacy.:** undefined (X)
- **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)

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

- **PLO 1_Effective Communication:** undefined (P)
- **PLO 2_Civic Awareness, Multicultural Perspective:** undefined (P)
- **PLO 3_Critical Thinking:** undefined (P)
- **PLO 4_Quantitative/Scientific Literacy:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Written Assignment or Essay Assignment 4 - Major Essay (30%) The theme for this paper is Pacific Literature. You are expected to write an academic essay answering the following questions: · Why is Pacific Literature important and its impact on society? · What is the role of literature (Pacific and in general) to social society? · What is unique about Pacific Literature? · What are some aspects of Pacific Literature that appeals to you? You may wish to focus on a particular text, author, nation - state island, region, critical claim, etc. Please correctly cite sources where applicable in the body of your essay. A works cited page is required. Look at the marking criteria to check that you are on the right path in your writing. Style	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: Assessment Data and Analysis Out of the 68 students (34 males and 34 females) who attempted the assignment, 40 students (58.82%) achieved a passing score above 70%. Conversely, 28 students (41.18%) scored below the 70% threshold. Except for one student from the Wotje center, the rest belonged to Uliga campus. 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. In addition, some students sent in AI Generated papers thinking that they could get away with this because they were absent in many of the classes when this assignment was being taught. For the students who successfully scored 70% and above, majority of these students attended classes on a regular basis and submitted their work for peer editing from which they revised their work before the final submission.

Make a Plan	Assessment Data & Analysis
· 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 · Write in paragraph form · Be sure to use a spelling and grammar check 70% of the students should be able to get 70% (C grade) or better A rubric will be used to grade this SLO. Dean's Comment: Please upload the assessment tool and rubrics to the repository as requested. The alignment of the assessment tool with the Student Learning Outcomes (SLO) is very well executed, demonstrating a strong and appropriate match to the SLOs' depth-of-knowledge and level of difficulty. This careful alignment ensures that the assessment accurately measures the intended learning outcomes at the correct cognitive levels, providing meaningful and reliable data on student performance. By maintaining this alignment, the assessment tool effectively supports instructional goals and helps in identifying areas where students excel or may need further support. Assessment Approach: Common Assessment Number of Sections: 5 Benchmark Threshold: 70 Benchmark: 70 Notes: 5 samples of the Evaluation Paper from each class will be submitted as samples. Please segregate data according to gender and campus. High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/22/2025	The duration for this task was 2 weeks and those that managed their time together with regular attendance had an advantage over those that did not meet the benchmark. Tables & Graphs: Assessed By: Sa'a Finiasi Reporting Period: MAPS Cycle 6 Group 2 (SP25-SP26) 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: https://platform.nuventive.com/api/platform/documents/b9syrrK3Junx https://platform.nuventive.com/api/platform/documents/kbuuFD8blbXH https://platform.nuventive.com/api/platform/documents/VbdVuz3mZTyZ https://platform.nuventive.com/api/platform/documents/Ppb5XhToINMg https://platform.nuventive.com/api/platform/documents/M5yCNyuV6sRd Additional Information Action Due Date: 01/02/2026 Actions: The faculty should consider: 1.Focused Workshops: Implement workshops that specifically address research methods and critical analysis techniques. 2.Directing students to seek extra help from the Writing Centers here at the college. 3.A proactive student services department that could try to engage and support struggling students especially those that are frequently absent/missing classes. In this case five (5) students did not submit their final assignment, resulting in a fail grade overall. 4.Review this writing assignment in this course as it is now taught as an AP class (8 weeks). Change from essay to perhaps a Review/Response Paper on a Pacific Writer's work or a creative piece writing their own short story. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Department Chair Approval Status: Approved Department Chair Approval Date: 06/05/2025

ENG 201: CREATIVE WRITING

SLO 2_Analyze Works

SLO

Upon completion of this course, students will be able to analyze various works of poetry, essays and fiction. Re-approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

04/29/2014

Mapping

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

- **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)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

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

- **PLO 1_Effective Communication:** undefined (P)
- **PLO 3_Critical Thinking:** undefined (P)

Make a Plan	Assessment Data & Analysis																												
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Fiction Assignment 1 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.	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: Assessment Data and Analysis That three students did not reach the benchmark on this assignment has a couple of causes. Perhaps the most significant is their near complete unfamiliarity with literature. Based on informal student conversations, the majority of students taking the course had never read a piece of fiction in their lives. Many did not know what fiction is. Complicating that is the fact that this course is taught as AP. To introduce both creative writing and literary analysis to students who have never been exposed to either in just eight weeks is problematic. Tables & Graphs: Number of Sections: 1 Section 1: Taught in FALL25-1 (Weeks 1 – 8) Instructors: James Henry <table><tr><th>Section</th><th>Instructor</th><th>No. of Students</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students score</th><th>No. of students who score</th><th>No. of students who didn't</th><th>Uliga Campus</th><th>Wotje</th><th>Jaluit</th><th>Ebeye/ Kwajelein</th><th>Santo</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Section	Instructor	No. of Students	No. of students who did the Assignment	Male	Female	No. of students score	No. of students who score	No. of students who didn't	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajelein	Santo														
Section	Instructor	No. of Students	No. of students who did the Assignment	Male	Female	No. of students score	No. of students who score	No. of students who didn't	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajelein	Santo																

Make a Plan	Assessment Data & Analysis													
70% of the students should be able to get 70% (C grade) or better			Enrolled in the course				above 70%	below 70%	submit the Assignment					
	1	James Henry	15	10	5	5	7	3	5	10	-	-	-	-
The whole class' work will be used to assess the SLO.	Assessment Data and Analysis													
A rubric will be used to grade this SLO.	That three students did not reach the benchmark on this assignment has a couple of causes. Perhaps the most significant is their near complete unfamiliarity with literature. Based on informal student conversations, the majority of students taking the course had never read a piece of fiction in their lives. Many did not know what fiction is.													
Assessment Approach: Individual Assessment	Complicating that is the fact that this course is taught as AP. To introduce both creative writing and literary analysis to students who have never been exposed to either in just eight weeks is problematic.													
Number of Sections: 1	Assessed By: James Henry													
Benchmark Threshold: 70	Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25)													
Benchmark: 70	Benchmark Met: Benchmark Met													
Notes: 5 samples of the assignment to be submitted.	Based on your assessment results & analysis, does the SLO statement needs revision? Yes. The SLO statement needs revision.													
Please segregate data according to gender and campus.	Additional Information													
High Quality Assessment Plan: Yes	Action Due Date: 12/10/2025													
Department Chair Approval Status: Approved	Actions: Actions													
Department Chair Approval Date: 04/11/2025	It is recommended that													
	The course needs to be either made 16 weeks or													
	The literary analysis needs to be removed. It is rarely part of a creative writing class. (My MA is in creative writing)													
	High Quality Assessment Results and Action: Yes													
	Department Chair Approval Status: Approved													
	Department Chair Approval Date: 12/10/2025													

ENG 210: INTRODUCTION TO LITERATURE

SLO 2_Formal Essays

SLO

Write formal essays that use textual and contextual evidence to support analyses of and opinions about texts. Approved by CAC on April 16, 2014. Re-approved by CC on August 29, 2021.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 2 (SP25-SP26)

Start Date

04/16/2014

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

- **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)
- **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)

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

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

Make a Plan	Assessment Data & Analysis							
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Literary Analysis Assignment: Antigone or Rhinoceros Objective: Write a 600-800-word literary analysis essay on either Antigone by Sophocles or Rhinoceros by Eugene Ionesco. Your essay should provide a clear interpretation of the text, supported by direct quotations and analysis. This assignment will help you develop critical thinking and close reading skills by engaging deeply with a literary work. For this assignment, you will need to find two sources that support your interpretations. Essay Structure: Your essay should follow a clear structure: 1.Introduction (1 paragraph)	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 89 Assessment Data & Analysis: Notes: Students were very interested in the subject matter and paid attention to lectures and participated well in group discussions and activities. Because reading and writing about literature is not something really any of them had done before, I allowed unlimited drafts for the assignment, which also contributed to the large percentage meeting the benchmark. The one student who did not meet the benchmark rarely attended class and never submitted any ungraded drafts. Assessment Data & Analysis: Name of Instructor: James Henry Course code and title: ENG 210-1 AP Yes							
	Section	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn't submit the Assignment
	4	11	9	4	5	8	1	2
	Grade	Frequency	Percentage					
	A	2	22					
	B+	2	22					
	B	2	22					
	C+	1	11					
	C	1	11					
	D	1	11					
	F	0	0					
	Total	9	100					

Make a Plan	Assessment Data & Analysis
*Introduce the text and author. *Provide a brief summary of the work (1-2 sentences). *State your thesis: a clear argument about the text that you will support in your analysis. 2.Body Paragraphs (2-3 paragraphs) Each paragraph should focus on one main idea that supports your thesis. *Begin with a topic sentence that states the main idea of the paragraph. *Provide evidence from the text (direct quotations or paraphrases). *Provide a secondary source that supports your interpretation *Analyze the evidence: Explain how it supports your thesis. 3.Conclusion (1 paragraph) *Summarize your main points. *Restate your thesis in a new way. *Provide a final thought on the significance of your argument. Choosing a Topic: Your analysis should focus on one of the following aspects: *Theme: What is a central theme of the play? How is it developed? *Characterization: How does a main character change or reveal important ideas? *Symbolism: What symbols appear in the play, and what do they represent? *Conflict: What is the main conflict, and what does it reveal about human nature or society? *Absurdity (for Rhinoceros): How does Ionesco use absurdity to make a statement about society?	Assessed By: James Henry Reporting Period: MAPS Cycle 6 Group 2 (SP25-SP26) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision? No. The SLO statement doesn't needs revision. Additional Information Action Due Date: 04/15/2026 Actions: I'm not entirely sure anything needs to be done. I believe the assignment works well and the high number of students meeting the benchmark shows this. High Quality Assessment Results and Action: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 01/08/2026

Make a Plan	Assessment Data & Analysis
Using Direct Quotations: Your essay must include at least two direct quotations from the text to support your points. When quoting: *Introduce the quote with context. *Use quotation marks and cite the author (Sophocles or Ionesco). *For secondary sources, use MLA documentation style. *Explain the significance of the quote in your own words. Example: Creon states, "Anarchy, anarchy! Show me a greater crime in all the earth!" (Sophocles). This quote demonstrates Creon's belief that law and order must be upheld at all costs, even if it leads to tragedy. Formatting & Submission: *Typed, double-spaced, 12-point font (Times New Roman or Arial) *Use proper grammar and punctuation. *Submit as a Word document Assessment Approach: Common Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 Notes: 5 samples of the assignment to be submitted. Please segregate data according to gender and campus. High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/11/2025	

ENG 211: CHILDREN'S LITERATURE

SLO 3_Multicultural Perspectives

SLO

Upon completion of this course, the students will be able to describe multicultural perspectives in children's literature. Re-approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Active Date

11/20/2017

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)
- **Use the scientific method to analyze information and solve problems.:** undefined (X)

Program (LA) - Liberal Arts AA: undefined

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

- **PLO 2_Cognitive & Affective Needs:** undefined (I)
- **PLO 5_Community of Readers:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Presentation Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: 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	Assessment Data & Analysis Date: 12/07/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: There were two sections of ENG 211. Section 1 was taught in Fall -1 and Section 2 was taught in Fall 2. All the students were located in Majuro. In Section 1, 22 students enrolled, 16 female and 6 males. In Section 2- 28 students enrolled,12 male and 16 females. A total of 48 students participated in the assessment. Section 1- 5 male and 16 females. Section 2- 11 male and 16 females. The benchmark was met for both sections. The assignment was done individually by Section 1 students. For Section 2, the students worked in partners due to the big class roll. The students were assessed on the following components in the rubric- Content-12 marks, Organization 3 marks, External sources 3 marks, Grammar 2 marks. In Section1, 21 out of 21 students met the benchmark. In Section 2, 20 out of 27 students met the benchmark. 7 students did not meet the benchmark. The 7 students did

Make a Plan	Assessment Data & Analysis																																											
Children’s Literature” from David L Russell’s book Literature for Children – A Short Introduction textbook to guide you. As a group: Choose your ‘local’ text/story (can be one of the books your group used for Assignment 1) for your group discussion and the presentation. 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. Your group must use at least three sources/ external sources to support your discussions (and to be mentioned during the presentation). 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 .Style The presentation should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. 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. You can present your choice of the local text as a song, accompanied by	not achieve good marks in the Content section where they had to identify 3 literary issues in the Marshallese story. The assignment made students reflect on the issues (– stereotyping, sexual development, transition and tragedy, or any aspects of them, etc.), how it was portrayed in their local stories, and how they can use their local stories to educate children on these issues. These issues are sometimes culturally sensitive and difficult for adults to address. In preparation for this assessment the students were give a PowerPoint assignment to research a literary issue in children’s literature written by Western authors and present it to the class. This presentation was to help them further understand what issues they had to look for in their local story. Tables & Graphs: Score range of students <table border="1"><caption>Score range of students</caption><thead><tr><th>Section</th><th>60-70</th><th>70-80</th><th>80-90</th><th>90-100</th></tr></thead><tbody><tr><td>Section 1</td><td>0</td><td>9</td><td>4</td><td>8</td></tr><tr><td>Section 2</td><td>6</td><td>14</td><td>4</td><td>3</td></tr></tbody></table> <table><tr><th>Section</th><th>Instructor</th><th>No. of Students Enrolled in the course</th><th>No. of students who did the Assignment</th><th>Male</th><th>Female</th><th>No. of students score above 70%</th><th>No. of students who score below 70%</th><th>No. of students who didn't submit the Assignment</th><th>Uliga Campus</th><th>Wotje</th><th>Jaluit</th><th>Ebeye/ Kwajelein</th><th>Santo</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Section	60-70	70-80	80-90	90-100	Section 1	0	9	4	8	Section 2	6	14	4	3	Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn't submit the Assignment	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajelein	Santo														
Section	60-70	70-80	80-90	90-100																																								
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Section	Instructor	No. of Students Enrolled in the course	No. of students who did the Assignment	Male	Female	No. of students score above 70%	No. of students who score below 70%	No. of students who didn't submit the Assignment	Uliga Campus	Wotje	Jaluit	Ebeye/ Kwajelein	Santo																															

Make a Plan	Assessment Data & Analysis													
the strumming of the ukulele You can dress in costumes if you wish Mechanics Ensure that all your group members contribute to the discussions and participate in the presentation. You have about 10 minutes to do your presentation. Title your presentation appropriately For the instructor's understanding, your presentation needs to be in English A grading rubric will be used to assess the SLO, with attention to these elements: Content – quality of ideas, discussions, analysis, specific examples from chosen text Organisation and participation of all group members Use of external sources: Grammar mechanics 70% of the students should be able to get 70% (C grade) or better Assessment Approach: Common Assessment Number of Sections: 2 Benchmark Threshold: 70 Benchmark: 70 High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/15/2025	1	Rosie Koroi	22	21	5	16	21	0	0	22	0	0	0	0
	2	Rosie Koroi	28	27	11	16	20	7	1	28	0	0	0	0
Assessed By: Rosie Koroi Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: 01/01/2028 Actions: Students to look at stories from other Pacific Nations and how similar or different are the Literary issues with their Marshallese Stories. High Quality Assessment Results and Action: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 12/08/2025														

ENG 220: WRITING RESEARCH PAPERS

SLO 1_Research and Composition Skills

SLO

Upon completion of this course, the students will be able to use college-level research and composition skills. Approved by CC on May 09, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

08/06/2021

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)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

Program (LA) - Liberal Arts AA: undefined

Make a Plan	Assessment Data & Analysis																												
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Assignment 1- Annotated Bibliography Expectation and Description of the Assignment: This First Assignment is worth 20% and requires you to; 1. Choose a Topic (The theme should be centered around any Issues that is faced by the people of the Marshall Islands at current, for your Annotated Bibliography Assignment. This same topic and the 2 articles that you have seen and chosen for your Annotated Bibliography & MLA would also be useful for your Proposal research Paper under the Literature Review chapter 2. Once you have chosen your topic you will then need to find 2 related Article from Google Scholar or other trusted source which your Instructor will assist you with during lecture, so make sure you attend class and don't miss out on the lectures. The instructor will approve the articles first before you will start your Annotated Bibliography Task. 3. Follow the instructions in the Link below: https://elearning.cmi.edu/pluginfile.php/211060/mod_assign/intro/Annotated%20Bibliography%20Assignment%20Sheet.doc What to do in the Assignment:	Assessment Data & Analysis Date: 12/07/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: A total of 91 students enrolled for this course this Fall 2025 semester but 79 students (39 males and 40 females) attempted this first assignment. All belonged to the Uliga campus. 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. Those students that did well in this task showcased good research skills in looking for sources to annotate. However, the 23 students that did not meet the benchmark were regular absentees who did not submit work on time losing valuable marks when they finally did. Quality of work submitted is another factor where by students failed to follow what the assignment requirements were nor review the assignment rubric. Tables & Graphs: Number of Sections: 4 Sections 1 & 4: Taught in FALL254-1 (Weeks 1 – 8) Sections 2 & 3: Taught in FALL 25-2 (Weeks 9 – 16) Instructors: James Henry and Sa'a Finiasi <table><tr><th>Sect ion</th><th>Instru ctor</th><th>No. of</th><th>No. of studen ts who did the</th><th>M ale</th><th>Fem ale</th><th>No. of stud ents</th><th>No. of stud ents</th><th>No. of studen ts who didn't</th><th>Ulig a</th><th>Wo tje</th><th>Jal uit</th><th>Ebey el</th><th>Sa nto</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Sect ion	Instru ctor	No. of	No. of studen ts who did the	M ale	Fem ale	No. of stud ents	No. of stud ents	No. of studen ts who didn't	Ulig a	Wo tje	Jal uit	Ebey el	Sa nto														
Sect ion	Instru ctor	No. of	No. of studen ts who did the	M ale	Fem ale	No. of stud ents	No. of stud ents	No. of studen ts who didn't	Ulig a	Wo tje	Jal uit	Ebey el	Sa nto																

Make a Plan		Assessment Data & Analysis												
Choose 2 Articles from Google Scholar (it can be a Journal, e-Book, Magazine, Thesis proposal, Thesis, Book chapter or any educational related research article that talks about a related topic you are working on for your Assignment 1 as well as your Research Proposal paper (Assignments 2)). 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 detail a short summary of what the journal is all about. 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. 4)Discuss how you might use the source's information in your Research Proposal (Assignment 2) . In this section 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. 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) *Write in paragraph form after the MLA works cited citation * Be sure to use a spelling and grammar check * Look for other mechanical or technical errors, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch 70% of the students should be able to get 70% (C grade) or better A rubric will be used to grade final copies of the Annotated Bibliography Assignment. Assessment Approach: Common Assessment Number of Sections: 4 Benchmark Threshold: 70 Benchmark: 70 Notes: This task is completed around the mid-semester. 4 samples of the assignment to be submitted per section.														
		Students Enrolled in the course	Assignment			score above 70%	who score below 70%	submit the Assignment	Campus				Kwajalein	
1	James Henry	23	21	5	16	17	4	2	21	--	-	-	-	--
2	James Henry	30	25	15	10	22	3	5	25	-	-	-	-	-
3	Sa'a Finiasi	18	18	11	7	10	8	0	18	-	-	-	-	-
4	Sa'a Finiasi	20	15	8	7	7	8	5	15	-	-	-	-	-
Benchmark A total of 79 students did their annotation task of which 39 (49.4%) were male students and 40 (50.6%) were female students. 56/79 students scored 70 or above while 23/79 students scored below 70. Overall, 70.89% of students scored above 70% and the benchmark was met. Assessed By: James Henry Sa'a Finiasi Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: ENG 220 Assignment 1 Rubric.docx Additional Information Action Due Date: 12/08/2025 Actions: Actions It is recommended that: * Students attend classes and meet deadlines. * Alter the requirements that students only use Google scholar for their articles. At least one of their articles is scholarly. * Eliminate the evaluation requirement so that students only do summaries.														

Make a Plan	Assessment Data & Analysis
Please segregate data according to gender and campus.	* Set a requirement of 4 sources to annotate.
High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/11/2025	High Quality Assessment Results and Action: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 12/08/2025

ENG 230: CRITICAL THINKING IN FILM

SLO 1_Basic Understanding

SLO

Upon completion of this course, students will be able to gain a basic understanding of film language, technique and production. Approved by CC on July 3, 2021.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

06/24/2021

Mapping

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

- **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)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

Program (LA) - Liberal Arts AA: undefined

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Video or Audio Recording Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: 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. The classes focus on a process of transforming students from passive observers to active observers. This includes understanding of texts with constant	Note: Course was canceled due to not meeting enrollment count therefore, could not be assessed.

Make a Plan	Assessment Data & Analysis
support in the practical area. That is, the implementation of concepts in the practical creation of your own short film. Which includes critical analysis, oral expression, watching and analyzing 5 films pre-selected by the instruction, individual and group work. The SLO will be evaluated cumulatively. Each of the tasks to be performed contributes to passing the SLO. Thus reaching 70% approval with the midterm and culminating its approval with the final work. That is why it is necessary not only for students to do their work, but also to participate in the class actively. Assessment Approach: Individual Assessment Number of Sections: 2 Benchmark Threshold: 70 Benchmark: 70 Notes: 5 samples of the assignment to be submitted. Please segregate data according to gender and campus. High Quality Assessment Plan: Yes Department Chair Approval Status: Approved Department Chair Approval Date: 04/11/2025	

ETH 101: ETHICS

SLO 1_Ethical Theories

SLO

Upon completion of this course, students will be able to explain the positions/arguments for one or more of the ethical theories discussed in class.
Approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

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)

1/21/2026

Generated by Nuventive Improvement Platform

Page 33

- **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)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Objective Type Exam/Quiz - In Course Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Students will have two quizzes, one with five questions, and another with five questions, that will ask them to explain the position/arguments for the following ethical theories (along with the questions that will be asked): (1) Utilitarianism: What is utilitarianism? (2) Animal Rights: For Peter Singer, what establishes animal rights, and why are some animals more valuable than others? (3) Charity and Money: For Andrew Carnegie, what are the three reasons for why giving a beggar a dollar on the street corner was immoral? (4) Virtue Ethics: What is a virtue, and what is an example of a virtuous giver? (5) Immanuel Kant: What did Immanuel Kant mean by "mere means," and what is an example of using someone as a mere means? (6) The Seven Deadly Sins: What is the main idea behind the Seven Deadly Sins? (7) Libertarianism: What is libertarianism, and why	Assessment Data & Analysis Date: 12/10/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: THE NUMBERS (SECTION 1): There were 25 students enrolled in the class. 19 students completed the assessment tool. Of those who completed the assessment, 9 were female, and 10 were male. 5 students scored below a 70%. 6 students did not submit the assignment. All students were based in Uliga. THE NUMBERS (SECTION 2): There were 19 students enrolled in the class. 11 students completed the assessment tool. Of those who completed the assessment, 6 were female, and 5 were male. 2 students scored below a 70%. 8 students did not submit the assignment. All students were based in Uliga. BENCHMARK BREAKDOWN: The benchmark (70% of the students who complete the assignment will earn 70% or higher) was met. Since 23 out of 30 students scored above a 70%, that means approximately 77% of students scored a 70% or higher. Below is the breakdown: 11 out of 30 (37%) earned an A. 7 out of 30 (23%) earned a B. 5 out of 30 (17%) earned a C. I think the assessment went well given that 60% of the students who participated passed with a 'B' or above. The students had adequate time to study (approximately one week), and the study guide was not very long. What this data shows is that the students had an excellent grasp for understanding and explaining the various major ethical theories discussed in class and could do so at a more than satisfactory level. I would like to do a similar assessment in the future, possibly focusing on a certain theme such

Make a Plan	Assessment Data & Analysis
would a libertarian be in favor of low taxes? (8) John Rawls & Welfare: What is Rawls's Difference Principle, and what would it provide for society? (9) Assisted Suicide: Give one reason for assisted suicide, and give one reason against assisted suicide. (10) The Death Penalty: Give one reason in favor of the death penalty, and give one reason for abolishing the death penalty. Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the students who complete the assignment will earn 70% or higher. High Quality Assessment Plan: Yes Department Chair Feedback: Interesting approach to teaching ethics. Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	as governmental or business ethics since this sort of assignment would adequately demonstrate a student's understanding of differing ethical ideas under various topics. Assessed By: Alexander I. Velasquez Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: 12/10/2025 Actions: I would like to do a similar assessment in the future, possibly focusing on a certain theme such as governmental or business ethics since this sort of assignment would adequately demonstrate a student's understanding of differing ethical ideas under various topics. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Well done. Just make sure you do it before the deadline as we already had an extension so going beyond that is pushing it depending on the varying moods of our Supervisors and CMI's need to have data right away to meet deadlines for reporting. Department Chair Approval Status: Approved Department Chair Approval Date: 12/11/2025

GEO 110: INTRODUCTION TO GEOGRAPHY

SLO 1_Geographical, Cartographic Sources

SLO

Interpret geographical information at a daily-life level of complexity levels from geographical and cartographic sources. Approved by CC on May 08, 2018.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

05/07/2018

Mapping

Program (LA) - Liberal Arts AA: *undefined*

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

- **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)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Observation Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Outside observation using Map reading Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 Notes: Students used the physical map of Majuro to determine if the map is still valid or not. They have to consider the developments and how each development or developed area has changed the Map. This was a very practical, observatory assessment and students need to show their map reading skills. High Quality Assessment Plan: Yes Department Chair Feedback: Good practical hands on learning so they can apply critical thinking via research literacy. Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	Note: Course was canceled due to not meeting enrollment count therefore, could not be assessed.

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

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

HIS 132: HISTORY OF MARSHALL ISLANDS

SLO_3 Historical Events

SLO

Upon completion of this course, students will be able to explain the historical events that took place between 1944-1986 painting clear reference to the

Trusteeship Agreement of 1947. Approved by CC on June 6, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

11/08/2022

Mapping

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)
- **PLO 4_Civic Engagement:** undefined (I)
- **Civic Awareness Inactive:** undefined (I)

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

- **PLO 1_RMI Curriculum:** undefined (I)
- **PLO 2_Cognitive & Affective Needs:** undefined (I)
- **PLO 3_Self Reflection & Professionalism:** undefined (I)
- **PLO 4_Classroom Management:** undefined (I)
- **PLO 5_Community of Readers:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active	Assessment Data & Analysis Date: 12/09/2025
Assessment Type: Written Assignment or Essay	Actual Benchmark Score: 80

Make a Plan

Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25)

Assessment Tool: Students will answer one of the following questions below based on assigned readings:

Topic 10: Strategic Trust/Nuclear Weapons Testing and Missile Targets (Palemaron Kemmalemel Kin Baijin Ko Re-Kajoor im Jikin Kowaleel in Mijol ko an America)

Key Questions: What was life like during the early and later periods of the Trusteeship? What was it like for the people of Kwajalein that were relocated and the 4-atoll community? What kind of long-term effects do you see nowadays?

Topic 11: The Trust Territory Era (Tore eo an Trust Territory) and RMI's Constitution (JemeNei eo an Aelon Kein Ad)

Key Questions:

What were the responsibilities of the United States as Trusteeship Administrator? What was it like during the Trusteeship Period for Micronesians and Marshallese?

Topic 12: Self Government through Free Association (Kien e Koj Make ilo bujin Jemjera eo ad ippan America)

Key Questions:

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?

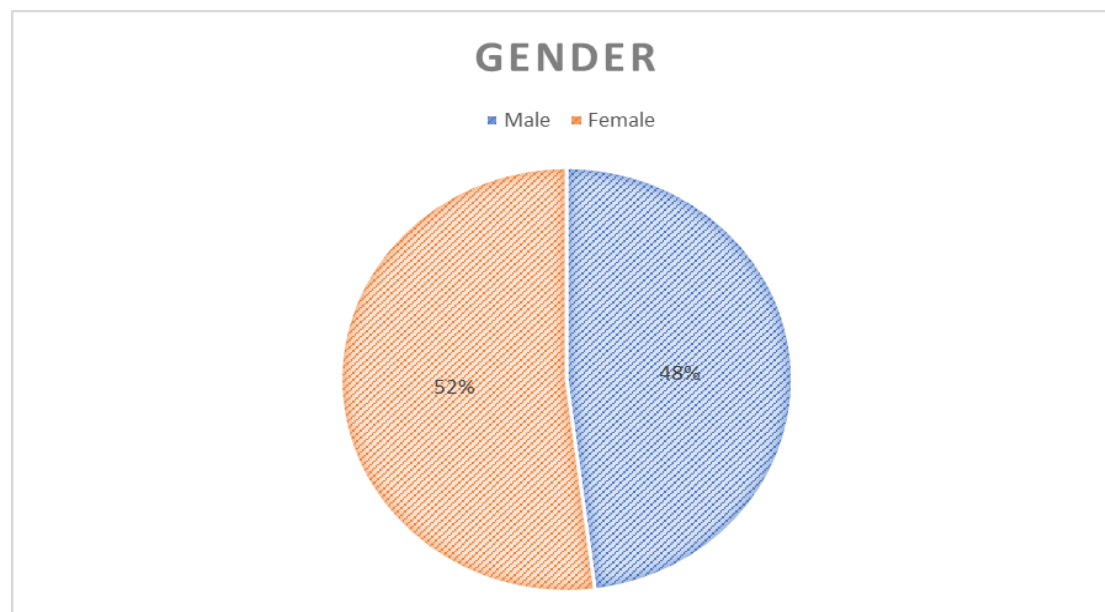
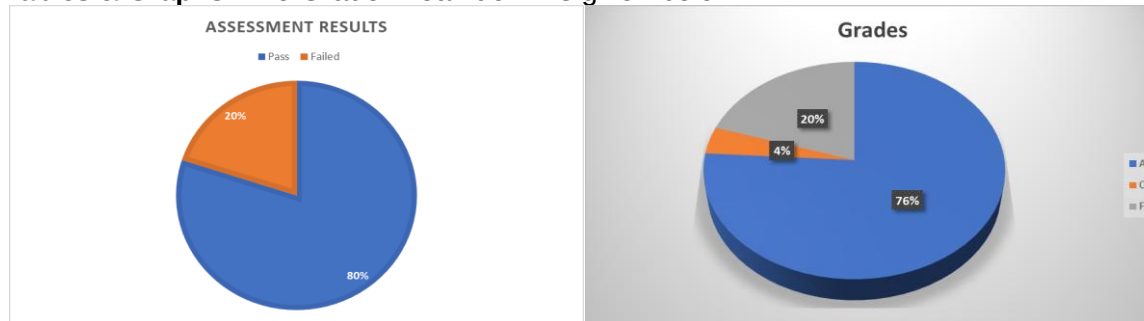
I will take their best score out of the following essay for the assessment. They will be evaluated per Holistic Rubric.

Assessment Approach: Individual Assessment

Assessment Data & Analysis

Assessment Data & Analysis: 25 out of 25 students participated indicating a 100 percent participation rate. 20 out of 25 students passed with a 70 percent or higher showcasing an 80% passing rate and 20 % failing rate. All were from Uliga. There were 13 boys and 12 girls.

Tables & Graphs: The Grade Break down is given below.



Assessed By: Desmond Narain Doulatram

Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25)

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

Make a Plan	Assessment Data & Analysis
Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 percent of students that participated scored 70 percent or higher. Notes: This assessment has been done before with great success. High Quality Assessment Plan: Yes Department Chair Feedback: Proven track record assessment. Department Chair Approval Status: Approved Department Chair Approval Date: 02/09/2025	Action Due Date: 12/09/2025 Actions: Keep doing this type of assessment that gives students topic choices as some students are stronger in understanding some history topics better than others because of their level of familiarity and interests. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Aligns well with rubric. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025

HIS 201: WORLD HISTORY I

SLO_2 Historical Primary Sources & Secondary Sources

SLO

Upon completion of this course, students will be able to demonstrate an understanding of the different historical primary sources and secondary sources and how to deal with them. Approved by CC on June 6, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 2 (SP25-SP26)

Start Date

04/04/2023

Mapping

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)

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

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active	Assessment Data & Analysis Date: 12/09/2025

Make a Plan	Assessment Data & Analysis																														
Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Student will be given an option to pick a chapter where they will 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. Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 percent of participants pass. Notes: This assessment tool was done before in the previous semester and it went well. High Quality Assessment Plan: Yes Department Chair Feedback: It looks good. It's great that assessor is doing the same tool but tweaking it a bit to cater it towards a different SLO. This promotes critical thinking through analysis. Department Chair Approval Status: Approved Department Chair Approval Date: 02/11/2025	Actual Benchmark Score: 87 Assessment Data & Analysis: 16 out of 16 participated showcasing a 100 percent participation rate in the assessment. 14 out of 16 passed the assessment with a 70 percent or higher showcasing an 87 percent passing rate and 13 percent failing rate meaning benchmark was met. Tables & Graphs: The Grade Break down is given below. There were 7 females and 9 males indicating a 56.25% male participation rate and a 43.75% female participation rate. <table border="1"> <caption>Assessment Results</caption> <thead> <tr> <th>Result</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Pass</td> <td>87%</td> </tr> <tr> <td>Failed</td> <td>13%</td> </tr> </tbody> </table> <table border="1"> <caption>GRADES FOR HIS201</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>56%</td> </tr> <tr> <td>B</td> <td>19%</td> </tr> <tr> <td>C</td> <td>6%</td> </tr> <tr> <td>D</td> <td>6%</td> </tr> <tr> <td>E</td> <td>13%</td> </tr> </tbody> </table> There were also 2 independent studies out of the 16 students indicating a 12.5 % Independent study pacing as opposed to a 87.5% hybrid class being that it's a combination of face to face and online. 100 percent of the students were from Uliga Campus. <table border="1"> <caption>Gender</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>56%</td> </tr> <tr> <td>Female</td> <td>44%</td> </tr> </tbody> </table> <table border="1"> <caption>FORMAT</caption> <thead> <tr> <th>Format</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Hybrid</td> <td>87%</td> </tr> <tr> <td>Independent Study</td> <td>13%</td> </tr> </tbody> </table> Assessed By: Desmond Narain Doulatram Reporting Period: MAPS Cycle 6 Group 2 (SP25-SP26) 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: 12/09/2025	Result	Percentage	Pass	87%	Failed	13%	Grade	Percentage	A	56%	B	19%	C	6%	D	6%	E	13%	Gender	Percentage	Male	56%	Female	44%	Format	Percentage	Hybrid	87%	Independent Study	13%
Result	Percentage																														
Pass	87%																														
Failed	13%																														
Grade	Percentage																														
A	56%																														
B	19%																														
C	6%																														
D	6%																														
E	13%																														
Gender	Percentage																														
Male	56%																														
Female	44%																														
Format	Percentage																														
Hybrid	87%																														
Independent Study	13%																														

Make a Plan	Assessment Data & Analysis
	Actions: Continue to assess students and remind them of due dates. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Aligns well with rubric. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025

HIS 202: WORLD HISTORY II

SLO_1 Protestant Reformation in Europe

SLO

Upon completion of this course, students will be able to identify the causes for the Protestant Reformation in Europe. Approved by CC on June 6, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 2 (SP25-SP26)

Start Date

06/06/2024

Mapping

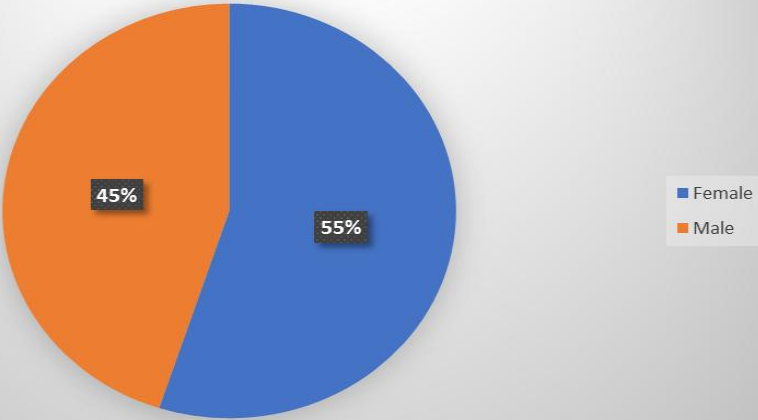
Program (LA) - Liberal Arts AA: *(Introduced, Practiced with Feedback, Mastered)*

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

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

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Project - Group Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Students will be separated into two groups to do a group presentation on the 1300-1600 European Renaissance and Reformation and will be evaluated using a holistic rubric.	Assessment Data & Analysis Date: 12/10/2025 Actual Benchmark Score: 100 Assessment Data & Analysis: 20 out of 20 students participated in this simple group presentation assignment with 100 percent scoring 70 percent or higher indicating a 100 percent passing rate. There were 11 females and 9 males. 100 percent of the students were from Uliga Campus. Tables & Graphs:

Make a Plan	Assessment Data & Analysis						
Group 1: Italy: Birthplace of the Renaissance HISTORY THROUGH ART: Renaissance Ideas Influence Renaissance Art Group 2: The Northern Renaissance SOCIAL HISTORY: City Life in Renaissance Europe Group 3: Luther Leads the Reformation ANALYZING KEY CONCEPTS: Protestantism Group 4: The Reformation Continues DIFFERENT PERSPECTIVES: The Reformation They will be using the following book as a primary reference: https://glhssocialstudies.weebly.com/world-history-textbook---pdf-copy.html Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 percent of students who participated scored 70 percent or higher. Notes: Results will be divided by gender and will also address LA PLoS1-6 and ISLO #2. High Quality Assessment Plan: Yes Department Chair Feedback: This has already been enacted with great success as a trial but will input data the second time the project is done. Department Chair Approval Status: Approved Department Chair Approval Date: 02/09/2025	20 out of 20 students participated in this simple group presentation assignment with 100 percent scoring 70 percent or higher indicating a 100 percent passing rate. 100 percent of the students were from Uliga Campus. There were 11 females and 9 males. The Gender data is graphed below.  <table border="1"> <caption>Gender Data</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>55%</td> </tr> <tr> <td>Male</td> <td>45%</td> </tr> </tbody> </table> Assessed By: Desmond Narain Doulatram Reporting Period: MAPS Cycle 6 Group 2 (SP25-SP26) 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: 12/09/2025 Actions: Continue ongoing participatory learning that allowed 100 percent engagement rate of assessment. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Great participatory learning Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025	Gender	Percentage	Female	55%	Male	45%
Gender	Percentage						
Female	55%						
Male	45%						

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

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

JPN 101: JAPANESE I

SLO 1_Simple Dialogue

SLO
Upon completion of this course, the students will be able to use simple dialogue in Japanese. Approved by CAC on December 03, 2012. Re-Approved by CC on May 21, 2025.
SLO Outcome Status
Active
SLO Assessment Cycle
MAPS Cycle 6 Group 2 (SP25 – SP26)
Start Date
06/06/2024

- Mapping**
Program (LA) - Liberal Arts AA: *(Introduced, Practiced with Feedback, Mastered)*
- **PLO 1_Effective Communication:** undefined (P)
 - **PLO 1_Effective Communication:** undefined (P)
 - **PLO 2_Critical Thinking:** undefined (I)
- 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)

Make a Plan		Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Skill Performance Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Students will hold the dialog with their classmate for one (1) to two (2) minutes about two or three topics		Assessment Data & Analysis Date: 11/09/2025 Actual Benchmark Score: 83 Assessment Data & Analysis: 1. Data Results * Number of students in the class: 7 * Number of students who participated: 6 *Actual numbers and percent of those who met and did not meet the benchmark

Make a Plan	Assessment Data & Analysis															
choosing from topics - Own name, age, living place, born place, name of the school. - Family member, age, job, living place, language - Favorite foods, dishes, drinks - Daily routine Students prepare memos to make questions and answers for above topics and show it to the instructor before the test. Students will hold the dialog 2 times with different partners who will be noticed just before the dialog. Rubrics should be developed and presented to the students before the test. Dialog will be taken in video for the evaluation. 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: High Quality Assessment Plan: Yes Department Chair Feedback: Not bad for your first. As you progress to your new SLOs, I hope you maintain this level of quality. Department Chair Approval Status: Approved Department Chair Approval Date: 04/08/025	Met the benchmark: 5 students, 83% Did not meet the benchmark: 1 student, 17% *Data Disaggregation: (Use which ever applies for your course) Gender - female students meeting benchmark: 2 students, 40% male students meeting benchmark: 3 students 60% Programs: LA students meeting benchmark: 4 students, 80% NURS students meeting benchmark: 1 student, 20% Centers: Uliga students meeting benchmark: 5 students, 100% Student Status: (full time: 4 students, 80%/ part time: 1 student, 20%); (new: 5 students, 100%/ continuing:0 students, 0%) *Statement if benchmark was met or not Benchmark was met (Benchmark Threshold: 70% Actual Benchmark: 83%) 2. Analysis *Possible reasons why students met the benchmark 2 Grade B students could express their routine with their own word smoothly but seemed having difficulty for replying for the teacher's question. 3 Grade C students could speak their routine in the learned expression. *Possible reasons why students did not meet the benchmark 1 Grade D students could speak their routine, but it is sufficient. *Any other observations/findings or comment - Students behavior during the assessment activity Many students seemed that they were not confidential to speak Japanese. - Assessment tool The students described their daily routines and answered the teacher's questions about them. -Timing of assessment activity At the last week of 1st half of the 2025 Fall semester as the final test. - Scoring material Taking the video of the assessed students. *Obvious Gaps in Results (Gender, Programs, Status, etc.) - possible reasons based on available data (attendance, participation, resources, support, access, etc.) The obvious gaps in results (gender, program, status, etc.) were not be found. - Qualitative information It needs to practice more to be able to speak Japanese in a fun way, rather than nervously. Tables & Graphs: <table><tr><th>Grade</th><th>Frequency</th><th>Percentage</th><th>Male</th><th>Female</th></tr><tr><td>A</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>B</td><td>2</td><td>33</td><td>2</td><td>0</td></tr></table>	Grade	Frequency	Percentage	Male	Female	A	0	0	0	0	B	2	33	2	0
Grade	Frequency	Percentage	Male	Female												
A	0	0	0	0												
B	2	33	2	0												

Make a Plan			Assessment Data & Analysis		
	C	3	50	1	2
	D	1	17	1	0
	F	0	0	0	0
	Assessed By: Taichi Yamamoto Reporting Period: MAPS Cycle 6 Group 2 (SP25-SP26) 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: 03/04/2026 Actions: Increasing the practice of the dialog to improve the student’ s conversation skills and confidence. Establishing the concrete rubric of the dialog to evaluate of the skills. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Aligns well with rubric. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025				

JPN 201: JAPANESE II

SLO 1_Enhanced Conversation

SLO

Upon completion of this course, the students will be able to enhance conversation with enriched vocabulary and fluency. Approved by CAC on October 14, 2009. Re-Approved by CC on May 21, 2025.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 2 (SP25 – SP26)

Start Date

10/14/2009

Mapping

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

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

• **PLO 2_Critical Thinking:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Skill Performance Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Students will hold the dialog with their classmate for two (2) to Three (3) minutes about two or three topics choosing from topics -Own name, age, living place, born place, name of the school. -Family member, age, job, living place, language -Favorite foods, dishes, drinks -Home (type, number of rooms, furniture) -Habit of breakfast, lunch and other daily life Students prepare memos to make questions and answers for above topics and show it to the instructor before the test. Students will hold the dialog 2 times with different partners who will be noticed just before the dialog. Rubrics should be developed and presented to the students before the test. Dialog will be taken in video for the evaluation. 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: High Quality Assessment Plan: Yes Department Chair Feedback: Great start while you wait for the new SLOs. I hope you maintain this quality in the new assessment cycle. Department Chair Approval Status: Approved Department Chair Approval Date: 04/08/025	Note: No assessment results.

JPN 202: JAPANESE III

SLO 1_Enhanced Conversation

SLO

Upon completion of this course, the students will be able to enhance conversation with enriched vocabulary and fluency. Approved by CAC on October 14, 2009. Re-Approved by CC on May 21, 2025.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 2 (SP25 – SP26)

Start Date

10/14/2009

Mapping

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

- **PLO 1_Effective Communication:** undefined (P)
- **PLO 1_Effective Communication:** undefined (P)
- **PLO 2_Critical Thinking:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Skill Performance Assessment Cycle: MAPS Cycle 6 Group 2 (SP25-SP26) Assessment Tool: Students will hold the dialog with their classmate for three (3) to four (4) minutes about a topic they like using following forms. - te-form verbs - nai-form verbs Students prepare memos to make questions and answers for above topics and show it to the instructor before the test. Students will hold the dialog 2 times with different partners who will be noticed just before the dialog. Rubrics should be developed and presented to the students before the test. Dialog will be taken in video for the evaluation. 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: No entry High Quality Assessment Plan: Yes Department Chair Feedback: Great work. Department Chair Approval Status: Approved Department Chair Approval Date: 04/08/025	Note: No assessment results.

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 3_Philosophical Topics

SLO

Upon completion of this course, students will be able to compare competing ideas in one of the five philosophical topics (i.e. metaphysics, epistemology, ethics, political philosophy, or existentialism) explored in class. Approved by CC on November 11, 2022.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

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)
- **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)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Objective Type Exam/Quiz - In Course Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Students will compare ideas in epistemology (i.e. the theory of knowledge) though the following questions: (1) According to Plato, what is knowledge? (2) What is Edmund Gettier's example for why Plato's definition of knowledge may not be correct? (3) For John Locke, why is testimony not knowledge? (4) For a local reductionist, when is testimony knowledge?	Assessment Data & Analysis Date: 12/10/2025 Actual Benchmark Score: 69 Assessment Data & Analysis: THE NUMBERS: There were 20 students enrolled in the class. 13 students completed the assessment tool. Of those who completed the assessment, 11 were female, and 2 were male. 4 students scored below a 70%. 7 students did not submit the assignment. All students were based in Uliga. BENCHMARK BREAKDOWN: The benchmark (70% of the students who complete the assignment will earn 70% or higher) was not met by less than 1 percentage point. Since 9 out of 13 students scored above a 70%, that means 69.2% of students scored a 70% or higher. Below is the breakdown: 6 out of 13 (46%) earned an A.

Make a Plan	Assessment Data & Analysis
(5) For a global reductionist, when is testimony knowledge? Benchmark Threshold: 70 Benchmark: 70% of the students who complete the assignment will earn 70% or higher. High Quality Assessment Plan: Yes Department Chair Feedback: Interesting chosen philosophies. Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	1 out of 13 (8%) earned a B. 2 out of 13 (15%) earned a C. 1 out of 13 (8%) earned a D. If the one student who scored a 'D' would have scored a 'C' instead, then the benchmark would have been met; it was that close. Regardless, I think the result is not as bad as it looks given that nearly half of the students who participated in the assessment received an 'A', meaning that nearly half of students were outstanding in their ability to compare differing ideas in epistemology. The students had adequate time to study (approximately one week), the study guide was not very long, and I still think, given how close the result was to reaching the benchmark, still successful because nearly half of the students demonstrated that they were able to compare and distinguish differing ideas in epistemology. I would like to do a similar assessment in the future, maybe with a different topic such as metaphysics or political philosophy, since I think this sort of assignment adequately demonstrates a student's understanding of differing philosophical ideas under various topics. Assessed By: Alexander I. Velasquez Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Not 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: 12/10/2025 Actions: I would like to do a similar assessment in the future, maybe with a different topic such as metaphysics or political philosophy, since I think this sort of assignment adequately demonstrates a student's understanding of differing philosophical ideas under various topics. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: WEll done. Just make sure you do it on time particularly in the given December 9th extended deadline to not abuse our privilege. Department Chair Approval Status: Approved Department Chair Approval Date: 12/18/2025

PI 122: ISSUES IN THE PACIFIC STUDIES

SLO 2_Sustainable Economic Development

SLO

Upon completion of this course, students will be able to evaluate the ability of the Pacific region to attain sustainable economic development. Approved by CC on November 10, 2022.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

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)

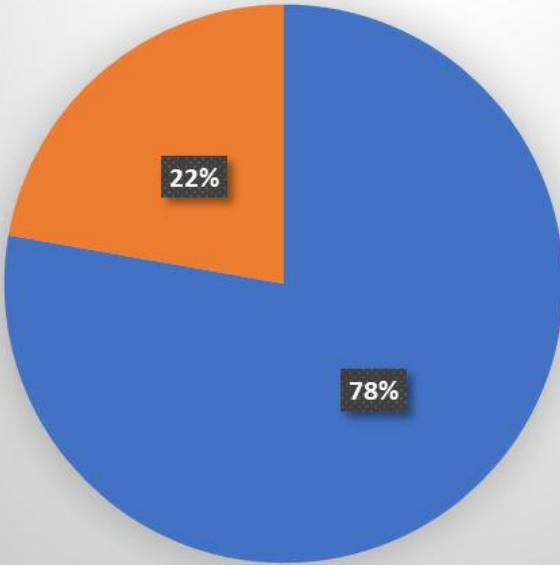
Program (MAR) - Marshallese Social Studies CCT: (Introduced, Practiced with Feedback, Mastered)

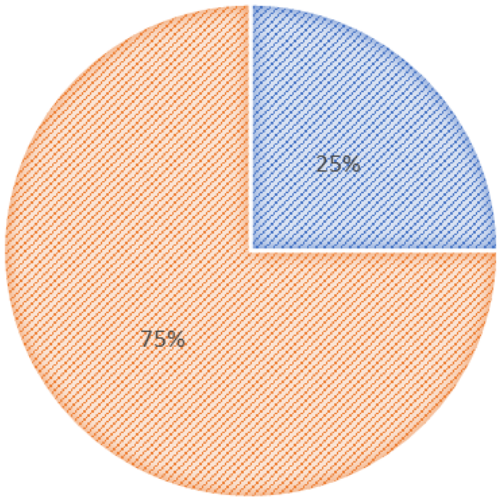
- **PLO 1_Marshallese Language:** undefined (I)
- **PLO 2_Marshallese Culture:** undefined (I)
- **PLO 3_Marshallese History:** undefined (I)

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

- **PLO 2_Civic Awareness, Multicultural Perspectives:** undefined (I)
- **PLO 3_Critical Thinking:** undefined (I)
- **PLO 5_Creative Process:** undefined (I)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Presentation Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Student will pick a Pacific Island to present on by tell me the story of the Pacific Island they selected. They will tell me how it came to be and where it is now in its sustainable development trajectory and what they think it needs to do to ensure its sustainable survival. Sustainable Development/Livelihood means "development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: Out of a total of 19 students, only 4 participated in the assessment showcasing a participation rate of 21.05 %. However, all of them passed with an A+. 100 percent of participants were female. One was from Jaluit and the other three were from Uliga. Tables & Graphs: Out of a total of 19 students, only 4 participated in the assessment showcasing a participation rate of 21.05 %. However, all of them passed with an A+.

Make a Plan	Assessment Data & Analysis						
Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 percent of students who participated scored a 70 percent or higher. Notes: This summative assessment utilizes backward design and also assumes a Bloom's Taxonomy approach and has been successful in past ISLO and SLO assessments. High Quality Assessment Plan: Yes Department Chair Feedback: This has been proven to be a worthy assessment model in the past that is easy and efficient. Department Chair Approval Status: Approved Department Chair Approval Date: 02/09/2025 Related Documents: What you need in your final Exam PowerPoint Presentation.docx	Participation Rate  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Did not Partake</td> <td>78%</td> </tr> <tr> <td>Participated</td> <td>22%</td> </tr> </tbody> </table> 100 percent of participants were female. One was from Jaluit and the other three were from Uliga.	Category	Percentage	Did not Partake	78%	Participated	22%
Category	Percentage						
Did not Partake	78%						
Participated	22%						

Make a Plan	Assessment Data & Analysis						
	LOCATION ■ Jaluit ■ Uliga <table border="1" data-bbox="1136 358 1629 854"><thead><tr><th>Location</th><th>Percentage</th></tr></thead><tbody><tr><td>Jaluit</td><td>25%</td></tr><tr><td>Uliga</td><td>75%</td></tr></tbody></table> Assessed By: Desmond Narain Doulatram Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: 12/09/2025 Actions: Continue to encourage participation of students through emails when they are absent. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Looks promising but needs more student participation. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025	Location	Percentage	Jaluit	25%	Uliga	75%
Location	Percentage						
Jaluit	25%						
Uliga	75%						

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 2_Psychological Issues

SLO

Upon completion of this course, students will be able to contrast research methods, and theories for common psychological issues. Re-approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25), MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 1 Group 1 (FA19 - FA20), Fall 2021 - Fall 2022 Cycle 3 Group 1, 2018 - 2019 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2017 - 2018 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2016 - 2017 (Fall), 2015 - 2016 (Spring), 2015 - 2016 (Fall)

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

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

- **PLO 1_RMI Curriculum:** undefined (P)
- **PLO 3_Self Reflection & Professionalism:** undefined (P)
- **PLO 5_Community of Readers:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Research Report Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Students will work in groups of 3-4 conduct research and present a written paper of 6-10 pages or more on a common psychological issue of their choice based on the main text book PSYCH 7 Introduction to psychology written by Spencer A. Rathus (2022) and at least 5-10 additional credible sources such as articles, journals, online source and books to support findings. Make references also to how the psychosocial effect of the nuclear bombing in the Marshall Islands and spousal abuse on children and families. Assessment Approach: Common Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher. Notes: Students are required to form 3-4 groups and conduct a research methods, theories and psychological issues Focus Areas: • Research methods • Psychological theories • Common psychological issues 1. Students will examine a variety of research methods and theories and make them applicable to understanding common psychological issues from a humanity behavioral and social science perspective using empirical evidence from research to support information. 2. Students will work in groups of 3-4 conduct research and present a written paper of 6-10 pages or more on a common psychological issue of their choice based on the main text book PSYCH 7 Introduction to psychology written by Spencer A. Rathus (2022) and at least 5-10 additional credible sources such as articles, journals, online source	Assessment Data & Analysis Date: 10/28/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository The PSY 101 class "Introduction to Psychology has 17 registered students on SONIS. Of the total registered students, only 9 took the assessment. The total number of participants include 4 males and 5 females. The assessment was administered in 3 parts during the period month of October 2025. The parts of this research task included a research outline, research paper and a summary of information and findings shared in a PowerPoint Presentation. The students were given 2-3 weeks to complete the assigned task in their assigned groups and were provided ongoing guided instructions. Male Participants: Part 1: Research Outline • A total of 4 male participants submitted their research outlines. Out of 5 points, all 4 participants met the benchmark earning the following grade letters and percentage scores of A = 100% Note: All 4 male participants in this category have met the benchmark of 70 (C) and above • No participants failed in this category Part 2: Research Paper • A total of 4 male participants submitted their research paper. Out of 30 points, 3 participants scored 29.90, and 1 scored 15, earning the following grade letters and percentage scores of A = 99.67% and F = 50 respectively. Note: Of the total 4 male participants in this category: • 3 have met the benchmark of 70 (C) and above • 1 did not meet the benchmark having scored below C (grade letter F). Part 3: Research Summary and PPT • 2 of 4 male participants submitted their research PPT. Out of 15 points, 2 participants scored 14, and 2 scored 0 earning the following grade letters and percentage scores of A = 93.33%, and F = 0 respectively. Note: Of the total 4 male participants in this category: • 2 have met the benchmark of 70 (C) and above • 2 did not meet the benchmark having scored below C (grade letter F). Female Participants: Part 1: Research Outline • A total of 5 female participants submitted their research outlines. Out of 5points, all 5 participants scored 5 points, earning the following grade letters and percentage scores of 100 respectively.

Make a Plan	Assessment Data & Analysis
and books to support findings. Reference also to how the psychosocial effect of the nuclear bombing in the Marshall Islands and spousal abuse on children and families. 3. Each group will present a summary of their findings to the whole class in any method of presentation in addition to a PowerPoint display. Example, round table talk, symposium, role play etc. (See Rubric Attached as Guide) High Quality Assessment Plan: Yes Department Chair Feedback: Great work Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025 Related Documents: SLO Plan and Rubric PSY 101 SPRING 2025.pdf	Note: Of the total 5 female participants in this category: • 5 have met the benchmark of 70 (C) and above • No female participants failed in this category. Part 2: Research Paper • A total of 5 female participants submitted their research paper. Out of 30 points, all 5 participants 23.50 earning the following grade letter and percentage scores of C+ = 78.33% respectively. Note: Of the total 5 female participants in this category: • 5 have met the benchmark of 70 (C) and above • No participants failed in this category. Part 3: Research Summary and PPT • 4 of 5 female participants submitted their research PPT. Out of 15 points, 4 scored 12 points and 1 scored 0 earning the following grade letters and percentage scores of C+ 78.33% and F = 0 respectively. Note: Of the total 5 female participants in this category: • 4 have met the benchmark of 70 (C) • 1 did not meet the benchmark having scored below C (grade letter F). Summary Of the 9 participants, 4 females passed and 3 males passed. The data also revealed that there is a total of 1 female who failed and 1 male who also failed. Note: Overall performance by percentage for having only 2 failures of 9 is 'Good'. The overall percentage pass is 78% which is above the benchmark of C. (See attaches detailed report in repository) Tables & Graphs: (See Repository for Complete Report) Assessed By: Mellessia Crawford Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) 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: PSY 101 SLO Data & Assessment Report Fall 2025 MC Completed.pdf Additional Information Action Due Date: 10/28/2025 Actions: Action " One-on-one support was provided to participants based on their learning needs and challenges. " Participants were provided support based on their learning styles and frequency of access to electronic devices and this turned out to be successful. " Guidance, demonstration and scaffolding were provided to students on how to carry out research task.

Make a Plan	Assessment Data & Analysis
	" A detailed rubric was used to guide the students on how to prepare research, compile PPT Presentation and present findings from data and information " Adequate time was given to participants to complete the task (2-3 weeks) " 4 days Moodle extensions were granted to participants who had challenges in presenting or submitting on the assigned day. " Instructor will continue to use this approach if given the opportunity to teach this class again. 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: 12/09/2025

PSY 201: HUMAN GROWTH AND DEVELOPMENT

SLO 1_Domains of Developmental Study

SLO

Upon completion of this course, students will be able to describe the mechanics of the domains of developmental study. Re-approved by CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

11/14/2022

Mapping

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

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

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

- **PLO 3_Healthy Lifestyle:** undefined (P)

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

- **PLO 3_Self Reflection & Professionalism:** undefined (P)

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Presentation Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Secondary/Desktop Research. Students will use Main eBook text on Moodle "HDEV6	Assessment Data & Analysis Date: 10/09/2025 Actual Benchmark Score: 70 Assessment Data & Analysis: SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository The report accounts for 15 participants (9 males and 6 females) who are students of the class

Make a Plan	Assessment Data & Analysis
Human Lifespan Development” 6th edition by Spencer A. Rathus (2020) and support text “The Developing Person Through the LifeSpan” 11th edition by Cathleen Stassen Berger (2020) and at least 5-10 additional credible sources such as articles, journals, books and other credible online sources to support findings. (See Rubric Attached as Guide) Assessment Approach: Common Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher. Notes: Students are required to form 4 groups and conduct a research on the four main domains of development Focus Areas: - Physical - Cognitive - Social-emotional - language - Students will conduct a desk-top/secondary research to obtain information and empirical evidence on the mechanics of the above listed domains. - Each group will be assigned one domain to be thoroughly examined - Students will examine further, the many factors that can possibly contribute to the impact of how and when a child develops, this surpasses genetics, age, environment and stages of development. - Compile information from research in the form of a PowerPoint presentation to share with the whole class based on their findings. - Prepare a basic brochure with information and tips on the topic-areas presented. Use information from the main text “HDEV6 Human Lifespan Development” 6th edition by Spencer A. Rathus (2020) and your support text “The Developing Person Through the LifeSpan” 11th edition by Cathleen Stassen Berger (2020) and at least 5-10	PSY 201 Introduction to Psychology course, at College of the Marshall Islands in the Liberal Arts. The data report reveals the number of participants who participated in the assessment. The assessment was split in 3 part so that the work load could be more manageable for participants and reasonable time could be given get them to complete the task in a timely manner, among other justification. (see page Justification/Purpose) in report p.2. The plan for this assessment was completed for SPRING 2025 and assessment administered during the period September – October 2025 with 4 weeks given to complete the assigned task. The task was assigned to participants in the mid-semester (16 weeks) for mid-term grade records. 67%) of the participants have met the benchmark of 70 (C) and above while 33% who scored below C did not meet the benchmark. (see summary data below) Male Participants: Part 1- Research Outline and Thesis Statement: A total of 9 male participants submitted their research outlines. Out of 5 points, 1 participant scored 3 points, 3 scored 3.5 points, and 5 scored 5 points earning the following grade letters and percentage scores of D = 60, C = 70, A = 100 respectively. Note: Of the total 9 male participants in this category: 8 have met the benchmark of 70 (C) and above 1 did not meet the benchmark having scored below C with a (grade letter D). Part 2 - Research Paper: A total of 11 male participants submitted their research paper. Out of 30 points, 4 participants scored 5 points, 1 scored 10, 1 scored 21, 1 scored 24, and 4 scored 27 points earning the following grade letters and percentage scores of F = 17, F = 33, C = 21, B = 24, and A = 27 respectively. Note: Of the total 11 male participants in this category: 6 have met the benchmark of 70 (C) and above 5 did not meet the benchmark having scored below C with a (grade letter F). Part 3: Research Summary and PPT Presentation A total of 11 male participants submitted their research paper. Out of 15 points, 1 participant scored 7.5 points, 1 scored 10, 1 scored 10.5, 6 scored 12, and 2 scored 14 points earning the following grade letters and percentage scores of F = 50, D+ = 67, C = 70, B = 80, and A = 14 respectively. Note: Of the total 11 male participants in this category: 9 participants have met the benchmark of 70 (C) 2 participants did not meet the benchmark having scored below C with a (grade letter D+ and

Make a Plan	Assessment Data & Analysis
additional credible sources such as articles, journals and books to support your findings. (See Rubric Attached as Guide) Note: Students main text is an eBook found on CMI Moodle and the support text is a hard copy book that can be found in the CMI book store or the CMI Library. High Quality Assessment Plan: Yes Department Chair Feedback: Looks legit and succinctly done. Department Chair Approval Status: Approved Department Chair Approval Date: 04/03/2025 Related Documents: SLO Plan and Rubric PSY 201 SPRING 2025.pdf Mellessia Crawford	F). Female Participants: Part 1: Research Outline A total of 6 female participants submitted their research outlines. Out of 5 points, 1 participant scored 3.5 points, 5 scored 5 points, earning the following grade letters and percentage scores of C = 70 A = 100 respectively. Note: Of the total 6 female participants in this category: 6 have met the benchmark of 70 (C) and above No female participants failed in this category. Part 2: Research Paper A total of 6 female participants submitted their research paper. Out of 30 points, 2 participants scored 5 points, 1 scored 21, and 3 scored 27 points earning the following grade letters and percentage scores of F = 17, C = 21, and A = 27 respectively. Note: Of the total 6 female participants in this category: 4 participants have met the benchmark of 70 (C) and above 2 participants did not meet the benchmark having scored below C with a (grade letter F). Part 3: Research Summary and PPT Presentation A total of 6 female participants submitted their research paper. Out of 15points, 1 scored 7.5 points, 3 scored 12, and 2 scored 14 points earning the following grade letters and percentage scores of F = 50, B = 80, and A = 14 respectively. Note: Of the total 6 female participants in this category: 5 participants have met the benchmark of 70 (C) 1 participant did not meet the benchmark having scored below C with a (grade letter F). Summary: Of the 15 participants, 4 females passed and 6 males passed. The data also revealed that there is a total of 2 females who failed and 3 males who also failed. Note: Overall performance by percentage for 5 failures of 15 is Poor. The overall percentage pass is 67% which is below C. (See attached detailed report in repository) Tables & Graphs: (See report in repository) Assessed By: Mellessia Crawford Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Met Based on your assessment results & analysis, does the SLO statement needs revision?:

Make a Plan	Assessment Data & Analysis
	No. The SLO statement doesn't need revision. Related Documents: PSY 201 SLO Data & Assessment Report Fall 2025 Completed by MC.pdf Additional Information Action Due Date: 10/09/2025 Actions: Action • One-on-one support was provided to participants based on their learning needs and challenges. • Participants were provided support based on their learning styles and frequency of access to electronic devices and this turned out to be successful. • Guidance, demonstration and scaffolding were provided to students on how to carry out research task • A detailed rubric was used to guide the students on how to prepare research, compile PPT and present findings from data and information. • Adequate time was given to participants to complete the task (4-5 weeks) • Moodle extensions were granted to participants who had challenges in submission, some who submitted the incorrect document and others who made late submissions after the portal was closed. • Students were provided with multiple reminders and encouraged to do timely submissions. • Instructor will continue to use this approach if given the opportunity to teach this class again. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Great work. Very detailed. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025

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 6 Group 1 (FA24 - FA25)

Start Date

03/21/2023

Mapping

1/21/2026

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 6 Group 1 (FA24 - FA25) Assessment Tool: *The students will learn these 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. *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. The SLO will be evaluated in a writing assessment. For the writing assessment the following areas will be examined: *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). Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better High Quality Assessment Plan: Yes Department Chair Feedback: Well done Department Chair Approval Status: Approved Department Chair Approval Date: 04/10/2025	Note: Course was canceled due to not meeting enrollment count therefore, could not be assessed.

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 6 Group 1 (FA24 - FA25), MAPS Cycle 5 Group 1 (FA23 - FA24), MAPS Cycle 4 Group 1 (FA22 - FA23)

Start Date

11/08/2022

Mapping

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

- **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)
- **Demonstrate understanding and appreciation of the creative process.:** 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 6 Group 1 (FA24 - FA25) Assessment Tool: Assignment: Identify your research area: Proposal 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. The Students have to describe the topic as precisely as they can and highlight what they find special about it. This first step will be developed during the semester to a research proposal. 2. the research proposal must include the following features: a. Hypothesis; b. Research methodology and design c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics. The students will present their papers and another student will do a review and present their feedback. Presentations and final documents will be graded. (VU) Assessment Approach: Individual Assessment	Assessment Data & Analysis Date: 11/16/2025 Actual Benchmark Score: 56 Assessment Data & Analysis: 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. About 56% of the Students (5 out of 9 Students) in this class met this goal and scored a C grade or better, 45% not (4 out of 9 Students). Seven students are still enrolled but did not submitted this assignment. (Uriona) Reflection: Due to insufficient student participation in class, I modified my instructional approach last year and continued implementing it this year. However, the revised method did not produce the expected results. Student engagement remained very low. Many students did not attend class regularly, and those who did attend rarely participated in class activities. When presentations were required, several students chose not to attend class at all. The alternative strategy of scheduling individual meetings with students was also largely ineffective. Only two students attended their appointments as planned. On three occasions, I had to reschedule meetings because students did not show up and only contacted me much later. While this strategy had been more successful last year, it did not prove useful this year. In addition, due to administrative pressure, this seminar will be offered in an accelerated 8-week format next semester. This shift requires a complete restructuring of the course and inevitably pushes the instructional design toward a more high-school-level structure rather than a college- or university-level learning environment. Given the already low levels of attendance and participation, I am concerned that the condensed format may further hinder student engagement and achievement of the intended learning outcomes. (Uriona) Tables & Graphs: <table><tr><th>Grade</th><th>Frequency</th><th>Percentage</th><th>F</th><th>M</th></tr><tr><td>A</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></tr><tr><td>B</td><td>0</td><td>0%</td><td>0</td><td>0</td></tr><tr><td>C+</td><td>2</td><td>22,22%</td><td>1</td><td>1</td></tr><tr><td>C</td><td>3</td><td>33,33%</td><td>2</td><td>1</td></tr></table>	Grade	Frequency	Percentage	F	M	A	0	0%	0	0	B+	0	0%	0	0	B	0	0%	0	0	C+	2	22,22%	1	1	C	3	33,33%	2	1
Grade	Frequency	Percentage	F	M																											
A	0	0%	0	0																											
B+	0	0%	0	0																											
B	0	0%	0	0																											
C+	2	22,22%	1	1																											
C	3	33,33%	2	1																											

Make a Plan	Assessment Data & Analysis				
Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70% of the students should be able to get 70% (C grade) or better High Quality Assessment Plan: Yes Department Chair Feedback: Great work! Department Chair Approval Status: Approved Department Chair Approval Date: 04/16/2025	D+	2	22,22%	0	0
	D	1	11,11%	1	2
	F	1	11,11%	0	1
	Total	9	100%	4	5
	Assessed By: Dr. Viviana Uriona Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Not 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: 01/10/2026 Actions: To address the challenges identified this semester and to better support student achievement of the SOC 130 learning outcomes, I plan to implement the following actions: 1. Introduce Structured Weekly Modules The current 15-week structure will also be reorganized into an 8-week format, with clearly defined weekly modules that include consistent deadlines, learning objectives, and short graded activities. This structure aims to increase predictability for students and encourage consistent participation, as well as reduce the indiscriminate use of AI. While, based on my experience, I do not fully agree that the course should be offered in an 8-week format, I must implement it due to administrative pressure. 2. Implement Low-Stakes Participation Activities Each class session will include brief written reflections, small-group discussions, or short in-class tasks that contribute to the participation grade. This approach aims to motivate attendance and active involvement. 3. Maintain Multiple Small Presentations Currently, students complete three small, low-stakes oral or digital presentations instead of a single major presentation. Preparation for these presentations will take place partially during class time to provide guidance and support. This approach reduces student anxiety, encourages regular participation, and improves completion rates. Continuing this format in the 8-week course will help maintain engagement and support achievement of the intended learning outcomes. 4. Early-Alert Communication in Weeks 1–2 I partially implement early-alert communication for students who miss initial assignments or classes. This includes sending reminders and providing information about available support. While full coverage is not feasible, these efforts aim to intervene early and reduce the risk of students disengaging completely. 5. Continue Flexible Office Hours and Virtual Check-Ins To increase accessibility, I already offer a combination of scheduled in-person hours and optional virtual consultations. This approach helps reach students who struggle with the intensified 8-week schedule and				

Make a Plan	Assessment Data & Analysis
	provides ongoing support throughout the course. 6. Ongoing Documentation of Challenges in the Accelerated Format I will carefully document attendance patterns, assignment completion, and learning outcomes during the 8-week session. This data will support future discussions with administration regarding the feasibility of maintaining college-level standards within such a condensed timeframe. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Great work. Very detailed. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025

SOC 140: CONTEMPORARY SOCIAL ISSUES IN MICRONESIA

SLO 4_Possible Solutions

SLO

Upon completion of this course, students will be able to investigate possible solutions to identified problems. Re-Approved by the CC on June 06, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

05/07/2018

Mapping

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

- **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)
- **Demonstrate understanding and appreciation of the creative process.:** undefined (X)

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

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

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

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

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

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

Make a Plan	Assessment Data & Analysis																		
Assessment Tool Status: Active Assessment Type: Critique of Performance Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: There will be an in-class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading (Personal, Social, Cognitive, Knowledge Building) to show what type of solutions they believe are possible in their communities in relation to the NCD crisis. Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70 Benchmark: 70 percent of students who participated passed with a 70 percent or higher. Notes: This was given the SLO assessment praise during a Faculty Symposium/In-Service. It's been a very successful and easy assessment tool High Quality Assessment Plan: Yes Department Chair Feedback: This was given the SLO assessment praise during a Faculty Symposium. It's been a very successful assessment tool. Department Chair Approval Status: Approved Department Chair Approval Date: 02/09/2025	Assessment Data & Analysis Date: 12/09/2025 Actual Benchmark Score: 100 Assessment Data & Analysis: There is a total of 48 students which includes section 1 and section 2 of SOC140 but only 15 were present to participate in this assessment showcasing a participation rate of 31.25%. However, all 15 of the students passed with a 70 percent or higher with all of them scoring an A+ in the assignment showcasing a 100 percent passing rate. Tables & Graphs: <table border="1"> <caption>PARTICIPATION RATE</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Participated</td> <td>31%</td> </tr> <tr> <td>Did not Partake</td> <td>69%</td> </tr> </tbody> </table> <table border="1"> <caption>Gender</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>40%</td> </tr> <tr> <td>Female</td> <td>60%</td> </tr> </tbody> </table> There were 9 females and 6 males. Out of the 15 students that participated, only 2 participate from Wotje, 13 from Uliga and none from Jaluit. The data is thus represented below. <table border="1"> <caption>LOCATION</caption> <thead> <tr> <th>Location</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Wotje</td> <td>13%</td> </tr> <tr> <td>Uliga</td> <td>87%</td> </tr> </tbody> </table> Assessed By: Desmond Narain Doulatram Reporting Period: MAPS Cycle 6 Group 1 (FA24 - FA25) Benchmark Met: Benchmark Met	Category	Percentage	Participated	31%	Did not Partake	69%	Gender	Percentage	Male	40%	Female	60%	Location	Percentage	Wotje	13%	Uliga	87%
Category	Percentage																		
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Make a Plan	Assessment Data & Analysis
Related Documents: SOC 140 Spring 2025 1 & 2 Non-Communicable Diseases (NCDs).pdf	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: 12/09/2025 Actions: Persistently remind students to come for assessment day. High Quality Assessment Results and Action: Yes Department Chair Feedback Using The High Quality SLO Assessment Rubric: Succinct descriptions from a high quality SLO technique that adapts the Reading Apprenticeship easily. Department Chair Approval Status: Approved Department Chair Approval Date: 12/09/2025

SOJ 101: Introduction to Social Justice

SLO 3_RMI Through Activism

SLO

Spearhead social justice concerns within RMI through activism. Approved by CC on June 6, 2024.

SLO Outcome Status

Active

SLO Assessment Cycle

MAPS Cycle 6 Group 1 (FA24 - FA25)

Start Date

06/06/2024

Mapping

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

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

Make a Plan	Assessment Data & Analysis
Assessment Tool Status: Active Assessment Type: Written Assignment or Essay Assessment Cycle: MAPS Cycle 6 Group 1 (FA24 - FA25) Assessment Tool: Student will either write a photo essay of them participating in activism to promote social justice or story their issue through digital story telling videos. Assessment Approach: Individual Assessment Number of Sections: 1 Benchmark Threshold: 70	Note: Course was canceled due to not meeting enrollment count therefore, could not be assessed.

Make a Plan	Assessment Data & Analysis
Benchmark: 70 percent of students who participated scored a 70 percent or higher. Notes: When doing their social justice activism photo essay, students must participate in a cause for a marginalized group (e.g. Domestic Violence Victims, Women, LGBTQIA2S+, Nuclear Victims, etc.). High Quality Assessment Plan: Yes Department Chair Feedback: Photo essay and digital storytelling looks like a good opportunity to showcase activism in the 21st century. Department Chair Approval Status: Approved Department Chair Approval Date: 02/11/2025	

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.