



# Course Assessment Column Report

Program (LA) - Liberal Arts AA

## **SOJ 101: Introduction to Social Justice**

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.

## **AGR 101: INTRODUCTION TO AGRICULTURE**

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

## **POL 101: INTRODUCTION TO POLITICAL SCIENCE**

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

## **POL 290: POLITICS OF DEVELOPMENT**

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

## **ANAT 110: ANATOMY & PHYSIOLOGY I**

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

## **ANAT 210: ANATOMY & PHYSIOLOGY II**

### **SLO 2\_Organ Systems Functions**

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#### **SLO**

Upon completion of this course, students will be able to explain the structure of organ systems as it relates to their functions. Re-approved by CC on November 01, 2021.

#### **SLO Outcome Status**

Active

#### **SLO Assessment Cycle**

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

#### **Start Date**

10/21/2024

11/01/2021

**Mapping**

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

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

Program (NURS) - Nursing AS: (X - Selected)

- **PLO 1\_Evidence-Based Care:** undefined (X)
- **PLO 3\_Healthy Lifestyle:** undefined (X)

Make a Plan	Assessment Data & Analysis																			
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Written Assignment or Essay  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> SLO2,taught in class, Assignments are been given for students to do individually within the time frame for completion, in regards to organ system and its function. Grades are obtained through systemic submission of assignments in criteria achieved.1. identify organ 2. which system it belong to 3. function of the organ system.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> student to achieve a target of 70%&amp; above to master the description of an structure, function and organ system appropriately.  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Assessment tool use to help student gain knowledge and skills in diagnosing conditions.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 02/06/2023</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 09/18/2023  <b>Actual Benchmark Score:</b> 77  <b>Assessment Data &amp; Analysis:</b> Each group was assessed according to the written quizzes given, content of the presentation and the timeframe met ,and the knowledge gained.  <b>Tables &amp; Graphs:</b></p> <table border="1" data-bbox="722 727 1995 1000"> <thead> <tr> <th>Grp.#</th> <th>Quizes % attained</th> <th>Presentation content&amp; within timeframe</th> <th>Knowledge gained</th> </tr> </thead> <tbody> <tr> <td>A.</td> <td>68</td> <td>79</td> <td>73</td> </tr> <tr> <td>B.</td> <td>70</td> <td>81</td> <td>80</td> </tr> <tr> <td>C.</td> <td>75</td> <td>88</td> <td>80</td> </tr> </tbody> </table> <p><b>Assessed By::</b> Marica  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 12/07/2023  <b>Actions:</b> No Action report.  <b>High Quality Assessment Results and Action:</b> No</p>				Grp.#	Quizes % attained	Presentation content& within timeframe	Knowledge gained	A.	68	79	73	B.	70	81	80	C.	75	88	80
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C.	75	88	80																	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Developing, action is not stated in the analysis. action ranges from “not to somewhat” on any or all of the following elements OR satisfies some but not all of the elements are not tied to the analysis of data results. In the future report, upload the related documents in the repository.</p> <p><b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 12/07/2023</p>
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Case Study  <b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)  <b>Assessment Tool:</b> SLO2.had been taught in class and lab. sessions. Students were introduced on how to master skills through OSCE in the study of Organ, systems, functions of human body.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> Students are required to achieve target of 70% or more on how to master skills on accurate description of any human body structure system and function relating to diseases and any medical condition.  <b>Notes:</b> Plan created by Marica Rainibogi  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Well-develop, since the assessment tool is clearly tied up to the SLO. Upload the final assessment tool and rubrics in the repository.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 04/01/2024</p>	

## 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 3\_Arts Application

#### SLO

Apply the arts to express ideas, feelings, and/or content in any area of their creation. Approved by CAC on March 27, 2017. Re-approved by CC on March 5, 2018. Re-Approved by CC on July 23, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2017 - 2018 (Spring), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

03/27/2017

#### Mapping

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

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

Program (EDU) - Elementary Education BA: (X - Selected)

- **PLO 1\_Experiential Learning:** undefined (X)
- **PLO 4\_RMI Elementary Curriculum:** undefined (X)
- **PLO 5\_Assessment:** undefined (X)
- **PLO 6\_Professional Practices:** undefined (X)

Make a Plan	Assessment Data & Analysis
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Project - Group <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<b>Assessment Data &amp; Analysis Date:</b> 06/02/2023 <b>Actual Benchmark Score:</b> 75

Make a Plan	Assessment Data & Analysis																								
<p><b>Assessment Tool:</b> SLO #3 Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI.</p> <p>The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric( out of 100) to assess the student's group project.</p> <p><b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 75 % of the students will score 70 marks in the given rubric.  <b>Notes:</b> The performing arts can be a powerful teaching medium. The SLO assessed will encourage students to use the performing arts in their classroom to create engaging lessons.  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> The assessment tool clearly motivates students to reflect on their contribution to the social and health issues that need to be addressed in their country and use the medium of the performing arts to teach and create awareness in their classroom and the community.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 10/14/2022</p>	<p><b>Assessment Data &amp; Analysis:</b> Data analysis for ART 329  20 students enrolled in the ART 329 class. One student withdrew from the course. 19 students completed the course. The bench mark for SLO#3 is that 75%-( 14 students) will achieve 75/100 in the SLO project. 19 students had a score of 75 or higher in the project. The benchmark was met. Most of the students in the class were matured student and had completed 80% of the courses for the BAEE program. They cooperated well in their group planning for the project. Also the groups were designed so that there were members in the group that were currently teaching in the schools to enable the groups to visit the schools for their project if necessary and a few groups did so. I found that the group of students enrolled in the class were confident and able to take part in the performing arts activities due to their maturity and background learning gained from the BAEE courses already taken.</p> <p><b>Tables &amp; Graphs:</b>  <b>The assessment tool clearly motivates students to reflect on their contribution to the social and health issues that need to be addressed in their country and use the medium of the performing arts to teach and create awareness in their classroom and the community.</b><b>Classification of students</b></p> <table border="1" data-bbox="800 760 1997 1008"> <thead> <tr> <th>Location</th> <th>Males</th> <th>Females</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Uluga Campus</td> <td>4</td> <td>11</td> <td>15</td> </tr> <tr> <td>CMI Center Wotje</td> <td>1</td> <td>3</td> <td>4</td> </tr> <tr> <td>CMI Center Ebeye</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Rubric.</p> <table border="1" data-bbox="800 1170 1997 1479"> <thead> <tr> <th>Criteria</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Teamwork</td> <td>20 mks</td> </tr> <tr> <td>PPT presentation of topic. Information well presented</td> <td>20 mks</td> </tr> <tr> <td>4 components of the performing Arts shown in the performance</td> <td>40</td> </tr> </tbody> </table>	Location	Males	Females	Total	Uluga Campus	4	11	15	CMI Center Wotje	1	3	4	CMI Center Ebeye	1	2	3	Criteria	Marks	Teamwork	20 mks	PPT presentation of topic. Information well presented	20 mks	4 components of the performing Arts shown in the performance	40
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Make a Plan	Assessment Data & Analysis			
	Creativity displayed in the performance	20		
	Total marks	100		
	Analysis of Data			
	Group	Topic	Performing Arts	Marks gained
	1. Majuro 5 members- Females- 2 males-2	Bullying	Dance	84
	2.Majuro Females-2 Male-2	Diabetes	Song	85
	3.Majuro Females-3 Male-1	Healthy Bodies	Song	90
	4. Wotje Females- 3 Male-1	Drugs	Song	85
	5. Ebeye Females-2	Drugs	Song	88

<p><b>Make a Plan</b></p>	<p><b>Assessment Data &amp; Analysis</b></p> <p>Male-1</p> <p><b>Assessed By::</b> Rosie Koroi  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>  No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Actions:</b> Students will focus more on the specific components in the performing ARTS and apply them in a creative dance, drama or music performance in the future.  <b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b>  Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement . Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 05/29/2023</p>
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Project - Group  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 10/15/2023  <b>Actual Benchmark Score:</b> 70  <b>Assessment Data &amp; Analysis:</b> 22 students enrolled in the course. 2 students, a male and female attended class on zoom from the Jaluit center. The class was a mixture of fulltime and part-time students. The students found the assignment challenging in the beginning as they do not participate in dances, music and drama activities. The assignment started out with the students being organized in groups of 5. I found that it did not work out so the students were put into two big groups of 10. The students felt confident working in a group with more support and collaboration. The two groups completed the assignment and met the benchmark. They both used the medium of music to create the song for the health issue/ social issue they felt was important for students to learn.  <b>Tables &amp; Graphs:</b></p>



Make a Plan	Assessment Data & Analysis														
<p><b>Assessment Tool:</b> LO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric( out of 100) to assess the student's group project.</p> <p><b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 1 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 75% of the students will score 70 marks in the given rubric. <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Feedback:</b> he assessment tool clearly motivates students to reflect on their contribution to the social and health issues that need to be addressed in their country and use the medium of the performing arts to teach and create awareness in their classroom and the community. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 10/15/2023</p>	<table border="0"> <tr> <td colspan="2">Rubric.</td> </tr> <tr> <td>Criteria</td> <td>Marks</td> </tr> <tr> <td>Teamwork</td> <td>20 mks</td> </tr> <tr> <td>PPT presentation of topic. Information well presented</td> <td>20 mks</td> </tr> <tr> <td>4 components of the performing Arts shown in the performance</td> <td>40</td> </tr> <tr> <td>Creativity displayed in the performance</td> <td>20</td> </tr> <tr> <td>Total marks</td> <td>100</td> </tr> </table> <p><b>Assessed By::</b> Rosie Koroi <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision. <b>Additional Information</b> <b>High Quality Assessment Results and Action:</b> Yes <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO . <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 10/15/2023</p>	Rubric.		Criteria	Marks	Teamwork	20 mks	PPT presentation of topic. Information well presented	20 mks	4 components of the performing Arts shown in the performance	40	Creativity displayed in the performance	20	Total marks	100
Rubric.															
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Creativity displayed in the performance	20														
Total marks	100														

## ASL 101: AMERICAN SIGN LANGUAGE I

### SLO 1\_Manual Alphabet

#### SLO

Use the manual alphabet receptively and expressively. Approved by CAC on April 17, 2013. Re-approved by CC on April 02, 2018.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

10/21/2024

2016 - 2017 (Fall), 2013 - 2014 (Fall), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 4 Group 1 (FA22 - FA23)

**Start Date**

04/17/2013

**Mapping**

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

- **PLO 1\_Effective Communication:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Students will individually demonstrate the ability to complete the following skills                      a) ability to comprehend and express ideas in ASL in person                      b)d knowledge of ASL as it is used in other academic disciplines                      c)understanding of Deaf communities through comparisons of ASL and their own languages and cultures.                      The skills will be presented through oral presentations.</p> <p><b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 75  <b>High Quality Assessment Plan:</b> No  <b>Department Chair Feedback:</b> Developing:                      Assessment Tool ranges from 'not to somewhat' describes what evidence will be gathered, who it will be gathered from, and how that evidence will be gathered.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 02/03/2023</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 06/27/2023  <b>Actual Benchmark Score:</b> 75  <b>Assessment Data &amp; Analysis:</b> There were 11 students who enrolled for the ASL 101 course in Spring 2023. 9 students completed the course and 2 students withdrew from the course due to personal reasons.                      2 students received a F grade because they missed a lot of class time and did not learn the basics of sign language, which was essential for the class assignments and presentation. The two students did not meet the benchmark.                      7 students met the bench mark. For the 7 students, 4 students had A grade-2 males and 2 females.                      3 students had B+ and were all female students</p> <p><b>Assessed By::</b> Jelina Bujen  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>                      Yes. The SLO statement needs revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 01/01/2023  <b>Actions:</b> Training for the adjunct on how to provide high quality assessment..  <b>High Quality Assessment Results and Action:</b> No  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> The ASL 101 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 101 course in terms high quality SLO assessment.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 06/27/2023</p>

# ASL 102: AMERICAN SIGN LANGUAGE II

## SLO 2\_Conversational Skills

### SLO

Employ conversational skills using appropriate facial expressions and body language, inside and outside the classroom environment. Approved by CC on April 02, 2018.

### SLO Outcome Status

Active

### SLO Assessment Cycle

2018 - 2019 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23)

### Start Date

04/02/2018

### Mapping

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

- **PLO 1\_Effective Communication:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Students will be demonstrate the following skills</p> <ol style="list-style-type: none"> <li>1. knowledge of the rules of ASL by correctly producing signs and facial expressions in complex ASL sentences.</li> <li>2. Integrate several communication strategies, such as using common reference point when giving directions or asking for clarification, to enhance their conversations in ASL</li> <li>3. Describe Deaf cultural norms, practices, or products</li> <li>4. Describe examples of major events in Deaf history that have significant impact in the Deaf community</li> </ol> <p><b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 06/28/2023  <b>Actual Benchmark Score:</b> 75  <b>Assessment Data &amp; Analysis:</b> 8 students enrolled in the course. 4 females and 4 males. The 8 students met the benchmark and the grades were A- 1, B+-6. B-1  All the students passed but i was were not satisfied because we didn't have enough class time to complete the pages along with the UNITS that we could cover for the whole semester. Two days a week is not enough to teach this language since the content is based on, visual, meaning, no talking in class and only using your eyes and writing , using gestures and pointing to communicate clear messages among the deaf . The students need to be fully equipped in giving their services to the Deaf community here in Majuro and all over the World.  <b>Assessed By::</b> Jelina Bujen  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> Yes. The SLO statement needs revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 01/01/2023  <b>Actions:</b> The adjunct instructor feels that the course should be given more teaching time and her concern will be looked at by the SPED Instructor who starts work in Fall 2023.</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 75 <b>High Quality Assessment Plan:</b> No <b>Department Chair Feedback:</b> Developing SLO-Assessment Tool ranges from 'not to somewhat' describes what evidence will be gathered, who it will be gathered from, and how that evidence will be gathered.	<b>High Quality Assessment Results and Action:</b> No <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> The ASL 102 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 102 course in terms high quality SLO assessment.
<b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 02/03/2023	<b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 06/28/2023

## BIO 101: INTRODUCTION TO BIOLOGY

### SLO 3\_ Explain Biological Processes

**SLO**  
Upon completion of this course, students will be able to explain biological processes. Approved by CC on June 21, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

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

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

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Assessment Tool Status:</b> Active	<b>Assessment Data &amp; Analysis Date:</b> 01/29/2024 <b>Actual Benchmark Score:</b> 64

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>												
<b>Assessment Type:</b> Experiment or Other Laboratory Experience <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<p><b>Assessment Data &amp; Analysis:</b> SLO Assessment: The students were required to observe the action of salivary amylase on starch solution and to find out the effect of change in temperature on the action of enzyme salivary amylase on starch molecule. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method; tabulate their results, discuss their results and finally give a summary or conclusion.  The marking Criteria is shown below for the Fall 2023 semester.</p> <p>Marking Criteria for Laboratory reports for BIO 101</p> <p>Instructors name: Dr. Linus Okoro  Course Title: BIO 101 - Introduction to Biology</p> <table border="0" data-bbox="235 592 1081 779"> <tr> <td>Laboratory Observation Participation</td> <td>2 marks</td> </tr> <tr> <td>Introduction</td> <td>3 marks</td> </tr> <tr> <td>Materials/ Methods</td> <td>6 mark</td> </tr> <tr> <td>Results</td> <td>5 marks</td> </tr> <tr> <td>Discussions &amp; Conclusion</td> <td>4 marks</td> </tr> <tr> <td>Total</td> <td>20 marks</td> </tr> </table> <p>Analysis: Out of the 8 students enrolled in the course, only 2 students participated in the SLO assessment. From the results, one of the students (50%) obtained a grade above 70%, which is considered a pass; while the other student (50%) achieved a grade below 70% which is considered as not passed. The Benchmark of this SLO was that 75% of the student should achieve a C and therefore this was not achieved. From the analysis of the results; the two students had low performance in the experimental reporting. Their reports were incomplete in most of the sections. This could be attributed to the challenge in analyzing and writing scientific results. In addition, the course work (topics to be covered) was quite a lot in BIO 101, that much time was not given to train the students in scientific writing skills. This should be addressed appropriately in subsequent semesters.  In the next semester, a different SLO will be tested with a different assessment tool or the same SLO will be tested with a different assessment tool.</p> <p><b>Tables &amp; Graphs:</b>  <b>Results:</b>  1 out of 2 students that took the laboratory assessment (50%) scored below 70%. The second student who participated in the laboratory assessment (100%) scored 70% or more.</p> <p><b>Therefore, benchmark was not met for BIO 101.</b></p> <p><b>Majors of Students Who Took Laboratory Assessment:</b></p>	Laboratory Observation Participation	2 marks	Introduction	3 marks	Materials/ Methods	6 mark	Results	5 marks	Discussions & Conclusion	4 marks	Total	20 marks
Laboratory Observation Participation	2 marks												
Introduction	3 marks												
Materials/ Methods	6 mark												
Results	5 marks												
Discussions & Conclusion	4 marks												
Total	20 marks												

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>							
<b>Assessment Tool:</b> An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312.	1 out of the 2 students who took the quiz was a Nursing major. The second student who took the quiz was a Liberal Art major.							
		<b>Students</b>	<b>Last Name</b>	<b>First Name</b>	<b>Major</b>		<b>Particip.Introd./5</b>	<b>Mat.&amp;</b>
		#1	Crest	Andaya	Nursing		3	3
		#2	Anti	Paul	LA		4	4
						<i>Average</i>	3.5	3
						<i>Possible</i>	5.0	6
<p><b>Assessed By::</b> Dr. Linus Okoro  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Not Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 02/05/2024  <b>Actions:</b> Teaching the students at the beginning of the semester, on standard scientific laboratory report format. This is a required critical skill for students success in science courses.  <b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well-develop, data results shows clearly provides both qualitative and quantitative evidence of student learning outcomes.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/29/2024</p>								
<p><b>Assessment Data &amp; Analysis Date:</b> 12/10/2023  <b>Actual Benchmark Score:</b> 37.5</p>								

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each group of students. This experiment has two parts: Part A was on Amylase activity where by students tested a</p>	<p><b>Assessment Data &amp; Analysis:</b> There were twenty-four (24) students registered for this course of which eight (8) were males and sixteen (16) were females. Out of 24 students, 9 of them (37.5%), obtained a grade of 70% and above, which is considered as passed (P), and 15 out of 24 students (62.5%) achieved a grade below 70% which is considered as not passed (NP). With reference to the majors, this course was made of 62.5% Liberal Arts students, 16.7% of Business students and 20.8% of Nursing students. And their overall pass rates were 25%, 4.2% and 8.3% respectively. However, with regards to gender, only 8.3% of males and 29.2% of females scored 70% and above grade and therefore the benchmark was not achieved.</p> <p><b>Assessed By::</b> Nating Dako</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 12/10/2023</p> <p><b>Actions:</b> Introduce students to research work and weekly lab report writing all throughout the semester. Research and lab reports writing needs skills, patience, perseverance, practice and guidance. This is an area that students must develop and truly it is a challenge for most of them.</p> <p><b>High Quality Assessment Results and Action:</b> No</p> <p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Developing, analysis of data results ranges from “not to somewhat” on any or all of the following elements OR satisfies clearly one but not both elements like addresses the underlying reasons for why students did not (or did) meet the benchmark as stated in the ACTION section. Also, please attached your graphs and figure for better visual representation of the data and attached in related documents in the repository.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 12/11/2023</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase.</p> <p>The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the</p>	



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 70% of the students will attain a C grade or better <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Feedback:</b> Well developed plan <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 01/27/2023	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Experiment or Other Laboratory Experience <b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Assessment Tool:</b> In this experiment, the students will conduct experiments on the standard tests for certain macromolecules such as carbohydrates (sugars &amp; starch), proteins and lipids. They will have to prepare standard solutions of known concentrations required to carry out these Tests. At the end</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>of the experiments, each student will write and submit a formal laboratory report.</p> <p><b>Assessment Approach:</b> Individual</p> <p><b>Assessment Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70% of the students taking the assessment will get a grade of C or higher</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Notes:</b> Plan created by Dr. Linus Okoro</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> Well-developed since the assessment tool tied up to the SLO, make it sure to upload in the repository the assessment tool and the rubrics.</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 03/25/2024	

## CHEM 101: INTRODUCTION TO CHEMISTRY

### SLO 3\_Demonstrate Learning Principles and Practices

#### SLO

Upon completion of this course, students will be able to demonstrate learning principles and practices of chemical analysis and data evaluation by using the periodic table, determining amounts of substance, and recognition of simple chemical reactions. Approved by CC on June 21, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 3 Group 1 (FA21 - FA22)

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

Make a Plan	Assessment Data & Analysis
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Experiment or Other Laboratory Experience <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<b>Assessment Data &amp; Analysis Date:</b> 12/14/2023 <b>Actual Benchmark Score:</b> 87



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>													
<b>Assessment Tool:</b> In this experiment the student investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity.	<p><b>Assessment Data &amp; Analysis:</b> Student Learning Objective: Develop skills for handling laboratory instruments and equipment; Develop a fundamental understanding of chemistry and its applications; Application of the scientific method in simple experiments.</p> <p>Written Assignment: The students were required to perform laboratory experiment on physical and chemical changes for selected reactions. This experiment was to test their knowledge on chemical reaction changes that occur when chemical substances undergo reactions especially when heating is involved. Consequently, different laboratory apparatus was handled by the students in carrying out their laboratory experiment. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method where they followed a marking criterion, tabulate their results, then discussion on their results and finally give a summary or conclusion.</p> <p>The marking Criteria is given below for the Fall 2023 semester.</p> <p>Marking Criteria for Laboratory reports for CHEM 101</p> <table border="0" data-bbox="220 747 1050 974"> <tr> <td>Laboratory Session Participation</td> <td>2 marks</td> </tr> <tr> <td>Introduction</td> <td>3 marks</td> </tr> <tr> <td>Materials/ Methods</td> <td>7 mark</td> </tr> <tr> <td>Results</td> <td>4 marks</td> </tr> <tr> <td>Discussion (Explain your results) &amp; Conclusion</td> <td>4 marks</td> </tr> <tr> <td><b>Total</b></td> <td><b>20 marks</b></td> </tr> </table> <p>Analysis: From the result, 87 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 75% of the student should achieve a C and therefore this was achieved. Most of the students that participated in the laboratory experiment reported that they understood the concept of chemical and physical changes better after the laboratory exercise. This is even as it is expected because hands-on practical experiment enhances students' concept understanding. However, from the analysis of the results, students performed better in writing the materials and methods component and in the experimental result than in the discussion and conclusion component. This low performance in the discussion/conclusion section could be attributed to the challenges of communicating and writing scientific results. This might be the first time they wrote a proper scientific report; however, there was noticeable progressive improvements in the scientific reports as the semester progressed.</p> <p>In the next semester, a different SLO will be tested with a different assessment tool or the same SLO will be tested with a different assessment tool.</p>		Laboratory Session Participation	2 marks	Introduction	3 marks	Materials/ Methods	7 mark	Results	4 marks	Discussion (Explain your results) & Conclusion	4 marks	<b>Total</b>	<b>20 marks</b>
Laboratory Session Participation	2 marks													
Introduction	3 marks													
Materials/ Methods	7 mark													
Results	4 marks													
Discussion (Explain your results) & Conclusion	4 marks													
<b>Total</b>	<b>20 marks</b>													

Make a Plan	Assessment Data & Analysis								
They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report. <b>Assessment Approach:</b> Individual Assessment	<b>Tables &amp; Graphs:</b>								
	<b>CHEM 101</b>								
	<b>Students</b>	<b>Last Name</b>	<b>First Name</b>	<b>Age</b>	<b>Major</b>		<b>Particip. Introd./5</b>	<b>Mat. 8</b>	
	#1	Philip	Faith	21-23	LA		3		
	#2	Kejjo	Kimberly	18-20	Business		4		
	#3	Abija	Yuko	18-20	LA		4.5		
	#4	Jacklick	Wilma	24-26	Nursing		4		
	#5	Alfonso	Merlynn	18-20	Business		4		
	#6	Joash	Arlynn	24-26	LA		4		
	#7	Piailuge	Neitaik	21-23	Nursing		3.5		
	#8	Hetiback	Ashley	18-20	Nursing		4		
						<i>Average</i>	3.9		
					<b>Possible</b>	<b>5.0</b>			

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Number of Sections:</b> 2 <b>Benchmark Threshold:</b> 70% <b>Benchmark:</b> 70% of the students will attain a C grade or better. <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Feedback:</b> Well developed plan <b>Department Chair Approval Status:</b> Approved	<b>Assessed By:</b> Linus Okoro <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision. <b>Additional Information</b> <b>Action Due Date:</b> 02/05/2024 <b>Actions:</b> From the beginning of the classes, students will be introduced to scientific report writing and writing in the sciences. They will be exposed to formal scientific writing skills, using journal paper writing formats. <b>High Quality Assessment Results and Action:</b> Yes <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well-Develop, in terms of the Data Result, the assessment data results shows clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 12/14/2023
	<b>Assessment Data &amp; Analysis Date:</b> 07/22/2023 <b>Actual Benchmark Score:</b> 70.5 <b>Assessment Data &amp; Analysis:</b> Forty four (44) students enrolled for this course this semester. Out of Forty four continuing students, nineteen (19) were males and twenty five (25) were females. From this pool of students, thirteen (13) males and eighteen (18) females participated in this practical. Out of 19 males, 13 of them (68.4%) scored 70% or better, and out 25 females, 18 of them (72%) scored 70% or better. Overall thirty-one (31) out of forty four students scored 70% or better and therefore the Benchmark was achieved. All the students who participated struggled in the report writing part in the beginning but with practice and guidance overtime they were able to complete their reports satisfactorily. <b>Assessed By:</b> Nating Dako <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision. <b>Related Documents:</b> <a href="#">CHEM101Lab2ReportSP23-Mellaine Boutu.pdf</a> ; <a href="#">CHEM101Laboratory 2 handout.pdf</a> <b>Additional Information</b> <b>Actions:</b> A formal laboratory report is part and parcel of studying chemistry and therefore all science students must be given weekly lab practicals together with report writing all throughout the semester. This will enable them to learn the required skills and thus gain confidence in report writing. <b>High Quality Assessment Results and Action:</b> Yes <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 07/25/2023

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Department Chair Approval Date:</b> 01/27/2023	

## **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**

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

## **ENG 111: ENGLISH COMPOSITION I**

### **SLO 3\_Use Basic Skills**

#### **SLO**

Use basic library and research skills to find and read a variety of college levels sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives. Approved by CC on July 3, 2021.

#### **SLO Outcome Status**

Active

#### **SLO Assessment Cycle**

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

#### **Start Date**

08/06/2021

#### **Mapping**

Program (LA) - Liberal Arts AA: (X - Selected)

- **PLO 1\_Effective Communication:** undefined (X)
- **PLO 3\_Critical Thinking:** undefined (X)
- **PLO 4\_Quantitative/Scientific Literacy:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Written Assignment or Essay</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/06/2023</p> <p><b>Actual Benchmark Score:</b> 71</p>

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> Compare and Contrast Paper</p> <p>For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.</p> <p><b>Style</b> " The essay should have a clear introduction, body, and conclusion " The essay should have a thesis</p>	<p><b>Assessment Data &amp; Analysis:</b> The benchmark was met with a 71%. The total number of participants was 43. It must be noted that there were sections where the benchmark was not met. The essay in questions was the culmination of several assignments. Students with poor attendance were not able to follow the process even though all parts of the assignments had drafts, revisions, and final versions. It is interesting that the AP section had the highest success rate.</p> <p>Grade A Gender M Location Uliga</p> <p>Football vs. America Football "It isn't the mountains ahead to climb that wear you out, it's the pebble in your shoe" said by Muhamad Ali. Sports has become an impact around the world. They are the reason most countries unify together to enjoy family, friends time and watch a good equal game, other than going to wars. Sports speaks a language where youths would understand. Even though people may have many disagreements, sports will bring the joy and fun out of everyone playing and watching. Soccer, being called by the Americans, Canadians, and a few other countries, is the most loved sports around the world ranking as number one. American football, on the other hand, is the most popular sport in America and other countries as well. Both sports bring peace to youths as well as to many countries. Soccer and American football share a handful of similarities but have numerous differences. The way both sports are played and the rules they have to the amount of players and roles of each player. One of the differences between the two sports is the way the game is being played. According to an article by BYJU, they stated that "In American Football, the objective is score points." However, "in Soccer, the objective is to score a goal." Each player has a role to attack and/or defend. The goalkeeper is the only person on the field that stands by the goal trying to prevent the opposing team from scoring a goal. In American football, teams take turns to attack and defend. The team who possesses the ball is called offense and it is the team that is trying to score. This game held a lot of strategic plans to score. The defense team tries to prevent the opposing team from scoring points. By doing this, the defense team uses their strategic plans to get the ball from the other opposing team. In soccer you score goals, and in football you score points. In soccer, to score a goal, the ball must pass between the goal posts and crossbar. Every goal is one point. Apart from that, in American football, getting a touchdown is worth 6 points, and can get one more point from scoring the kick attempt or score another two points from crossing the touchdown line again. The scoring of both sports are very different. The way the game is played has many differences too. Being in a game where there is a lot of physical contact, the players need to wear protection. "In American Football, the guards used by the players are mouthguard, upper leg padding, helmet, shoulder protector, chest pad" stated an article by BYJU. Without the proper gear to wear when playing football can lead to long term harm to the players which includes concussions, brain injuries, etc. Although soccer is also a physical game, "the protective gears used by the players are boots and shin guards. The goalkeepers are allowed to wear hand gloves" (BYJU). The most well-known rule when playing soccer is that hands are not to touch the ball except for the goalkeeper. . Stealing the ball from the opposing team does not include tackle unless you are playing American football. The protection gear is to reduce any harm to the players. Even though the players are safe with the gears, rules are also implied to keep the games fun. There's a few similarities when it comes to these two sports. According to an article by BYJU, it states that "both American Football and Soccer have 2 opposing teams with 11 members each." Similar roles are played in these two sports which are defense and offense. If one team has the ball, they would be called offense compared to the other team, who would be playing defense. The role of the defensive team is to prevent the other team from scoring a goal, or to steal the ball, which would reverse the roles between the two</p>

Make a Plan	Assessment Data & Analysis
<p>statement in the introduction " The essay should have at least 4 paragraphs of the body " The essay should include at least two direct quotes from your sources and two indirect quotes. " The essay should include a correct Works Cited page</p> <p>Mechanics " Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper " The identification and pagination of the essay should be</p>	<p>teams. Each role plays a different aspect in the game which adds to the excitement one feels when watching. The fun part of both sports is that they are known as "contact sports" (BYJU). That means that they are constantly making contact throughout the game. However, there are strict limits to prevent the players from playing aggressively to injure another player or there will be consequences. The rules of both sports are different. Furthermore, there are strict rules to keep the players from getting hurt or injured. Yes, being in a sport which contains physical contact is dangerous in the long run, but individual players know their own limits of playing the sport. Both the sports "have rectangular shaped fields" (BYJU). The measurement is varied but is still the same shape. The games are played on grass. The grass type is also varied but it is either natural grass or artificial grass. Also, according to the article by BYJU, "Both the sports have goal posts, although they are of different dimensions" but are used for the same purpose. In football, in order to score a goal, the team with the ball tries to pass or kick the ball between the poles and hope that the goalkeeper of the other team does not intervene with the shot. In American football, the team with the ball has the step on the goal post to score points. Also, in American football, there is a rule of the game where if you score a touchdown, the team who scored would have to kick the ball toward the post hoping it would pass in between the poles. All is love between these two sports; it can get crazy but in the end, both teams are giving all they got to prove that they are winners.</p> <p>Sports has become a beacon to bring peace to everybody around the world. Soccer is a well known sport around the globe and is loved by all people of all ages, as well as American football in a few countries. From the difference of popularity on both sports to the field played on, and the rules of the games plus the adrenaline both sports give, this proves that it does not matter who you are or where you are from but everyone shares the same passion for either sports. Both sports may have great quantities of differences and similarities, the loyalty of the players as well as the spectators brings peace to the sports everyone knows and loves.</p> <p>Work Cited Admin. "Differences between Football and Soccer: Football vs Soccer Comparisons and Similarities." BYJUS, BYJU'S, 9 Nov. 2022, <a href="http://byjus.com/free-ias-prep/football-soccer-differences-similarities/">byjus.com/free-ias-prep/football-soccer-differences-similarities/</a>.</p> <p>Grade C Gender F Location Uliga</p> <p style="text-align: center;">"Baseball and Basketball"</p> <p>Baseball and basketball are two most popular sports around the world. Marshallese people enjoy watching baseball and basketball. When it comes to this kind of sports, Baseball and Basketball, everyone always has their time to watch. People cannot say no</p>

Make a Plan	Assessment Data & Analysis
<p>correct (i.e. no extra spaces, correct information at the top, last name and page number included)</p> <p>" The essay should be titled (something other than "Compare and Contrast" is necessary)</p> <p>" Write in paragraph form</p> <p>" Be sure to use a spelling and grammar check</p> <p>" Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch</p>	<p>to these two different sports. In this essay I am going to make a comparison on these two popular sports.</p> <p>Baseball is a bat and ball sport that the player always plays outside on a large field.</p> <p>In order to play baseball, we have to have playing equipment. The playing equipment are: the bat that we used to touch the ball, the gloves to cover our hand so that we cannot feel hurt, the helmet to cover our head, and finally the small ball that is used for the game, and it is the most important equipment of all. While baseball is fun, it is also overwhelming. I just love to watch those players play baseball. It is a well-known sport, not only in the Marshall Islands but everywhere around the world. Basketball is also the one popular sport and people always love to watch.</p> <p>Basketball is the most popular sport around this world. It is also a ball game with different kinds of balls. There is no equipment needed if we play basketball. The only thing that we need to play with is the ball and the court. Everyone enjoys watching basketball, because it is a fun and exciting sport. Basketball is a two-team game where we opponent each other in the games. To aim a score, we have to shoot to the ring, and each score contains two points. Playing basketball is good for our health, because we are exercising. Most of the basketball players are in good shape and they are really healthy. I enjoy watching basketball and baseball because they are fun and exciting.</p> <p>By playing these two popular sports, there are benefits that each player gets. For example, if there are tournaments like for school and community, there are always big prizes. Schools always give scholarships for those best players and communities always give big cash prizes for the best player. By playing these two different kinds of sport, our body will be in good shape. Most of my free time I always watch basketball and baseball. I know that these two sports are good and we Marshallese people enjoy watching. I know that playing basketball and baseball is good.</p> <p>In summary, these two sports are the most important sports that people around this world are trying to watch. Around this world, the two kinds of sports are really popular and we also get benefits while playing these two kinds of sports. By playing these two sports, which are really popular, I know that we can be as healthy as a horse. There are many people with diabetic in the Marshall Islands and I know that playing these two different sports will benefit them. Baseball and basketball are really popular not only here in the Marshall islands but also everywhere around the world. These sports are really, really enjoyable and everyone loves to watch them. " An error by definition is out to get on a routinely batted ball that is expected to result in and out"</p> <p style="text-align: center;">Work cited.</p> <p>WMizels J, Erickson B, Chalmers P. Current State of Data and Analytics Research in Baseball. Curr Rev Musculoskelet Med. 2022 Aug;15(4):283-290. doi: 10.1007/s12178-022-09763-6. Epub 2022 Apr 29. PMID: 35486325; PMCID: PMC9276858</p>



Make a Plan	Assessment Data & Analysis
<p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections: 8</b></p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70% of the students should be able to get 70% (C grade) or better</p>	<p>Grade B+ Gender M Location Uniga Tennis &amp; Golf</p> <p>Tennis and Golf are two popular sports that share many similarities but are fundamentally different in terms of gameplay, equipment, and culture. In this essay, we will explore the differences between tennis and golf. Highlight their unique characteristics and appeal. One of the similarities between tennis and golf is that they are both individual sports, where players' performance depends on their skills and technique. In both sports many athletes compete against themselves as well as their opponent.</p> <p>Another shared feature is that both tennis and golf are played on carefully maintained outdoor surfaces. Tennis courts can be found in various settings, including grass and hard court, while golf offers terrains, such as fairways, sand traps and green grass. Both sports demand an understanding of how the playing surface affects ball movement by adding complexity to the game. However when observing the differences, we see that the equipment used in tennis and golf sets them apart. Tennis requires a racket and tennis ball, while golf relies on a set of clubs designed for different distances and a golf ball</p> <p>In tennis, players use a racket to hit over a net. "The game is fast-paced and players need to react quickly to the opponents shots". Golfers on the other hand use a set of clubs to hit a ball into the series of holes. Golf is a slower-paced sport that requires precision and strategy.</p> <p>Tennis uses a point-paced scoring system, where players can earn points(15, 30, 40) and can win a game by scoring four points with two-point lead. Golfers employ a stroke-paced scoring system, where the goal is to complete the course in as few strokes as possible. The player with the lowest total score wins. Tennis is typically played on a rectangular court with a net in the middle. There are various</p>



Make a Plan	Assessment Data & Analysis
<p><b>Department Chair Feedback:</b> The tool clearly addresses the need for students to read relevant articles and sources and apply the information meaningfully in their writing. The task requires students to think at a higher level of synthesising and applying information. 20% of samples will be collected from each section, with all instructors teaching the class grading and comparing their assessments. A rubric will be used, to assess the required level of research</p>	<p>D 1 0 F 1 (+2) 1 (+5)</p> <p>Strengths of the assignment:  " The majority understood the assignment requirement and had relevant ideas  " 8 students of the 17 who passed had an A grade  " Those who passed (C or better):  " Paragraphs were developed, with attempts at a clear topics sentence, explanations, examples and a concluding sentence  " Understood the basics of citing sources  " Tried to keep similarity % below 20%  " Understood listing sources in the Works Cited</p> <p>Weaknesses of the assignment:  " 9 students had an F, 7 who did not submit the paper.  " Of those who submitted, 3 failed the assignment while 17 passed  " Engaging borrowed ideas meaningfully in the paragraphs can still be improved on  " Being consistent with using credible academic sources</p> <p>Moving forward  " Retain the SLO  " Keep the assignment</p> <p>Sample 1: Female, Uliga  Differences and Similarities of clothing cultures between Fiji and Samoa  Fiji and Samoa are two Island nations in the Pacific Ocean that share some aspects of their cultures but also have distinct differences just like how both countries have their differences and similarities in cultural wear.  For starters one similarity of the clothing between each country is they both wear both their traditional wear which are made of the paper mulberry. The process of preparing the clothes are harvesting, stripping, separating, scraping, and beating. Develop this more and you can get support from others sources too  Another similarity is their ways of wearing it, so the men wear it as a skirt while the women wear it as a dress. Develop this more and you can get support from others sources too  The difference is Fijians wear a chamba, the Samoans wear puletasi. The chamba is basically a dress with a skirt that goes down to your feet and is normally brightly colored with an Islandish design. The Puletasi however is a matching skirt and tunic with a Samoan design. The lava-lava is a sarong which may be worn by Samoan men or women. The Fiji men wear BULA shirts or a pocket SULU. Develop this more and you can get support from others sources too  Another difference is their designs. As I have mentioned before, the Fijians designs their clothes in Islandish design whereas the Samoans designs their clothes in samoan design, their own design. Develop this more and you can get support from others sources too  To conclude, although these are two different islands, they have their similarities in their traditional ways of what they wear and their ways of living like how they live, their foods are all local foods, and their appearances.  Works Cited? &gt;j this is a research paper and needed to support the essay with research evidence too  Element/Score Excellent  (A) Above Avg. (B) Average  (C) Below Avg.</p>

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as required in the SLO. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 10/14/2022	<table border="0"> <tr> <td>(D) Unacceptable %</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Punctuality</td> <td>The essay was on time</td> <td>The essay was on time</td> <td></td> </tr> <tr> <td>Title</td> <td></td> <td>The essay is not titled</td> <td></td> </tr> <tr> <td>Organization</td> <td>The essay is well organized</td> <td>The essay is organized</td> <td>The organization needs revision</td> </tr> <tr> <td>(5) The essay is well organized</td> <td></td> <td></td> <td>The essay lacks organization</td> </tr> <tr> <td>essay is not organized 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis Statement (10)</td> <td>The essay has a well written thesis</td> <td>The essay has a thesis</td> <td>The thesis needs some revision</td> </tr> <tr> <td>weak or missing</td> <td>No thesis is present</td> <td>2</td> <td>The thesis is</td> </tr> <tr> <td>Compare and Contrast (50)</td> <td colspan="3">The essay fully compares and contrasts assigned aspects, with clearly developed paragraphs and strongly supported with evidence from research</td> </tr> <tr> <td>research</td> <td>The compare and contrasts need revision</td> <td>The compare and contrasts are weak</td> <td>The essay does not meet compare and contrast standards 15</td> </tr> <tr> <td>Works Cited (10)</td> <td>The essay has a correct works cited</td> <td>The essay has an incorrect works cited</td> <td>The works cited is missing 0</td> </tr> <tr> <td>Grammar, Punctuation, and Spelling GPS (20)</td> <td>The essay contains no GPS errors</td> <td>The essay contains few GPS errors</td> <td>The essay contains some GPS errors</td> </tr> <tr> <td>MLA (5)</td> <td>The essay contains many GPS errors</td> <td>The essay contains too many GPS errors</td> <td>16</td> </tr> <tr> <td>MLA format is correct</td> <td>MLA format is incorrect</td> <td>5</td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>41 /100</td> <td>8.2/20</td> </tr> </table> <p>Sample 2: Female, Uliga            The Differences and Similarities between Clothing Cultures of the Past and the Present            Culture in general signifies beliefs and traditions, as well as the aspects of man-made creations such as arts, tools, and clothing. Clothing is an essential necessity that is inextricably linked to humanity. It is an integral part of practically every culture throughout the world. Nowadays, as multiple cultures encounter one another, they start to transform their own cultures, especially their way of clothing by integrating features from other cultures. This essay will discuss the differences between clothing cultures of the past and present of how traditional clothing has recently become or regarded as impractical than before, and the process used to make clothing has changed overtime, together with the similarities of it still being used as a form of self-expression and social status or community's hierarchy.            The first difference of clothing cultures in the past and present is that traditional clothing has become, or viewed, as impractical and not necessarily essential in today's society or way of life. Traditional clothing is currently and mostly worn during special occasions such as weddings, birthdays, baptism ceremonies, and cultural heritage events. It is highly known that each culture holds its own traditional clothing, however during the past few years, nearly all cultures have shifted from these traditions. Although traditional clothing is part of one's heritage, most people nowadays would prefer daily comfort over their traditions. It is possible that sometimes people can become uncomfortable with their traditional clothing due to their location and surroundings. For example, native women around the world such as those in North Mexico, used to wear exquisite lengthy clothes with great designs in the past, but owing to their scorching heat nowadays, they generally deem their cultural clothing as non-practical. Furthermore, Ku»uwehi Hiraishi stated that the traditional Marshallese clothing for men and women usually left the upper body uncovered, with traditional mats known as jaki-ed covering just the lower body and thighs (1). However, after the arrival of the missionaries on the islands, the inhabitants have changed from this tradition to</p>	(D) Unacceptable %				Punctuality	The essay was on time	The essay was on time		Title		The essay is not titled		Organization	The essay is well organized	The essay is organized	The organization needs revision	(5) The essay is well organized			The essay lacks organization	essay is not organized 3				Thesis Statement (10)	The essay has a well written thesis	The essay has a thesis	The thesis needs some revision	weak or missing	No thesis is present	2	The thesis is	Compare and Contrast (50)	The essay fully compares and contrasts assigned aspects, with clearly developed paragraphs and strongly supported with evidence from research			research	The compare and contrasts need revision	The compare and contrasts are weak	The essay does not meet compare and contrast standards 15	Works Cited (10)	The essay has a correct works cited	The essay has an incorrect works cited	The works cited is missing 0	Grammar, Punctuation, and Spelling GPS (20)	The essay contains no GPS errors	The essay contains few GPS errors	The essay contains some GPS errors	MLA (5)	The essay contains many GPS errors	The essay contains too many GPS errors	16	MLA format is correct	MLA format is incorrect	5		Total		41 /100	8.2/20
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	<p>western clothing to entirely cover their bodies. Therefore, traditional clothing as being impractical is one of the differences of clothing cultures of the past and present.</p> <p>The second distinction between the past and the present of clothing cultures is through the process used to make clothing. Traditionally, most of the ethnic clothing were simply made by hand, and individuals would make their clothes from natural resources such as animal fur, coconut or pandanus leaves, and so on. These traditional clothing were well-made and typically long-lasting. According to Dirk H.R. Spennemman, the traditional Marshallese clothing for men made up of mats usually lasted for approximately a year. There are two ways to wear a mat: kal or tuman, where the mat is worn around the body like an apron, and lageb, where one corner is pulled between legs and tucked into the belt. On certain occasions, chiefs would dress in a grass skirt covered by a mat (1). Moreover, in this generation, the production of clothing has changed and expanded with the advancement of modern machinery or technology. These days, individuals would prefer machine-made clothing over hand-made clothing since machinery requires less effort and takes less time, for instance, technologies have resulted in stylish and trendy clothing like distressed and high waisted jeans, crop tops, and so forth. It is well-known that individuals are easily drawn to apparels that are in vogue and contemporary, that they frequently purchase most of these clothing to blend in with society today. According to Andrew Godley, the development of the clothing industry is not solely influenced by technology, but by fashion. He further states that the myth that flexible manufacturing systems will boost high-wage countries' competitiveness is false and the most successful strategy for high-wage garment producers is to increase revenue rather than cutting costs. While flexible manufacturing systems offer the promise of reducing unit costs and pursuing smaller batch sizes, they cannot compete with low-wage countries (ibid). Western firms must target higher margin market niches to increase prices. This is easier said than done, as fashion is unpredictable, and demand is highly volatile (Godley 7-8). Hence, the method of manufacturing clothes is also a difference amongst clothing cultures of the past and present.</p> <p>Aside from these differences, there are also similarities regarding clothing cultures of the past and the present. The first similarity is that clothing is still being used as a form of self-expression in both the past and the present, symbolizing one's individuality and unique style. Just like in the past, societal standards and cultural traditions frequently influence how people dress today. The reason is that clothing reflects the values, beliefs, and practices of a specific civilization or group. For instance, colors, designs, or fashion trends could have symbolic significance or be linked to cultural customs such as the tapa cloth. A bark cloth that is still widely used in the Pacific countries like Tonga, Samoa, and Fiji, as well as Niue, Cook Islands, and so on. As stated by Vaka'uta C.F. Koya, tapa is a traditional textile from Samoa known as siapo and ngatu in Tonga, which evolved from processed bark of the paper mulberry tree and is claimed to have been used by early seafarers. Tapa culture is a vital area for Indigenous Knowledge Systems, as it emphasizes symbolic interactionism and the spiritual idea of v. A holistic understanding of tapa necessitates and a re-positioning of narrative from an indigenous standpoint. Tonga's ngatu production is increasing, whereas siapo production is decreasing. Despite changing lives and the capitalist economy, Samoans kept the traditional importance of tapa, even if it is replaced with fabric and currency. Ngatu and siapo are traditionally classified as red-brown and black, with ngatu thina being white or brown tapa and ngatu t'uli being black tapa. Both have traditional and practical uses, but black tapa is only used during Tongan weddings and funerals. Tongans address its significance, but few have personal collections. Ngatu t'uli is regarded as preferable for weddings (1-2). Along with this, cultural expectations and norms like modesty standards and business clothing can influence how people dress. People express their connection to their culture and adapt to the established social norms by adhering to these influences. Furthermore, today's clothes can be utilized to express oneself or send a message, just like it could in the past. For example, to express their opinions, support causes, or to display their individuality, people frequently dress in clothing with slogans, symbols, or images. As reported by Annie Karni, Rep. Alexandra Ocasio- Cortez attended the 2021 Met Gala in a white gown with red "Tax the Rich" slogans across her back (1). This is a method of communicating through clothing. Thus, clothing has been a significant form of self-expression in both the past and present.</p> <p>The second similarity of clothing culture of the past and present is that clothing has always been a way to convey social status or a</p>



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	<p>(5) The essay is well organized    The essay is organized    The organization needs revision    The essay lacks organization    The essay is not organized 5</p> <p>Thesis Statement (10) The essay has a well written thesis    The essay has a thesis    The thesis needs some revision    The thesis is weak or missing    No thesis is present    10</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects, with clearly developed paragraphs and strongly supported with evidence from research    The essay compares and contrasts assigned aspects, with correct inclusion of research    The compare and contrasts need revision    The compare and contrasts are weak    The essay does not meet compare and contrast standards 48</p> <p>Works Cited (10) The essay has a correct works cited    The essay has an incorrect works cited    The works cited is missing 10</p> <p>Grammar, Punctuation, and Spelling GPS (20) The essay contains no GPS errors    The essay contains few GPS errors    The essay contains some GPS errors    The essay contains many GPS errors    The essay contains too many GPS errors    20</p> <p>MLA (5) MLA format is correct    MLA format is incorrect 5</p> <p>Total    98 /100    19.6/20</p>
	<p>Sample 3 – Male, Uliga England: Then and Now</p> <p>In today’s society, fashion from around the world are almost similar in every way. Almost everywhere, people are seen to be wearing hoodies, t-shirts, or jeans, dresses, and which can all be of the same brand. All these different clothing styles and fashions can be found all around the world. However, a century ago this was not the case. Each country had their own fashion sense, unlike today’s fashion where most people, from all over the world, can wear the same brand. In the past, England could be easily discerned from America and other nations. As clothes and fashion has evolved over time, some aspects of clothing has remained the same while some have changed. This essay will look at England’s differences and similarities between its past and present clothing styles.</p> <p>One of the major differences between England’s present and past attire, is the shirt or dresses styles. Back in the 1800s, men would always be seen wearing a suit, wherever and whenever. It was almost a custom. The only times the men back in the day would not be in a suit, is when they are off to bed or to do some athletic activity. Compared to men today, their choice of clothing depends upon either their profession, the time of day, or however they feel. A man in present day England could wear a tank top and shorts, or a proper suit. Women, in the past, would always wear these dresses with very slim waists, and a rather large bustle. Women’s style seemed more fashionable, as stated by Andrew Godley, “Fashion-dominated demand in Britain is, by and large, confined to womenswear.” (8) Just as the men in the past, women would always wear these kinds of dresses unless, of course, they were going to sleep. It appears that the tradition of men and women wearing completely separate clothing has disappeared in today’s age. In present times, however, women can wear the same clothing men are able to wear. Men and women can wear the same T-shirt and it would be normal. However, if a man and a woman were to match, it would have been deemed bizarre to most people, as men are not perceived to wear feminine clothing such as dresses and skirts. Fashion changed because the industry grew and was able to produce more. According to Godley, “Fashion was also an element in the growing demand for ready-made hosiery&amp;” (5) The industry grew because fashion slowly began to become a part of society.</p> <p>Moreover, the growing importance of fashion in the organisation of the clothing industry in high-wage economies today is likely to provide an impetus to review the historical evidence for the impact of fashion-dominated demand in the organisation of a number of industries, clothing being the most obvious one among them (ibid).</p>

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	<p>This is why the past and present have a vast difference in fashion.</p> <p>The next fashion change is the change in accessories. Today, we have earrings, different types of headwear, and necklaces, all of which both men and women can wear. In the 1800s, however, women had bonnets, simple dainty jewelry, and handbags. Men in those days only had cuff links and decorated waistcoat buttons. In these times, it was only women who are expected to wear accessories. Their entire set of accessory items would be a bonnet, either plain or bedazzled with precious stones, a simple necklace and bracelet to match, and a handbag. In the present day, however, men and women could wear the exact same necklace, and wear the exact same headwear. According to Melanie Mollard, men and women have similar fashion because society began to change its view of fashion. The conversion from gendered fashion to neutral fashion began sometime in the early 1900s with an English group, 'Bright Young Things', who had a "penchant for eccentric and opulent fashion". (Mollard) She also states that women began to utilize fashion to empower all other women in society, and claims that, "&amp;women began feeling safe enough to truly break the boundaries of gendered fashion as well". The sense of fashion in today's society, is much more gender neutral than in the last century as women began to be treated more equally, and as society's perception of fashion grew less gender specific. If a man was found wearing a bonnet in the last few centuries, he would have been discriminated for it. The same goes if a woman was found wearing any of the male accessories. However, today people are encouraged to wear whatever they feel best suits their personalities, and people are discriminated if they discourage a certain fashion just because they do not like it.</p> <p>However, there are still some similarities. The first similarity is that generally men and women still wear suits and dresses, respectively. As stated before, men and women could wear the exact same thing, however, when it comes to formal events, such as, business meetings, formal parties or events, the men would wear suits, and the women would wear dresses. In the past, what we consider formal attire now, was almost casual attire in the past. In these present times it is understood that at a banquet, formal wear is the recommended attire, and as such, the people will follow the attire. In an article titled "The Suits and New York", written by Henry Levine, the reason why suits are still worn, is because, "Men have to wear standardized suits because culturally, they are still the professionally important gender." In business, where being formal and professional is a requirement, suits bring that sense of formality and professionalism to an individual. So much so, that women in today's society are also wearing their own equivalents.</p> <p>The second similarity between England's past and present fashion, is their cultural attire. Unfortunately, England does not have a distinctive national dress, however there is a dance in England, called the Morris dance and it has its own attire. The attire for this dance consists of "white trousers, a white shirt, a pad of bells worn around the calf of the leg, and a hat made of felt or straw, decorated with ribbons and flowers." (Britain's National Costumes) The bells and ribbons are believed to bring in fertility and prevent harm from coming over. This traditional dance is still practiced today, along with its attire. This similarity is not only present in England, but in other countries and cultures all over the world. Some of them being countries of the Middle East and of Asia.</p> <p>In conclusion, though the present time is similar to England's past, it is still vastly different. Indeed, suits and some of the country's traditional wear is worn, however, only for special occasions. Most of the time, the people of England would be wearing t-shirts, jeans, hoodies, and beanies for their everyday activities. Fashion changed due to the change of society's view of the two genders. As women began to stand up for themselves, they slowly became equal to men, in society's standards. Soon fashion lost most of its gender distinctness and became fluid. If this were to continue, probably the 100 years or so, each individual would have their own fashion exclusive to themselves. Another possible outcome is that there would be only one fashion trend each year, or season.</p> <p>.</p> <p>Works Cited  Godley, Andrew. "The Development of the Clothing Industry: Technology and Fashion", <i>Textile History</i>, 28:1, 3-10, 19 July 2013, <a href="http://doi.org/10.1179/0040496977993711067">http://doi.org/10.1179/0040496977993711067</a>  Levine, Henry. "The Suit and New York". <i>New York Apparel</i>, <a href="https://eportfolios.macaulay.cuny.edu/whatwewear/suits/">https://eportfolios.macaulay.cuny.edu/whatwewear/suits/</a></p>





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	<p>One of the key similarities of the clothing cultures comparison in Italy and Spain is the style of women’s clothing. According to Jenna Maria, he women are knotwn to wear a light weight blouse, very vibrant and colorful embroidered skirts with very floral and fruity patterns shown throughout the dress and for the men shown the same concept but has a far less decor or less complex as the woman's traditional dresses. According to Jenna Maria , the cultural clothing shown in Spain is also very similar to the traditional clothing contains a long and light weight dress very intricate and very colorful and vibrant both cultural dresses have shown their very floral aesthetic skirt design which is constructed to look like flowers in the dress. Hence, they are similar in how the women dress. Which countries and most culture around the world including Spain and Italy flowers in most countries represent beauty just like Italy and Spain there traditional clothing are inspired by their native flowers which also emphasized the similarities between their cultural clothing</p> <p>The second similarity is on the events or gatherings these countries do for their cultural clothing. Both Spain and Italy use their cultural clothing for events. Spain can be found wearing their cultural clothing. Flamenco dress is worn on events such as festivals, weddings, church, celebrations and performances and so much more. In Italy, it is appropriate to wear women's cultural clothing to festivals, wedding church celebrations. Have similar uses and events excluding the performance aspect on when the clothing is worn you can see a lot of similarities when each of the cultural clothing from each country is worn.</p> <p>However, there are also differences between Italy and Spain’s clothing tradition. According to Jenna Maria, the men's traditional clothing in Italy feature trousers that go below the knee and a long white shirt and a sleeveless jacket that come in many color and feature a lot of abstract shapes that could be found on the jacket itself lastly they were shaped like a oval that cut right down the center horizontally which they call the head wear a “berrite”. According to Jenna Maria, the men's traditional clothing in Spain consist of high waist pants that pairs up with a short jacket which come with embroidery of any sort including a white shirt underneath the jacket they often worn with a wide hat with a bandana around the head. It shows that Italy and Spain have similar culture and both come from[AB8] but it also shows their individuality or differences when it comes to the men's traditional clothing[AB9] .</p> <p>The final difference I will talk about is the events when the traditional clothing is worn. According to maves apparel, “Bull fighting clothing symbolism and style” For men’s traditional it could be worn to many occasions but one occasion the Spanish men traditional clothing is worn is bullfighting which worn when doing the practice which one the famous or tourist attraction shown in it which they were their traditional clothing bullfighting it consist with the short jacket but with an added flair to it they emphasize more pronounced detail when wear jacket include very bright or dark color that comes with attire is what the matador wears. For the Italian men their traditional clothing is worn during “Palio di Siena” or better known as horse racing and you can clearly see the in the men traditional clothing they wear the clothing I before a long line of but, its giving a different feel to indicate the different racers shoe they add a pattern of two different color differentiate the other racers. That ends of my last point when traditional clothing is worn in both Spain and Italy</p> <p>In conclusion although Italy and Spain culture may be very similar and may way and different in every way it comes to show with my point they in some aspect of their traditional clothing can be very similar or very different even though they both brought by their Latin root they both very similar and show their own individuality at the which ends off my compare and contrast essay[AB11] .</p> <p>This paper could have been edited and formatted much better than this</p> <p>Works Cited</p> <p>GrabianowskiEd. “How Italian Traditions Work.” HowStuffWorks, Mar. 2023, people.howstuffworks.</p> <p>“Italy traditional: Clothing, Religion Wedding” Firebird tours. 10 July 2023</p> <p>Luna, Mar Z. “13 Fun Similarities Between Italian and Spanish Culture.” Homeschool Spanish Academy, 1 Feb. 2022,</p> <p>“Traditional Costume in Spain.” Classroom Synonym, 25 June 2018,</p> <p>Shahzad, Muhammad Saleem. “Bullfighter Clothing: Symbolism and Style &amp;Ndash; Maves Apparel.” Rest of details?</p>

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	<p>whereas, Korean, both men and women will have a better sense of fashion as they grow up.</p> <p>Adding on, wearing high-quality clothes and better-fitting clothes can bring comfort to the skin and boost self-esteem, Lux Life points out (2023). Marshall Island and South Korea have different tastes in fashion regarding different cultures. For example, Marshallese women love to wear tight-shirt and minimum skirt to cover their knee for women are not supposed to reveal their knee to show respect to elders, therefore, Korean women love to wear cute, oversized sweater, with skinny jeans to focus on utmost comfort (“Korea Fashion”). Despite the difference of cultural fashion, Marshall Island and South Korea can be also similar in any kind of way.</p> <p>Moreover, Marshall Island and South Korea are more likely to allow both public and foreigners to study and also promote their culture and custom by letting them see or wear their cultural clothing for life time experience. In this case, each country has different activities planned out for a day to make it fun and interesting to the public and foreigners to be able to have their best life experience in learning more about themselves and other countries' cultures. For example, according to Elaine and Dave, a blogging couple who love to travel around the world as much as possible, firstly, you have to borrow a hanbok for a hanbok for a full day and half hours the next day. In addition, free accessories and hair styling will also be provided. Afterwards, you will have a choice to choose the palaces out of five in Seoul, Korea you want to visit the most (Elaine and Dave). In contrast to letting people borrow the cultural cloth, Marshall Island will display in the local museum called Alele. In this place, there will be a tour around the building, showing and telling some of the ancient items the ancestors used, showing the library and the history of the ancestors. Afterward, the last place to visit is the local stores where they sell handicraft and other Marshallese items to permit the people to buy if they wanted to. Because of these activities, both countries always feel proud and relieved that a lot of people get interested in learning about their culture and customs which they value the most.</p> <p>Finally, the second commonality that Marshall Island and Korea have, is that they have the same purpose and goal to continuously move forward and respect its own culture and custom despite living in a developmental world now. According to Clifford Geertz, “what we had actually demonstrated was our cowardice, but there is fellowship in that too ” (“Clifford Geertz”). If it wasn’t about the importance of culture and custom, then the people wouldn’t be respectful to each other and united as one. For example, as for Korean people, they really have great respect for their elders, which they bow to whoever who’s older than him/her. However, as for Marshallese people, they live from the motto “Anra Bwe Jen Lale Rere ” which means look and help each other when there is need because we are as one. For these reasons, both Marshallese and Korean know how important their cultural clothing and custom is which motivates and encourages them to use their culture and custom continuously.</p> <p>To conclude, although Marshall Island and South Korea have differences in making their cultural clothing and its quality, yet both countries contain similarity of how happy they have when sharing their culture and custom to other noncitizens and also have same purpose and motivation to continue to show and respect their culture. Learning another language and culture will bring the best life experience and I suggest you travel with your loved ones and visit the country where they value their culture through traditional cloth, just like Marshall Island and South Korea. In short, both countries value their culture and custom and I hope your country, too.</p> <p style="text-align: center;">Works Cited</p> <p>“Rockefeller Wing, The Michael C., “ Dress Mat (Jaki-ed, In, or Niede)”, The Met Museum, late 19th- early 20th Century <a href="https://www.metmuseum.org/art/collection/search/314675#:~:text=When%20worn%20as%20garments%20jaki,a%20belt%20around%20he%20waist.">https://www.metmuseum.org/art/collection/search/314675#:~:text=When%20worn%20as%20garments%20jaki,a%20belt%20around%20he%20waist.</a></p> <p>“{How Wearing High Quality Can Positively Affect Your Health}.” How Wearing High Quality Clothes Can Positively Affect Your Health”, Lux Life, 26th January, 2023, <a href="https://www.lux-review.com/how-wearing-high-quality-clothes-can-positively-affect-your-health/#:~:text=Wearing%20high%2Dquality%20clothes%20can%20provide%20psychological%20benefits%20as%20well,feel%20good%20on%20the%20inside.">https://www.lux-review.com/how-wearing-high-quality-clothes-can-positively-affect-your-health/#:~:text=Wearing%20high%2Dquality%20clothes%20can%20provide%20psychological%20benefits%20as%20well,feel%20good%20on%20the%20inside.</a></p>

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	<p>{Korean Fashion- K-style clothing to suit your taste.}, “ Korean Fashion- K-style clothing to suit your taste”, 90daykorean, 15 August, 2023, <a href="https://www.90daykorean.com/korean-fashion/#:~:text=Oversized%20Korean%20Fashion,-From%20tops%20to&amp;text=Many%20women%20love%20to%20combine,style%20gaining%20popularity%20amongst%20Koreans.">https://www.90daykorean.com/korean-fashion/#:~:text=Oversized%20Korean%20Fashion,-From%20tops%20to&amp;text=Many%20women%20love%20to%20combine,style%20gaining%20popularity%20amongst%20Koreans.</a></p> <p>“Elaine and Dave, “ How to Rent a hanbok in Seoul (2023)”, The Whole World Is A Playground, 28 December, 2022, <a href="https://www.thewholeworldisplayground.com/how-to-rent-a-hanbok-in-seoul/">https://www.thewholeworldisplayground.com/how-to-rent-a-hanbok-in-seoul/</a></p> <p>{Clifford Geertz &gt; Quote, “Clifford Geertz &gt; Quote”, goodreads.com, (n.d.), <a href="https://www.goodreads.com/author/quotes/189399.Clifford_Geertz">https://www.goodreads.com/author/quotes/189399.Clifford_Geertz</a></p> <p>Element/Score Excellent</p> <p>(A) Above Avg. (B) Average</p> <p>(C) Below Avg.</p> <p>(D) Unacceptable %</p> <p>Punctuality</p> <p>The essay was on time The essay was on time</p> <p>Title</p> <p>The essay is well-titled The essay is not titled</p> <p>Organization</p> <p>(5) The essay is well organized The essay is organizedThe organization needs revision The essay lacks organization The essay is not organized 4</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesisThe thesis needs some revision The thesis is weak or missing No thesis is present 10</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects, with clearly developed paragraphs and strongly supported with evidence from research The essay compares and contrasts assigned aspects, with correct inclusion of research The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 40</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 6</p> <p>Grammar, Punctuation, and Spelling GPS (20)The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 15</p> <p>MLA (5)</p> <p>MLA format is correct MLA format is incorrect 8</p> <p>Total 83 /100 16.6/20</p>

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	<p data-bbox="296 1292 716 1477">ENG 111: Section 3 FALL 2023 SLO Report: Ms. Liti Nabukabuka Sample 1: Grade F Female</p>

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	<p>Uliga Centre</p> <p>Compare and Contrast any issues that are constantly faced by the people of the RMI in the past and at present  There are so many things that have changed over the years in the Marshall Islands. The Marshallese people's lifestyles also differ from their ancestors because of these changes. In the past, local people used to live healthily and traditionally compared to these days. There are so many issues that affect people's health care but the main three reasons are illness, food and technology. However, some of these changes also have positives.</p> <p>In the past there were no serious illnesses in the Marshallese islands like HIV, Diabetes, tuberculosis and many more. Marshallese were not familiar with these kinds of illnesses, they even had no medicine for them but one common thing in the Marshall Islands is that they know how to cure every illness. The illnesses in the past were not serious compared to these illnesses. HIV first occurred in the Marshall Islands when the foreigners visited, people suffered from this illness as there was no cure for it. As well as diabetes and Tuberculosis, Marshallese get diabetes from the imported food and drinks that came with the foreigners and Tuberculosis. These are one of the issues that RMI has faced until now.</p> <p>The second issue we face in Marshall Island now is the food. Most of the foods are imported and are unhealthy. Majority of the marshallese people buy their food from the chinese store or they buy unhealthy foreign foods. The foods that the local people eat cause illness like diabetes and high bloods unlike the local food we used to eat. The food we used to eat doesn't cause illness or two. Our ancestors didn't have problems with our food because all local foods are healthy. Most of the imported foods are not healthy but they're delicious.</p> <p>Lastly, the popular problem is technology. It has positive and negative effects on people. The ancestors knew nothing about technology compared to today, it's very popular. Technology also leads to poor health. It has a negative effect but it also has positive effects. It modernizes the islands and, at this point, it has a great impact because the islands can interact with other countries for more opportunities for a bright future and so. Technology is a smart method to finish a job unlike in the past, where people have to use their bare hands for the work to be done.</p> <p>These differences change the way we live and our health care. They make our life easier but also affect us negatively. These are the main three things that I've seen that differ from the past and their changes have a huge effect on us.</p> <p>Compare and Contrast Rubric  ENG 111</p> <table border="0"> <thead> <tr> <th>Element/Score</th> <th>Excellent (A)</th> <th>Above Avg. (B)</th> <th>Average (C)</th> <th>Below Avg. 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	<p>Teaching in my elementary times was a lot different than today. For example, back in our days students never spoke English even the teachers when they explained everything will be discuss in the Marshallese language. But when I compared when I moved to high school at Ebeye, all the teachers there were none-marshallese, and I was kind of struggling with speaking in english.</p> <p>Another similarity about the past and present education, is the rule of one classroom and the school system. In the old days the rule that was still ongoing all over the world, was to be on time, don;t cheat others, and to respect others. These are the rules that we are still able to use and students are also learning from these rules. For example, to compare this statement, back at my home we always get punished when we cross these rules and with these rules it changes our lifestyle as a kind person and honest(paul, boyce).</p> <p>Today there are so many changes in education, in today's era. Education in today's era is using technology which makes our work easier to do, and every school has improved and upgraded. But to compare it to the past there was no technology for education in the past but the good thing about the education in the past they have a good memory process they can measure things without calculator. For example, in the present students use technology for writing an essay but in the past they write essays without technology(Ozlem Sahan). And we believe that technology makes things easier to do.</p> <p>Another difference between the past and present education is that women in the past aren't suitable for education. According to Ozlem he said that in the past education was not for women because people believed that women only did their work at their house such as cooking, cleaning and watching over their kids. But to compare it to today, education is not for only men but both genders are allowed for education today, because today more girls are now graduating from school than the boys. But in the history of those materials and tools and other technology, the majority of those people were male genders but now female have been increased with intelligence since the end of the war.</p> <p>To conclude this essay, I've been wondering how significant education can be? As we all know that everywhere we go there is education, around the world. It doesn't matter to me if the education in the past is better than the present but the most important thing to me now is the present. Reason is we don't have to look back when we have already moved. All we have to do is keep looking forward and chasing our dreams in order to survive. I hope that our young generation will do the same things and keep fighting for their own struggle.</p> <p>Work cited. Ozlem Sahan. "The difference between education in the past and education today." Marmara universities , in Istanbul, Turkey. <a href="https://www.academia.edu">https://www.academia.edu</a>. Accessed on Nov 20, 2023.</p> <p>Compare and Contrast Rubric ENG 111</p> <table border="0"> <thead> <tr> <th>Element/Score</th> <th>Excellent (A)</th> <th>Above Avg. (B)</th> <th>Average (C)</th> <th>Below Avg. (D)</th> <th>Unacceptable</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Punctuality (2)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>The essay was on time</td> <td></td> <td></td> <td>The essay was not on time</td> <td></td> <td>2</td> </tr> <tr> <td>Title (1)</td> <td>The essay is well titled</td> <td></td> <td></td> <td>The essay is not titled</td> <td></td> <td>1</td> </tr> <tr> <td>Organization (2)</td> <td>The essay is well organized</td> <td></td> <td></td> <td>The essay is organized</td> <td>The organization needs revision</td> <td></td> </tr> <tr> <td></td> <td>The essay is not organized</td> <td></td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>Thesis Statement &amp; Introduction (3)</td> <td>The essay has a well written thesis</td> <td></td> <td></td> <td>The essay has a thesis</td> <td>The thesis needs some revision</td> <td></td> </tr> <tr> <td></td> <td>The thesis is weak or missing</td> <td>No thesis is present</td> <td></td> <td></td> <td></td> <td>2</td> </tr> </tbody> </table>	Element/Score	Excellent (A)	Above Avg. (B)	Average (C)	Below Avg. (D)	Unacceptable	%	Punctuality (2)								The essay was on time			The essay was not on time		2	Title (1)	The essay is well titled			The essay is not titled		1	Organization (2)	The essay is well organized			The essay is organized	The organization needs revision			The essay is not organized					2	Thesis Statement & Introduction (3)	The essay has a well written thesis			The essay has a thesis	The thesis needs some revision			The thesis is weak or missing	No thesis is present				2
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	<p>learning is only something that can be obtained in the classroom. It is proper that we analyze both sides of online and in person learning before we can make any assumptions. I will discuss the parallels and discrepancies between these two educational systems in this essay.</p> <p>Online and in-person learning are similar in that they both involve the learning and interaction of both educators and students as they go through lessons and assignments. Whether we are in person or joining online, we are picking up new knowledge from learning materials set by the instructor. Furthermore, the two systems adhere to a curriculum that directs the path of lessons and the anticipated learning objectives of the course. The curriculum is delivered in the form of a syllabus or lesson plan and will influence a student's learning style and personal development.</p> <p>There are distinctions between traditional and online learning as well. Firstly, they differ in the learning environment. Online refers to any type of learning that takes place via a computer or mobile device and the internet. Instructors and educators usually meet virtually on platforms like Zoom, Google Chat Room, and Skype, among others. Traditional face-to-face learning on the other hand, which is normally classroom-based, requires both the presence of the educator and the student to go through the lesson using textbooks, classwork, group activities or discussions, and projects. The second difference lies in flexibility. In online learning, students are free to decide when to study, finish class assignments, or attend class. Flexibility is useful for students who have work or family responsibilities, as stated in Singh Ankita's article from this year about the differences between online and traditional learning. In traditional education, the students are required to adhere to a rigid schedule set by the teacher and the institution. For students who do not have the chance to be flexible, the traditional system can be difficult. As a former high school student, I can attest from personal experience that cramming six classes a day was mentally taxing and exhausting. But on the other hand, this rigid schedule has taught me to value time and how to use it wisely. In summary, I believe that the importance of the online and in-person classes lies with the students. Every student has a preferred system of education. Whatever educational system a student chooses to use is ultimately up to him or her, as long as it advances them to a developmental stage where they can become self-sufficient and better the world.</p> <p>Work Cited  Singh, Ankita. "Difference Between Traditional Education and Online Learning." Leverage Edu, <a href="https://leverageedu.com/discover/school-education/cbse-board-result-2023-difference-between-traditional-education-and-online-learning/">https://leverageedu.com/discover/school-education/cbse-board-result-2023-difference-between-traditional-education-and-online-learning/</a>. Accessed 13 November 2023.</p> <p>Compare and Contrast Rubric  ENG 111</p> <table border="0"> <thead> <tr> <th>Element/Score</th> <th>Excellent (A)</th> <th>Above Avg. (B)</th> <th>Average (C)</th> <th>Below Avg. (D)</th> <th>Unacceptable</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Punctuality (2)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>The essay was on time</td> <td></td> <td></td> <td>The essay was not on time</td> <td></td> <td>2</td> </tr> <tr> <td>Title (1)</td> <td>The essay is well titled</td> <td></td> <td></td> <td>The essay is not titled</td> <td></td> <td>1</td> </tr> <tr> <td>Organization (2)</td> <td>The essay is well organized</td> <td></td> <td></td> <td>The essay is organized</td> <td>The organization needs revision</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>The essay lacks</td> <td></td> </tr> </tbody> </table>	Element/Score	Excellent (A)	Above Avg. (B)	Average (C)	Below Avg. (D)	Unacceptable	%	Punctuality (2)								The essay was on time			The essay was not on time		2	Title (1)	The essay is well titled			The essay is not titled		1	Organization (2)	The essay is well organized			The essay is organized	The organization needs revision							The essay lacks	
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Make a Plan	Assessment Data & Analysis
	<p>Grade A+ Male Uliga Centre Online learning (E-learning) and Face to Face/Classroom learning</p> <p>In today's fast paced and technology-driven world, education has evolved significantly, giving rise to new learning methods. The subject here is the comparison between online learning and classroom learning. We will specifically focus on the differences and similarities between online learning and classroom learning , examining their unique characteristics. The main issue at hand is exploring the advantages and disadvantages of these two learning methods and understanding which one might be more suitable for different individuals and situations. After analyzing the benefits and drawbacks of online learning and classroom learning, it becomes evident that both methods have their own advantages and offer valuable learning experiences. However, the choice between the two ultimately depends on the individual's preferences, learning style, and specific education goals. This essay will discuss the similarities and the differences between the two-learning mode of delivery supported by illustrations and personal stories that reflects the type of learning here in the RMI ( Republic of the Marshall Islands), particularly here in CMI ( College of the Marshall Islands).</p> <p>Both online learning and classroom learning provide avenues for students to engage and collaborate with their fellow classmates. In online learning, students can connect with their peers through discussion boards, group projects, and viral study sessions. Similarly, in a physical classroom setting, students can actively participate in class discussions, form study groups, and work on collaborative projects together. For instance, in online learning, students can join virtual study sessions where they collaborate with their peers on assignments and projects using video conferencing tools. They can also engage in discussions on discussion boards, sharing ideas, perspectives, and offering feedback from their classmates. Similarly, in a classroom setting, students can actively participate in class discussions by sharing their thoughts and opinions, working together in groups during in class activities, and exchanging ideas through verbal communication. Ultimately, whether through virtual platforms or face-to-face interactions, both online learning and classroom learning foster social interaction and enable students to learn from one another. (Education Week, 2022).</p> <p>One significant similarity between online learning and classroom learning is the access to dedicated instructors and educational resources. In both online learning and classroom learning, students have the opportunity to learn from experienced instructors who provide guidance and support throughout the learning process. Furthermore, they also have access to a wide range of educational resources such as textbooks, videos, and online libraries. For instance, in an online course, students can interact with their instructors through video lectures, virtual office hours, or email, ensuring personalized attention and clarifying any doubts they may have. Similarly, in a traditional classroom setting, students have direct face-to-face instructors during lectures and can ask questions or seek further explanations. In summary, whether it's the virtual world of online learning or the physical environment of a classroom, both methods facilitate access to knowledge instructors and a variety of resources to enhance the learning experience.</p> <p>According to a study by Allen and Seaman(2017), both online learning and classroom learning provides students with access to expert instructors and a wide range of educational resources.</p> <p>One notable difference between online learning and classroom learning is the level of in person interaction and immediate feedback. In a traditional classroom setting, students have the advantages of direct face-to-face interaction with their instructors and peers, allowing for real time discussions, questions, and immediate feedback. On the other hand, online learning primarily relies on virtual communication , which may not offer the same level of in person interaction and instant feedback. For instance, in a physical classroom, students can ask questions during lectures, participate in group activities, and engage in in-depth classroom discussions. They receive immediate feedback from the instructor or their peers, fostering a dynamic learning environment. In online learning, though there might be opportunities for virtual discussions or live video sessions, the lack of physical presence could impact the immediacy of and interaction.</p>

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	<p>Ultimately, the level of in person interaction and immediate feedback varies between online learning and classroom learning, with traditional classrooms, providing more direct and instantaneous engagement.</p> <p>According to a report by the U.S Department of Education(2010), traditional classrooms offer greater opportunities for real time interaction and immediate feedback compared to learning environments.</p> <p>One key difference between online learning and classroom learning is the mode of instruction. In online learning, instruction is delivered through digital platforms, while in classroom learning, it takes place in a physical classroom setting. For instance, online learning students may watch pre-recorded lectures or participate in live video conferences. In contrast, classroom learning involves face-to-face interactions with the instructor and fellow students. These different modes of instruction impact the learning experience and the way students</p> <p>In conclusion, online learning and classroom learning differ in terms of the mode of instruction and the learning experience. The choice between online learning and classroom learning depends on individual preferences, circumstances, and the specific learning objectives. If you value flexibility, self-paced learning, and the convenience of online learning might be a great fit for you. On the other hand, if you thrive in face-to-face interactions, enjoy the structure of a physical classroom, and benefit from immediate feedback, classroom learning could be the way to go. Ultimately, both online learning and classroom learning have their advantages and can be effective in facilitating education. It's important to consider your personal learning style, goals, and resources when deciding which approach suits you best.</p> <p>Work Cited</p> <p>Allen and Seaman (2017), Both online learning and classroom learning provides students with access to expert instructors and a wide range of educational resources. Education Week - October 19, 2022 [CW2 - 1] (<a href="https://ew.edweek.org/nxbooks/epe/ew_101920022/index.php.#/p/2">https://ew.edweek.org/nxbooks/epe/ew_101920022/index.php.#/p/2</a>)</p> <p>Allen, I. E., &amp; Seaman, J. (2017). Digital Compass Learning Distance Education Enrollment Report 2017. Babson Survey Research Group. - References - Scientific Research Publishing (scirp.org)</p> <p>U.S Department of Education (2010), traditional classrooms offer greater opportunities for real time interaction and immediate feedback compared to learning environments.</p> <p>Study Looks at Online Learning vs. Traditional instructions (researchgate.net)</p> <p>Compare and Contrast Rubric ENG 111</p> <table border="0"> <thead> <tr> <th>Element/Sco</th> <th>reExcellent (A)</th> <th>Above Avg. (B)</th> <th>Average (C)</th> <th>Below Avg. 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	<p>Assessment &amp; Data Analysis Notes:  Out of the 14 students that were enrolled in this course, ENG 111 section 3, only five (5) of these students attempt the task. The bench mark required pass rate for this SLO is 70%. There are 4 students who achieved above the 70%, making 80% scoring above the required bench mark. Out of the 80% percentage pass rate of students scoring above the 70%, 2 students scored 97%, 1 student scored 94%, and 1 student scored 85%. As for the student that scored below 70%, making 20% scored below the bench mark percentage rate, she scored 20% in her Assessment task. From the 4 students that scored above the bench mark, three of the students were males and the other was a female student, all from Uliga campus.  The female student who scored 20% is also from Uliga campus. Overall the Benchmark was met by 85%</p> <p>ENG 111: Section 4  FALL 2023  SLO Report: Ms. Liti Nabukabuka  Sample 1:  Grade C  Male  Uliga Centre  Comparative Essay:</p> <p>Compare &amp; Contrast Education in the Past and Education at Present</p> <p>Have you ever noticed how the history of the educational system has changed? The majority of individuals believe that education hasn't changed every time. There are really a lot of directions that education is going. Some regions, like the outer island, may not have noticeable distinctions in education, but there are actually a lot of them. These variances can be attributed to the usage of modern technology by teachers and students as well as the entirely different ways that children are treated these days. I think it's incredible how much more advanced pupils are these days, which is why I chose this topic. This research will compare and contrast the educational systems of the past and nowadays.</p> <p>The similarities between education in the past and today. The fact that the instructor was once a student is the most prevalent resemblance between education in the past and present. Teachers have been necessary for the establishment of schools since the beginning of time; even in the present day, the majority of education still requires teachers, especially for online courses. Therefore, the approach of imparting education has not changed. The only distinction between instructors in the past and teachers in the present is that the former were nearly always religious. While not all teachers these days are religious, in the past teachers were more likely to teach kids both faith and labor in the classroom. However, if I compare the education I had when I started school on my home island, I discovered that kids there don't really know how to speak English. In contrast, in my time, teachers spoke Marshallese almost exclusively, even in English classes.</p>



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	<p>There is another resemblance between education in the past and present. Traditional classroom settings and online learning environments. As we all know nowadays online learning is one of the most upgraded ways of learning right now, I mean it's one of the different ways of learning. Many students like to attend the online courses. It is easier for students to study at home and in other locations, which is one of the main reasons why so many of them prefer online learning. Still, traditional lessons were the most we did previously. For instance, homework assignments in traditional classroom settings are meant to help students advance their subject-matter knowledge after school hours. I'm certainly sure that many students will want to take it.</p> <p>To begin with, differences between education in the past and present. There are many differences between education in the past and present. One distinction between the past and now is the level of education. Students currently use a lot of technology, including computer, and any other source of technology that is available to them, but in the past, they just used a forth, and energy of person instruction. For instance, a lot of students utilize Moodle for their assignments while using an online technology like Zoom to attend class while staying at home. The instruments of technology are what greatly simplify schooling in the modern day. I believe, that learning is simpler today than it was in the past. This indicates that students have difficulty in the past.</p> <p>Another differences, between education in the past and present. In the past, they would always advise one family member to attend school while the others stayed at home and took care of the tasks. In my opinion, more students graduate today than in the past. As George E. DeBoer the response to these challenges was ``to turn to organized intellectual effort as never before in history", especially on the part of the most talented and highly educated members of society. This was to be done so that we could keep pace with the ``breathtaking movement into a new technological era" (2000)</p> <p>Finally, we can see there are many possible issues about compare and contract education in the past and present. It is clear that we have a choice. Even though there are a few similarities about those two things, there are compare and contract education in the past and present. In my opinion I believe that some people think there are more differences about this idea of education in the past and present. A lot of us are aware of the advancements in technology. So, I believe that education will get easier in the future.</p> <p>Work-Cited George E. DeBoer, (2000) Historical and Contemporary Meanings and Its Relationship to Science Education Reform</p> <p style="text-align: center;">Compare and Contrast Rubric</p> <p>ENG 111</p> <table border="0"> <thead> <tr> <th>Element/Sco</th> <th>reExcellent (A)</th> <th>Above Avg. (B)</th> <th>Average (C)</th> <th>Below Avg. 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<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Comparison of Education in the Past and Present</p> <p>Education is best defined as the process of acquiring knowledge, skills, and attitude through various methods. It is processed through teaching, training or research. It plays a crucial role in society and helps develop and improve the world that we live in. For example, in the past Marshall Islands had a lack of opportunity such as less world teachers, less school materials and so forth. Compared to today we have many qualified staff and quality material. However, this essay will discuss how education was served in the past compared to nowadays. It will also highlight the pros and cons of education in the following paragraphs.</p> <p>Firstly, lack of opportunity is one of the comparisons for education in the past and nowadays. It is when there's not enough position open to help to grow, or learn a new thing to develop skills. For example, when I had my preK at Laura Elementary school there were not enough materials because of low economics, and budgets were limited for school supplies such as books, tables, and chairs. Also, there were limited opportunities such as to attend scholarships to study abroad and look for quality education. There was also no transportation and free lunch everyday. As a result, some students drop out from school.</p> <p>On the other hand, nowadays there are many opportunities provided from the governments, public school systems and so forth. As we can see nowadays, there is a lack of qualified people here in Majuro, Marshall Islands because many dropped out as there were lack of opportunities given to them in the past. As for today, if you visit the offices many young adults are in-charge of the high position because many opportunities are given nowadays. For example, scholarship to study abroad is provided from the office of RMI-Scholarships. The preliminary levels are always prepared to secondary level and they studied well because they have free transportation and free lunch given by the governments.</p> <p>Another comparison of education in the past was no uniforms. The purpose of school uniforms is to promote equality, discipline, and a sense of belonging among students. As Alan R. Seid highlighted, wearing uniforms prepares students for the future, as do many workplaces." I believe that one reason why students in the past dropped out of school is they don't find it interesting because when we are wearing any kinds of clothes to school it is like we are going for a party. However, compared to nowadays it's really colorful and bright when you see different schools with different uniforms. This has been one of the biggest improvements in the Marshall Islands community because when we are wearing our uniforms, we look handsome and beautiful. We are satisfied and happy to focus on our studies. Therefore, in the next following paragraph I will discuss the similarities.</p> <p>To begin with, the first similarities of education in the past and present are about subjects such as eng reading, writing, math and so forth. Ever since school was established until today, we are still using the same subjects. Same goes to college and university level, the required subjects are always eng and math because these are the first subjects that were established.</p> <p>The other similarities between education in the past and present are our world/foreign teachers. We can still see that volunteers from anxiety are still coming to the Marshall Islands and teaching students. Also in the past, volunteers came and helped develop students' writing and speaking in English which is really good because it helps Marshallese speak and write in other languages. Nowadays many Marshallese people are well educated because of the help of the World Teachers.</p> <p>In conclusion, all the paragraphs above are highlighting the comparison of education in the past and presets. In addition, education in the past was contained with lack of opportunity, school uniforms were not important, no free lunch and no transportation. While the similarities are, World teachers, same subjects. However, I believe that education in the past was good but not as much as education in the present, because I can tell that education in the past had less advantages than education in the present. However, a lot of activities are happening now to help students gain their education like scholarships, and others.</p> <p>Work Cited  HARVEY J. GRAFF. "Education in the Past and Present,"<a href="https://www.jstor.org/stable/1972320">https://www.jstor.org/stable/1972320</a>. Accessed: Nov 12, 2023</p>

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	<p>Compare and Contrast Rubric ENG 111</p> <p>Element/Score Excellent (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable %</p> <p>Punctuality (2) The essay was on time The essay was not on time 1.5 Title (1) The essay is well titled The essay is not titled 1 Organization (2) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 2 Thesis Statement &amp; Introduction (3) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 2.5 Compare and Contrast (6) The essay fully compares and contrasts assigned aspects, with clearly developed paragraphs and strongly supported with evidence from research The essay compares and contrasts assigned aspects, with correct inclusion of research The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 4.5 Works Cited (2) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 1 Grammar, Punctuation, and Spelling GPS (2) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 1.5 MLA (2) MLA format is correct MLA format is incorrect 1.5 Total Marks 15.5 /20 16 %</p> <p>Note: The essay met the expectations for this task however, some ideas were very brief and needs in-depth clarification with supported facts and arguments based on research. Citation used were not correct but the ideas discussed were there.</p> <p>Sample 3: Grade A Female Ulga Centre</p>

Make a Plan	Assessment Data & Analysis
	<p>Compare and Contrast Essay:            Similarities and Differences of Online Learning and Classroom Learning.</p> <p>In today's changing world, education has undergone transformations leading to the emergence of various learning methods. Online education and traditional classroom learning are two recognized approaches that have become increasingly popular. Although both methods strive to offer education, they vary considerably in terms of how they're conducted, the level of interaction involved, the flexibility provided and the overall learning experience. This essay will contrast education and traditional classroom learning by emphasizing their similarities, differences, as well as the advantages and disadvantages associated with each approach.</p> <p>There are benefits and advantages to online learning. One major advantage is the flexibility it offers in terms of time and location. Students have the freedom to access course materials and lectures whenever it suits them which allows them to effectively manage their studies alongside obligations. This level of flexibility is especially advantageous for individuals who are working professionals or have family responsibilities. Furthermore, online learning breaks down barriers giving students the opportunity to access resources and collaborate with fellow learners from different parts of the globe.</p> <p>Another benefit of online education is its pace. Students can progress through the learning material at their own pace and speed creating a customized learning experience. This level of autonomy encourages thinking as learners take ownership of their progress. Additionally, online platforms often offer a range of courses and specializations giving students the opportunity to explore subjects that may not be available in traditional classrooms.</p> <p>However, there are limitations to learning. One major challenge is the absence of face to face interaction. In a physical classroom setting, students can directly interact with their peers and instructors fostering a learning environment where they can engage in discussions and collaborate on projects and other class activities. This interpersonal interaction plays a role in developing communication skills and establishing connections.</p> <p>Online learning also requires strong self-discipline and motivation. Without the structure and accountability of a physical classroom, it can be difficult for students to stay focused and disciplined. Procrastination and the temptation to multitask can hinder the learning process. Additionally, a lack of immediate feedback from teachers can be detrimental to student understanding and progress.</p> <p>On the other hand, being a classroom teacher always has its advantages. The classroom environment allows for immediate feedback and problem solving. Students can communicate directly with professors, ask questions or express concerns, and participate in class discussions. This direct interaction encourages active learning and ensures students understand the content.</p> <p>Classroom learning also encourages teamwork and collaboration. Group projects and activities promote the development of communication and interpersonal skills, preparing students for real-life scenarios where teamwork is important. Additionally, face-to-face interaction in the classroom promotes the formation of social networks, allowing students to develop meaningful relationships with peers and mentors.</p> <p>However, learning in a classroom also has disadvantages. Fixed schedules and locations can be limiting for people who have other commitments or live in remote areas. Additionally, traditional classrooms often have limited resources and may not be able to offer the same range of courses as online platforms.</p> <p>In conclusion, both online learning and classroom learning offer unique advantages and disadvantages. Online learning provides flexibility and personalized learning experiences, while classroom learning fosters direct interaction and immediate feedback. Ultimately, the choice between the two depends on individual preferences, learning styles, and the specific educational goals of the learners. As technology continues to advance, a blended approach that combines the strengths of both methods may be the future of education.</p> <p>Works Cite:            Smith, John. "Online Learning vs. Classroom Learning: A Comprehensive Analysis." Educational Journal, vol. 35, no. 2, 2021, pp. 45-56.</p>



Make a Plan	Assessment Data & Analysis
	<p data-bbox="296 1386 1965 1477">Students Learning Outcome Report: Assessment Tool Used- Students were expected and tasked to write a three to four (4-5) pages of a Compare and Contrast Essay on a given topic (approved by the instructor) in which they incorporate external sources. The inclusion of the external sources first required</p>

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them to read the articles, (2-3 articles required) paraphrase, summarize, synthesize and evaluate its effectiveness in its inclusion in their Compare and Contrast Essay. This inclusion of evidence has to clearly support the ideas discussed in the essay, rather than mechanical insertion of a source.

Students were also required to write this Assignment with a clear introduction, 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 three credible and relevant sources both in the text and in the Works Cited page. A rubric and a sample was also provided in Moodle for their references and guidance in completing the task successfully and correctly.

Bench Mark: 70% of the students will score or more in the Assessment.

Note: Students were taught on the structure and outline of how to write a compare and contrast essay paper which was built on from their previous assignment. They were taught on how the Introduction was written, with the thesis statement as well as the body and conclusion. The students were divided in to groups of three to brainstorm on any of the two given topics that they were to choose from, drafting an introduction using the example given in class. Students were also taught on how to cite, quote and paraphrase any ideas borrowed from other trusted academic sources online.

**Assessment Data & Analysis:**

**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	14	9	8	6	7	2
						9

**Assessment & Data Analysis Notes:**

Out of the 14 students that were enrolled in this course, ENG 111 section 4, only 9 of these students attempt the task. The bench mark required pass rate for this SLO is 70%. There are 7 students who achieved above the 70%, making 78% scoring above the required bench mark. Out of the 78% percentage pass rate of students scoring above the 70%, 1 student scored 90%, 1 student scored 88%, 3 students scored 85%, and 2 students scored 70%. As for the 2 students that scored below 70%, making 22% scored below the bench mark percentage rate, they both scored 65% in their Assessment task. From the 9 students that scored above the bench mark, six of the students were males and 3 females, all from Uliga campus.

Overall the Benchmark was met by 78%

ENG 111 (5, 6 & 7)

SLO: Sa'a Finiasi

FALL 2023

**Students Learning Outcome Report:**

Assessment Tool – this was based on the compare and contrast essay which was their final assignment (no.4). There were 5 themes, each having 3 questions for students to select from. The themes were Education, Media, Fashion, Sports and Food/Diet. This semester I decided to give students more options to choose from hoping to minimize plagiarism and give them more freedom to chose what they liked. They were given a printed copy of Assignments 2 – 4 since these were all linked to each other. This handout had the assignment specifics and the marking criteria included.

First, they had to select their theme, then the specific question to attempt. A brainstorming session followed soon after and they had to



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show their plan. Once this was approved by the instructor, the students were given a week to do research collecting relevant sources to use.

Assignment 2 required them to write a paragraph on a similarity while assignment 3 had two parts: Part 1 required students to write a summary and an evaluation paragraph on an article they found related to their specific topic; Part 2 was a paragraph on a difference. These paragraphs later were included in their final assignment that being the compare and contrast essay.

Benchmark: Section 5 met the benchmark of having students score 70% and above. The same cannot be said for Sections 6 and 7.

Assessment Data & Analysis:

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	
5	14	5	1	4	3	2	9
6	14	7	3	4	3	4	7
7	16	7	5	2	3	4	9

" Enough time was given to students to do this assignment because we started off when we did the second assignment (approximately 10 weeks).

" A good number of students attempted the first assignment which was a descriptive/narrative writing but when it came to the formal academic style, they lost interest and found it challenging.

" Those that failed to submit this work were regular absentees.

" For those that did attempt this assignment – a major weakness was the lack of citing sources to support their similarities and differences; weak sentence structure and the frequency of language errors.

" A couple of scripts were not peer edited due to absenteeism.

Action: This semester as an instructor more time was dedicated to the final assignment especially in areas that many students struggled in namely:

" Introduction – made students explore using other styles to write their Hook (using an interesting observation, unique scenario or description of events and surprising/shocking statistics instead of using the usual ones of asking questions or using a famous quote)

" Paragraphing for the Body

" Citing sources – for the in-text as well as the works cited

Absenteeism is a big concern.

Make a Plan	Assessment Data & Analysis
	<p>ENG 111 – Section 5  Sample 1  Grade A  Female  Ulga Campus  Online and Traditional Classes</p> <p>Learning has been a fundamental part of human history for centuries. Humans have always aspired to expand their knowledge, understand the world around them, and simplify their lives. Although the ways to learn have evolved, the ultimate goal has remained constant. Despite the many similarities online and traditional classes share, their differences make them unique. Both types of classes require an assigned teacher to assign assignments and teach the students, but they differ in flexibility, accessibility, and interaction. Good Without question, traditional classes conducted in a face-to-face learning environment are undoubtedly the most impactful way to teach students. The direct interaction between teachers and learners in a physical classroom provides an unparalleled level of engagement and impact that is incomparable by any other method. This kind of interaction benefits is manifold, including fostering a sociable and collaborative learning environment, enabling students to benefit from greater engagement with their peers, and helping students stay focused and avoid distractions. In addition, traditional classes require students to manage their time effectively, teaching them valuable skills in responsibility and accountability. Baker and Unni also stated, “On campus, students attend class and stay alert because they worry what the teacher will think if they don’t” (50). Therefore, it is clear that face-to-face classes offer a uniquely impactful and engaging learning experience that cannot be stimulated by any other method.</p> <p>On the other hand, learning through online classes is different from traditional ones. While some similarities may exist between the two, unique features distinguish online courses. These differences can significantly impact how students engage with the material, learn, and interact with their instructors and classmates and the expenses and flexibility of each learning environment are also distinct. In the following paragraphs, we will explore these differences and similarities in more detail.</p> <p>Online and traditional classes are two different learning environments that share many similarities. Both learning environments require students to engage and participate actively in the learning process. Not only that but Smith stated that “Whether you choose to attend classes online or in a traditional physical setting, you will be assigned homework to complete,” (“The Classroom”). Additionally, online and traditional classes require students to be organized and manage their time effectively. The expectation that students will be responsible for their learning and take ownership of their education is one of the most important similarities online and traditional classes have in common. Overall, while there are differences between online and traditional classes, these similarities make both types of classes effective learning environments.</p> <p>Learning requires effort, regardless of whether it takes place in a traditional classroom or online. Students must put in time to complete assignments, study course material, and participate in discussions. Assignments and grading are similar in both settings, with instructors using tasks to test students' understanding of the course material. These assigned tasks may include essays, projects, quizzes, and exams. In both cases, instructors use the same grading criteria to evaluate assignments, and students are held to the same standards regardless of how they attend class. “They found online learning to be superior to classroom-based instruction in terms of declarative knowledge outcomes, with the two being equivalent in terms of procedural learning” (50), Baker and Unni stated. Another similarity</p>

Make a Plan	Assessment Data & Analysis
	<p>between online and traditional classes is that both require students to actively engage with the course material, which means taking notes, asking questions, participating in discussions, and seeking out additional resources to understand the content. In both settings, teachers expect students to come to class prepared and ready to learn. Students are also encouraged to take an active role in their education.</p> <p>Although online and traditional classes have many things in common, they also have differences that make both learning environments unique. The most significant difference between these two learning styles is the format. Traditional classes require students to attend physically, while students can attend classes online from anywhere, as long as they have an internet connection. “Learning online is, of course, not the same as learning face to face, and that is likely good news for anyone who can recall an hour lost listening to an interminable lecture in an overheated classroom” (50). Additionally, online courses offer more flexibility in terms of scheduling and pace of learning. On the other hand, traditional classes provide more opportunities for face-to-face interactions between students and teachers, which can be advantageous for some learners. Ultimately, both online and traditional lectures have unique advantages and disadvantages, and it's up to the individual to choose the learning mode that suits them best.</p> <p>One of the impactful differences between the two is the cost. Online courses are more affordable and can help you keep your expenses low. You won't have to worry about commuting, parking, or any other costs associated with attending a physical classroom. Additionally, online courses often have lower tuition fees and offer digital textbooks, making materials accessible without breaking the bank. So, if you're looking for a cost-effective way to learn, classes online are a better option. Another difference between online and traditional classes is the level of flexibility they offer. Unlike traditional classes, online courses allow you to set your own pace and study when you can, allowing you to balance your studies with other commitments, such as work or family. According to Baker and Unni “With the advent of the Internet and the World Wide Web, the Webification of instruction offers greater flexibility and applicability to students” (41). With online classes, you also have the freedom to choose when and where you want to learn, as long as you have an internet connection. This flexibility can be especially beneficial for individuals living in rural areas with limited access to educational institutions.</p> <p>In conclusion, there are both similarities and differences between online and face-to-face classes. Similarities include the need for effective communication, engagement, and organization. However, differences consist of the level of interaction with instructors and peers and the flexibility. Ultimately, the choice between online and face-to-face classes depends on individual preferences and circumstances. It is crucial to evaluate the differences and similarities of each educational space option before making a decision. Since the qualities of each educational space have been discussed, I believe that traditional classrooms are a safer option because You attend and interact with peers and teachers physically, it does not require the internet, and based on experiences, you learn more.</p> <p>Good points raised in this paper.</p> <p>Works Cited  Baker, David Mc.Arthur, and Ramaprasad Unni. “USA and Asia Hospitality &amp; Tourism Students’ Perceptions and Satisfaction with Online Learning versus Traditional Face-to- Face Instruction.” Journal of Business Education &amp; Scholarship of Teaching, vol. 12, no. 2, September 2018, pp. 40-54. <a href="https://files.eric.ed.gov/fulltext/EJ1193340.pdf">https://files.eric.ed.gov/fulltext/EJ1193340.pdf</a>.  Ni, Anna Ya. “Comparing the Effectiveness of Classroom and Online Learning: Teaching Research Methods.” Journal of Public Affairs Education, vol. 19, no. 2, 2013, pp. 199– 215. JSTOR, <a href="http://www.jstor.org/stable/23608947">http://www.jstor.org/stable/23608947</a></p>

Make a Plan	Assessment Data & Analysis
	<p>Smith, Nicholas. "Similarities Between Online &amp; Traditional Classes." The Classroom, <a href="https://www.theclassroom.com/similarities-between-online-traditional-classes-8600066.html">https://www.theclassroom.com/similarities-between-online-traditional-classes-8600066.html</a></p> <p>Assignment 4: Compare and Contrast Rubric ENG 111</p> <p>Element/Score Excellent (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable %</p> <p>Punctuality The essay was on time The essay was on time</p> <p>Title The essay is well-titled The essay is not titled</p> <p>Organization (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 5</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 10</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 47</p> <p>MLA (10) MLA format is correct MLA format is incorrect 9</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 9</p> <p>Grammar, Punctuation, and Spelling GPS (10) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 8</p> <p>Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 5</p>

Make a Plan	Assessment Data & Analysis	
	<p>Page Length The essay meets the page length</p> <p>Total 93/ 100</p> <p>23.25%</p> <p>Sample 2</p> <p>Grade A</p> <p>Female</p> <p>Uliga Campus</p> <p>Western and Pacific Fashion</p> <p>Presently, Pacific Islanders have gained interest in social media trends, and are constantly updated on new fashion, which is proven by their dressing manner. In today's generation, kids and teenagers take up most of their free time browsing through their social media accounts, excited to see the latest fashion trends. Hence why, even though Pacific fashion is strict on culture, it is evident that it has become similar to Western fashion. As such, this paper will observe the similarities and differences of these two fashion industries characteristics/categories namely analyzing their styles, professionalism and cost for fashion. Good</p> <p>To begin with, Pacific and Western fashion have similarities when it comes to clothing, but there are parts where they differ. The similarity in clothing of both Western and Pacific are the designs and materials. For instance, in both, people wear dresses, shirts and pants. Furthermore, both societies utilize similar cloth materials. While observing, it is easy to notice both Western and Pacific clothing styles have lost their modesty as well. Examples of this are cropped, thin-strapped shirts and short pants (Mosko 39). However, the differences of fashion in these societies relate to their styles and patterns. The Western way reveals more skin than coverage (Hollander 642). Compared to the Western, the Pacific society's way of styling is based on their traditions and beliefs. As a result, people still wear their traditional clothes some days and still cover most of their skin. Most Pacific islanders' style themselves by covering their shoulders and knees. Thus, Pacific and Western fashion may have similarities in fashion such as the clothing they possess, but they still have their differences and it is mostly due to culture, customs or the beliefs of their countries.</p> <p>Additionally, another important part of fashion in which these areas may be similar but very different at the same time is related to hair. The first difference Western and Pacific fashion has is the hairdressings. The Pacific group leans more into culture when dressing their hair. For instance, they use living hand-made flowers (wut lolo) to dress their hair. In contrast to Pacific hairdressing, the western way of dressing their hair is by using factory/artificial made hair-dressings (Manning 46). In addition to hairdressing, these groups also differ in natural hair colors. In the Oceania side, women mostly have darker colored hair. On the other hand, the Western people have diverse natural hair colors (Manning 40). The similarity these societies have, is the importance of styling the hair. The people in both places use modern machines such as straighteners and curling irons to change the appearance of their hair. In short, these two societies have a lot of differences in hair styling and natural-colored hair, but have similar items used to style hair.</p> <p>Furthermore, another factor of fashion the Western and Pacific have in common is the costs of items. Today, the Western fashion industry is rich due to its successful companies/brands. Their fashion items cost up to thousands of dollars, as a result of their high-quality materials (Crewe 29). Alternatively, the cost in the Pacific fashion industry is less expensive and affordable. Even the newly made traditional wears that are made by women using sewing machines cost less considering the lack of sleep the designers get at night. However, although the Western materials are very expensive, there are still shopping places that have similar costs to Pacific fashion. For example, thrift stores which sell second hand clothing. Most thrift store clothes and items cost only up to 20 bucks. Therefore, even though Western fashion is more expensive, it also has similar cost to Pacific fashion in some areas (Mark &amp; Montgomery 96).</p> <p>Finally, when it comes to professionalism in fashion, the Pacific and Western have a little in common. As of now, both the Pacific and Western acknowledge the importance of their fashion. Both fashion industries participate in advertising their attires and items to make it</p>	<p>The essay is too short</p>



Make a Plan	Assessment Data & Analysis
	<p>Organization  (5) The essay is well organized The essay is organizedThe organization needs revision The essay lacks organization The essay is not organized 5</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesisThe thesis needs some revision The thesis is weak or missing No thesis is present 10</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 44</p> <p>MLA (10)  MLA format is correct MLA format is incorrect9</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing9</p> <p>Grammar, Punctuation, and Spelling GPS (10)The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 8</p> <p>Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 5</p> <p>Page Length The essay meets the page length The essay is too short</p> <p>Total 90 /100  22.5%</p> <p>Sample 3  Grade B  Female  Ulga Campus  Face-to-Face and Online Education</p> <p>Online learning has become an interesting learning experience for students as seventy percent of students say that online learning is better than traditional classroom learning. There are two platforms for learning in education, one is face-to-face and the other one is online learning. Such platforms are both helpful for students as they seek knowledge and increase their potential for improved performance. Advancement in technology has enabled online learning to exist today. This paper will examine the similarities and differences between face to face and online learning looking into its field of assessment, time management and flexibility. Good To begin with, face-to-face learning was once considered as the only method tool of education, for its features accurately defined how it works in real time interaction. In this platform of learning, infrastructure like a classroom and teaching equipment must exist. “In comparison, the face-to-face class offers the advantage of seeing the instructor in person as well as sitting in a room with classmates (Bosshardt and Chiang 1024). An instructor’s and student’s presence are required to be present for them to interact with each other in the classroom. As its learning’s schedule for both the instructor and students must be fixed the same. This learning method applied social aspects in the classroom as this learning is needed for group study. Traditional classroom learning is considered expensive as materials and classrooms are required for this platform of learning which costs a lot of money. In contrast, online learning has a different perspective in education compared to face-to-face learning. Because, online learning provides the technology to work, which makes it a unique platform in education. What’s more is that this platform of education is more flexible, accessible, and global interaction when it comes to learning.</p>

Make a Plan	Assessment Data & Analysis
	<p>One common similarity between face-to-face and online classes is that both require the presence of an instructor. Face-to-face class needs an instructor to instruct and teach for the betterment of understanding. Online class needs the presence of an instructor to take charge and assist in the learning process. As Paul Breen states, “Teachers’ usage of blended learning approaches served as a useful lens for observing development not just at an individual level but also in the broader sphere of activity” (Chapter 9 p.141). Likewise, face-to-face and online classes are needed for an instructor to give activities and learning assignments. An instructor’s presence has a big impact on assisting students in their learning and achieving their goals in life. Face-to-face class depends upon an instructor for them to know what to do in class and allow students to feel safe in class. Online class instructors direct them on what to do with their activities, so the instructor’s presence makes it easy for online classes to understand the instructions given to them. Thus, both modes of learning require the presence of an instructor to mediate the process of learning.</p> <p>In the same way, both platforms in education use communication as a necessary part of the learning process. Similar to the need for the presence of an instructor, communication is required in both learning platforms. Face-to-face learning is necessary for communication between instructors and students so that the contents being taught in class are delivered and understood by students in the classroom. Same goes with online learning, instructors communicate with online students to help in their learning process. Communication between instructors and students is the key to sharing information. Face-to-face benefits with the exchange of information by simple interaction, while the online receive assignments or feedback from communicating through the access of technology (Varkonyi 22). Online and traditional needs communication between the instructors and students to access more information regarding the lessons being discussed in class or online class. As a result, both platforms of learning convey that communication is key to build safe connections between students and instructors.</p> <p>Even though online education and face-to-face education have similarities they both also have differences, specifically flexibility. Online learning is more flexible in comparison to face-to-face learning. Such learning depends on the student’s schedule whenever and wherever the student wants to take the online class. Online education offers the convenience of time and access (Varkonyi 22). Unlike traditional learning, online learning can be done anywhere, anytime, and how students want it as long as there is internet connection. Thus, online learning is flexible compared to face-to-face learning.</p> <p>Although both platforms of learning have similarities they also have differences, precisely accessibility. Online learning accessibility is more about the uses of technology than traditional learning. It’s accessible to the use of increasing the benefits of learning, which improves the ability to provide students an opportunity for learning by accessing technology. Online learning includes the ability to attract a variety of students, which can enhance learning experiences (Redpath 135). This platform of learning ensures students to use the same information learning as traditional classroom learning. Not only that, it’s method of learning is cheap. Because, students only have to access the internet anywhere and be able to attend online classes without spending money. For this reason, online learning is accessible and cheaper compared to traditional classroom learning.</p> <p>To summarize everything that has been stated, education’s platforms of learning create teaching activities that lead to significant similarities and differences. Therefore, face-to-face lead learning in real-time academic performance but some would rather prefer to do the writing by using technology. Thus, traditional and online learning are beneficial in helping students with their learning experience. However, traditional classroom learning has more engagement in allowing students to understand more of the class contents, assignments and lessons. Lastly, students are able to share their ideas and views by communicating or discussing with instructors, so they get their answers immediately. Final thought here?</p>



Make a Plan	Assessment Data & Analysis
	<p>Works Cited</p> <p>Bosshardt, William, Eric P. Chiang. "Lecture Capture Learning: Do Students Perform Better Compared to Face-to-Face Classes?" Southern Economic Journal, January 2016, vol. 82, no. 3 (January 2016), pp. 1021-1038 Southern Economic Association Accessed 18 October, 2023 <a href="https://www.jstor.org/stable/44283487">https://www.jstor.org/stable/44283487</a></p> <p>Breen, Paul. "Blended Learning's Consistent Presence." Developing Educators for The Digital Age: A Framework for Capturing Knowledge in Action University of Westminster Press 2018, pp. 127-142 Accessed 18 October, 2023 <a href="https://www.jstor.org/stable/j.ctv5ddjh.12">https://www.jstor.org/stable/j.ctv5ddjh.12</a></p> <p>Brown, Stephen. "Online, distance, blended. It's all just education." Online and Distance Education for a Connected World edited by Stephen Brown et al. UCL Press, 2023, pp. 1-12 Accessed 18 October 2023 <a href="https://www.jstor.org/stable/j.ctv2wk7261.8">https://www.jstor.org/stable/j.ctv2wk7261.8</a></p> <p>Redpath, Lindsay. "Confronting the Bias Against On-Line Learning in Management Education." Academy of Management Learning &amp; Education, March 2012, vol. 11, no. 1 (March 2012), pp. 125-140 Academy of Management Accessed 18 October, 2023 <a href="https://www.jstor.org/stable/23100462">https://www.jstor.org/stable/23100462</a></p> <p>Varkonyi, Irvin. "Hybrid Education: Combining the Benefits of Face-to-Face with Online Distance Learning!" Defense Transportation Journal, February 2012, vol. 68, no. 1 (February 2012), pp. 22-23, 28 National Defense Transportation Association Accessed 18 October, 2023 <a href="https://www.jstor.org/stable/44123432">https://www.jstor.org/stable/44123432</a></p> <p>Assignment 4: Compare and Contrast Rubric ENG 111</p> <p>Element/Score Excellent (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable %</p> <p>Punctuality The essay was on time The essay was on time</p> <p>Title The essay is well-titled The essay is not titled</p> <p>Organization (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 5</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 10</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts</p>



Make a Plan	Assessment Data & Analysis
	<p>Henos Henos) of the Public health department. Another similarity is that rice is a staple diet for these two groups. All the people here in the RMI depends on rice despite of all the RMI people lives those in the outer islands have having some local fruits and other options such as taro, breadfruits, they prefer rice. Every people here in the RMI rely on rice more than the breadfruits and taros. If a shipment of rice is not available every month and then, most people complain of said that we are at hunger since they are so dependent on rice because not much rice in every market here in the Marshll Islands. I believe every parents should start giving other healthy choice to their kids instead of rice daily and salty foods and fats. Teach them to eat smart, and eat healthy and their eating habits will be different than how we eat now a days. (The Real Truth About Health). Concluding sentence for this paragraph?</p> <p>In conclusion, I noticed that the researched was inaccurate because it was published on 1999 and my focused is on “Foods and Diets in Developed and Developing Countries Theme 5 page 3 letter c.” The difference between eating raw foods and food and diets in developing and developed countries, the researched focuses on Nutritions and Metabolism mostly teaches us on the consequences of long term raw foods diet on body weight and menstruation. Which in compare to us Marshallese diets to my researched assignment, I believe that the big differences between our foods here in the RMI and of those Marshallese in the U.S is, we have limited access to fresh fruits and vegetables, we rely mostly on processed meat, higher price on our groceries and mostly all things on Islands are all on demand but the Marshallese have more access to our own foods but it isn’t that important nowadays with our generations. I am quiet sure that if we would grow our own foods and eat more fish, we would be very healthy compare to our diets today. I am thrilled and and thankful for all the informations I gathered so far from this article because it gives us more ideas and knowledge on the importants on our daily diets.</p> <p>Works Cited</p> <p>Koebnick, Corinna, et al. “Consequences of a long-Term Raw Food Diet on Body Weight and Menstruation: Results of Questionnaire Survey.” Nutritional and Metabolism”, vol. 43, 1999, pp. 69-79 <a href="http://BioMedNet.com/Karger">http://BioMedNet.com/Karger</a></p> <p>Wise, David “UAMS Researchers Find High Rates of Diabetes, Heart Disease among Mashallese Result of Patient Assesment in Fayette Arkansa. UAMS News, June 9th, 2023. News Release: <a href="http://uamshealth.edu/news">uamshealth.edu/news</a></p> <p>Davis, Brenada R.D. “Do Raw Vegetables Have Greater Cancer – Fighting Potentail Than Cooked Vegetables. Result of assessing and studying Patience in the RMI. April 24th, 2019. “The Real Truth About Health.” Live interview, <a href="https://www.therealtruthabouthealth.com">https://www.therealtruthabouthealth.com</a></p>



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	<p>Grade F Female Uliga Campus Title?</p> <p>It is most likely that everyone has experienced both online class and face to face class. It is well known that both parties are much the same but have different ways of attending class and use different material.</p> <p>Online learning is not the next big thing, it is the new big thing. For this topic I will discuss both similarity and differences of online class and face to face class. In this paragraph I will discuss the differences between online classes. There are many different ways that online class-online class uses a laptop for zooming or maybe a phone to attend class. Also it is very important to have the internet, because that way you will be able to attend your online classes. But without the internet you can't be able to attend your classes online. Do attend online classes you can stay home or at a cafe, and anywhere quiet to have zoom call classes.</p> <p>Things to have when you're having an online class are very simple, which are your books, pen or pencil to take note, also you can just type it and save it as your doc in flash drive. These are the ways that students use or do while having online class.</p> <p>Face to face conversation unfolds slowly, it teaches patience. For this paragraph I will discuss the differences of face to face class. Face to face classes only happen in class, students go to class everyday to learn and have conversation between classmates and teachers. Speaking of conversation means that students discuss projects and give each other ideas, also for the teacher that can ask questions and help. To be in face to face class, most students have a notebook, textbook, binders, etc&amp;. That way they can take note and put in order of homework and review for quiz and exam, which is easy for them to know where their homework and review paper are organised. This is why face to face classes are much better to study in class and focus in class.</p> <p>Now I will discuss the similarity of online class and face to face class. They both have students, teachers, and a notebook to write down notes. Also students are required to do assignments, and homework, but they can also be given to do projects and study for exams. Showing students that you care about them makes all the difference. Ability to motivate students' interest is important, because every student has talent and is very smart. But not all students can be smart unless they don't give up and get stressed about schools. Students are students that learn and work hard, also teachers are teachers who teach and help students.</p> <p>In this final piece of writing my research paper or essay I have come to my conclusion of comparing and contrasting between face to face class and online class. None of these are much better than one another because both can be very useful if there is a lockdown again. Students can go to online class in their home, and another great thing is coming to school to attend class is also good, because students can work in groups with classmates.</p> <p>This is not an academic paper – you have no citations and very weak paragraphs! Works cited page?</p> <p>Assignment 4: Compare and Contrast Rubric ENG 111</p>

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	<p>Element/Score Excellent  (A) Above Avg. (B) Average  (C) Below Avg.  (D) Unacceptable %</p> <p>Punctuality  The essay was on time The essay was on time</p> <p>Title  The essay is well-titled The essay is not titled</p> <p>Organization  (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 2</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 2</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 12</p> <p>MLA (10)  MLA format is correct MLA format is incorrect 5</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 2</p> <p>Grammar, Punctuation, and Spelling GPS (10) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 5</p> <p>Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 2</p> <p>Page Length The essay meets the page length The essay is too short</p> <p>Total 30 /100  7.5%</p> <p>ENG 111 – Section 6  Sample 1  Grade A  Female  Ulga Campus  Online learning and Classroom learning  When the COVID-19 pandemic broke out affecting the world, the education system was one of them. Schools had to be closed and as a result the education system created online learning for schools to continues the academic year, and to prevent the COVID-19 from spreading. Some students now after the pandemic have the option to either learn through online learning or classroom learning. With both modes of learning having their advantages and disadvantages, this paper discusses the differences and similarities between online learning and classroom learning, such as flexibility, teacher-student interaction, pace of learning, and learning environment. Good To begin with, online and face-to-face learning involves some form of flexibility. Online learning can give students more flexibility than</p>

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	<p>classroom learning. During classroom learning, students are expected to attend class and take classwork at a specific time and location according to their schedule. Online learning class allows students to attend classes at their comfortable pace, either from home or anywhere they're at any time during the day. To complete a test by a certain due date removing the need for both location and schedule. Current research confirms (again) that computer technology can create an interactive and engaging (additional) learning environments which may have positive effects on knowledge gain, skill acquisition, and student perception (Juanjuan Chen et, al. 2018). Some students can complete the course material on their own so they can have more time for other classes. On the other hand, in classroom learning, students often have flexibility in terms of their learning pace. Students must attend class schedules, which may not provide for individual learning needs. However, only if classroom learning time can be replaced with more flexible learning conditions without reducing student performance&amp; (Muller and Mildenerger, 2021). In classroom learning, students spend their time outside the classroom for their study, projects, or homework. Both online and classroom learning require the students to manage their time wisely. Students should be able to study on their own independently of time, and place, and determine content and learning pace.</p> <p>Moreover, online learning and classroom learning involve some form of interaction. They both have some common differences and similarity between the two modes of learning. First, online learning interaction is not as much as classroom interactions. Unlike face-to-face setting, online learning students don't get the immediate response respond from the instructor because it happens through forum discussions and they have to wait for the instructor to respond to them. However, online learning allows students to actively participate during discussions, assign group projects, or receive immediate instructor feedback. Thomas, Walters, et al. (2020) noted that communication behaviors encouraged in a face-to-face classroom are not always supported or available within online teaching. Online learning interactions with instructors happen via emails, discussion forums, or Zoom so students can still interact with instructors and peers. Secondly, classroom learning interactions different from online learning because is face-to-face is and more active. Students get a fair chance to have an effective interaction with their teachers in classrooms. Is It is usually more active and allows students to do group work and participation, whereas online learning may not have this much engagement. Students rated face-to-face teaching much higher than online teaching and feedback suggested they felt more engaged during face-to-face teaching due to receiving immediate feedback. (Thomas, et al. 2020). which is by asking questions, sharing their opinions, or disagreeing. However, comparing the learning outcomes from online learning and classroom learning. Between the two learning modes, the similarity between online learning and classroom learning through interactions is that students are required to respond to questions or ask a question and gets feedback from the instructors, either online or classroom learning.</p> <p>Furthermore, online learning and classroom learning have some commons differences and similarities through pace of learning. One difference is, pace of learning through online learning gives students the independence and to manage their time/learning style. It is up to the student to set their own time pace for much of the work that is needed to be done in an online class. Students reported that online learning enabled them to hold a higher level of accountability for their learning and to learn independently (Sit, Janet W, et al. 2004). During this time, students can learn at their own pace by completing their assignments without having anyone distracting them. While there are deadlines and due dates that must be met, students usually have quite a bit of flexibility to decide where and at what time of the day they participate. Another differences, classroom learning is not as flexible as online learning because students have to go to school where the physical location is, with the required routine schedule. Previous researchers have suggested that in contrast to the faster, real-time pace of face-to-face classes, the extra time available for online activities might allow students to think about course material more critically and reflectively, leading to a deeper understanding of the course content (Kemp and Grieve, 2014). However, online learning might be better for students if they struggle with keeping pace through online face to face learning. The Curriculum and class schedule usually predict the pace of classroom learning. This arranged approach can help students who succeed in an organized learning environment and prefer a fixed timeline for completing their studies. Both, online learning and classroom learning still require the students to complete their assignments and turn them in.</p>

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	<p>Finally, the learning environment for both modes of learning of online and face-to-face learning. Through online learning environment, is better when compared to a planned, in face-to-face learning. flexible and suited environment when students can choose their study pace, and can take up a course or a learning module through online whenever they feel like it. According to Torres Martin, Cesar, et al. stated that virtual educational environment is characterized by various aspects, such as teachers becoming gradience counselors; students transforming their learning into active and participative; independence in space and time through digital tool. With this kind of learning doesn't really involves a in-person instructor, the students are by themselves in this learning setting in a familiar and comfortable environment when they can concentrate and focus. Then, face-to-face learning setting occurs in physical classroom setting according to a fixed schedule. While some students thrive in this structured environment, others might find it restrictive and disturbing. This mode of learning is therefore more disciplined. Classroom learning also happens in a group setting and have more discussion, interaction, and engagement. For students to obtain information, experience learning, interact with their peers and instructors, and engage in campus-wide-co-curriculum (The Internet and High Education 14.4 2011). However Nevertheless, in both learning modes, students are still required to do assignments, homework, and exam in order to receive credits.</p> <p>In a nutshell, both modes of learning have differences and similarities in flexibility, teacher-student interactions, and learning pace. However, learning environments can differ between online learning and classroom learning based on many factors. Usually depends on the student's preferences and how flexible the students are willing to take for classes. I suggest that face-to-face setting is more effective for students because you can interact, engage, share your experience. However, online and face-to-face learning shows that there is enough physical presence in face-to-face learning, and online learning instructor have to make up for the lack of physical presence.</p> <p>Works Cited  Dziuban, Charles, and Pasty Moskal, "A course is a course is a course: Factor invariance in student evaluation of online, blended and face-to-face learning environment." The Internet and High Education 14.4 (2011): 236-241.</p>



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	<p> <a href="https://www.sciencedirect.com/science/article/abs/pii/S1096751611000388">https://www.sciencedirect.com/science/article/abs/pii/S1096751611000388</a>.            Kemp, Nenagh, and Rachel Grieve. "Face-to-face or face-to-screen? Undergraduates' opinions and test performance in classroom vs. online learning." <i>Frontier in Psychology</i> 5 (2014): 1278. <a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01278/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01278/full</a>            Muller, Claude, and Thorald Mildenerger. "Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education." <i>Educational Research Review</i> 34 (2021); 100394. <a href="https://www.sciencedirect.com/science/article/abs/pii/S0260691704001492">https://www.sciencedirect.com/science/article/abs/pii/S0260691704001492</a>            Sit, Janet WH, et al. "Experiences of online learning: students' perspective." <i>Nurse education today</i> 25.2 (2005): 140-147. <a href="https://www.sciencedirect.com/science/article/abs/pii/S0260691704001492">https://www.sciencedirect.com/science/article/abs/pii/S0260691704001492</a>            Torres Martin, Cesar, et al. "Impact on the virtual learning environment due to COVID-19." <i>Sustainability</i> 13.2 (2021): 582. <a href="https://www.mdpi.com/2071-1050/13/2/582">https://www.mdpi.com/2071-1050/13/2/582</a>            Walters, Thomas, et al. "Secondary School Students' Perception of the Online Teaching Experience during COVID-19: The Impact on Mental Wellbeing and Specific Learning Difficulties. <i>British Journal of Educational Psychology</i>, vol. 92, no. 3, Sept. 2022, pp. 843-860. EBSCOhost, <a href="https://doi.org/10.1111/bjep.12475">https://doi.org/10.1111/bjep.12475</a>.            Assignment 4: Compare and Contrast Rubric            ENG 111         </p> <p>           Element/Score Excellent            (A) Above Avg. (B) Average            (C) Below Avg.            (D) Unacceptable %         </p> <p> <b>Punctuality</b>            The essay was on time The essay was on time         </p> <p> <b>Title</b>            The essay is well-titled The essay is not titled         </p> <p> <b>Organization</b>            (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 5         </p> <p> <b>Thesis Statement (10)</b> The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 10         </p> <p> <b>Compare and Contrast (50)</b> The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 44         </p> <p> <b>MLA (10)</b>            MLA format is correct MLA format is incorrect 9         </p> <p> <b>Works Cited (10)</b> The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 9         </p> <p> <b>Grammar, Punctuation, and Spelling GPS (10)</b> The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 7         </p> <p> <b>Revision (5)</b> The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 5         </p>

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	<p>Page Length The essay meets the page length</p> <p>Total 89 /100</p> <p>22.25%</p> <p>Sample 2</p> <p>Grade C</p> <p>Female</p> <p>Uliga Campus</p> <p>Traditional and Digital Media Today</p> <p>Assume there was once a period when planet earth was in a state of disconnection. Zero notifications to inform the tragic and jovial phenomenon around the globe. The unknown findings that individuals and corporations around the world wished to share, a disengaged community, or simply news of one’s celebrity crush. In the present date, fortunately, the innovation of traditional and digital media was were introduced. There are various correlations and disparity between the two medias.</p> <p>In similitude, traditional and digital media are mass communications. Mass communication is the procedure of circulating and interchanging using diverse media platforms to grasp the masses. There are common functions which take place during mass communication, it can be spoken, written, and broadcasted (“Understanding Mass Media”). These can impact the masses, traditional media reaches out through dances, folklore, folk songs, paintings, statues, fairs, festivals, rural and community radio channels, or announcement mediums. In contrast, websites, broadcast TV shows, and online radio are one of the many examples of delivery via digital media (Chitkara University). Traditional and digital media correlates together as the pair assists in building awareness, informing, and educating innumerable individuals around the globe.</p> <p>In the present days, many individuals might not be aware but “mass media plays an important role in connecting the world full of people”, according to Rahul Mittal, a research scholar (page 1). Both can associate people worldwide and they play major roles in our daily lives, mass media demonstrates to educate, to inform, and to influence public opinion. Radio broadcasting was once presented in India, 1959. Presently, traditional media has numerous uses of entertainment. It could be weather forecast, daily news, or reality shows, it is all there. Thus, it empowers participants to communicate long distance and interrelate with foreign communities. Digital media kicked off in the early 90s with the innovation of the internet. With digital media, it provides superior services, valid and prompt info. The requirements are absolute participation of netizens (users), striving for enlightenment through blogs, online news, webcasts, and countless other media (Tecnia Institute of Advanced Studies and MI). Both mass medias firmly influence the audience in their own forms of strengths.</p> <p>The source is very relevant to the research, the title of the text can attract a reader's attention; “traditional and new media are friends”, resulting in a possibility to grasp the rest of the composition. In addition, the source was cited from Research Gate, a plausible basis of information. Rahul Mittal is an associate professor and research scholar, attending Tecnia Institute of Advanced Studies. Mittal provided seven other references to support his text, all of which consists of factual content writing and citation. The subject matter was well developed in third person perspective granted that it was published in March 2013. To conclude, the said source arranged enough details and reliability to the topic (Mittal).</p> <p>It never hurts to do a quick fact check between the two-mass media, in terms of information accuracy. As stated in the National Institute of Mass Communication &amp; Journalism, “there are major contrasts between traditional media and digital media.” Thus, all details circulated on traditional media undergo several processes of fact-checking. Furthermore, the news is assembled together by certified journalists or reporters only. This being the case, all information shared amongst traditional media is true and reliable. On the contrary, details regarding social media are frequently created and broadcasted by users, which could be accurate and it can be untrue. Escalating gossip and simulated images are prevalent in the present moment. In short, the validity of information is uncertain in the present day of</p>	<p>The essay is too short</p>

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	<p>digital media.  Ultimately, it is also fundamental to make known that everything has its own merit and demerits. One of the few advantages between the two medias are traditional media receives feedback that is immediate and known, increasing the popularity of certain topics. Digital media spreads news like a wildfire which can be communicated within seconds. A disadvantage that can be listed, traditional media is controlled to a certain point of capacity and can provide to a finite audience, meanwhile, digital media has less intimate feedback. These are the few merits and demerits of the two mass medias.</p> <p>To complete, traditional and digital media have their own usage of communication, connecting individuals, providing services of entertainment, and having advantages of different stages. Traditional media project educative statements via enjoyment, color, costume, dance and music. Viewers can comfortably pinpoint with this tool of conveyance. Digital media is speedy and punctual and issues extensive coverage possible throughout the internet. Both have their special abilities and are easily accessible to every character and community.</p> <p>Works Cited  Chitkara University "Understanding Mass Media: Types, Functions, and Examples"   Chitkara University Blogs, 15 Sept. 2023, <a href="http://www.chitkara.edu.in/blogs/understanding-mass-media-types-functions-and-examples/">www.chitkara.edu.in/blogs/understanding-mass-media-types-functions-and-examples/</a>.  Mittal, Rahul and Chandi Mittal. "Traditional Media and Digital Media are Friends" Research Gate. March 2013. <a href="https://www.researchgate.net/publication/236020643_Traditional_and_new_media_are_friends">https://www.researchgate.net/publication/236020643_Traditional_and_new_media_are_friends</a>.  University, Chitkara. Understanding Mass Media: Types, Functions, and Examples. 20 August 2023. <a href="https://www.chitkara.edu.in/blogs/understanding-mass-media-types-functions-and-examples/">https://www.chitkara.edu.in/blogs/understanding-mass-media-types-functions-and-examples/</a>.</p> <p>Assignment 4: Compare and Contrast Rubric  ENG 111</p> <p>Element/Score Excellent</p>



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	<p>Additionally, we can say that the diets in developed countries are developed. It contains more and has more necessities for the body. In the next paragraph the similarities of these countries' diets will be discussed. Where is the transition paragraph?</p> <p>Next, are the similarities of these countries' diets, one of the similarities that they share are their diet quality contributes to one's nutrition and health status. The way they look and feel physically is fueled by their diet. (Ruel et al. 239) A person can gain weight from what they eat, and they can also lose weight if they do not eat. They either gain energy from their food or can become very weak from what they didn't eat. Another similarity that they share is the foods that they consume can either be raw or cooked. It is always one or the other and never in between. Adding on another similarity is that the countries' diets are affected by the climate of that place. It can be hard to grow crops where it is extremely cold and somewhere there is scarce water. Seasons change causing also menus to change due from the unavailability of some food sources. Generally, although these countries are similar in how they are fueled from their diet, the way they prepare their food and what their diet is affected by. In the next paragraph another similarity will be discussed.</p> <p>Furthermore, another similarity that I came across was that their diet depends on their income. Those who have a low income select a relatively less healthy diet. Those who have a high source of income well, they would select a healthier diet since they can afford it. Healthy foods are more expensive in developing countries making it hard for an individual to choose a healthy diet. This means it does not matter how different their diet is because it is still and will always be affected by their income. For example, in South Africa they mostly consume cheap foods that are high in sugar and fats because that is what their income can afford. (Temple et al. 77). In the next paragraphs the differences will be discussed.</p> <p>On the other hand, the diet in these countries share similarities but are unique from one another in many ways like for example, the protein intake is richer in quality than developing countries. (Millward et al. 387) Additionally in developed countries the healthy foods are much more affordable since it is easier to access. In the article, "The Cost of a Healthy Diet: A South Africa Perspective", in developing countries they would rather much prefer a less healthy diet since it costs them less. The foods in a developed country are rich in nutrients, iron and protein. From this we know that the protein intake is much poorer in developing countries, healthy foods are expensive in developing countries and the developed countries have much more nutrient, iron and protein rich foods. Another difference is the number of foods that is consumed, and it is discussed in the following paragraph.</p> <p>In addition, the differences that they encounter is the amount of food that is consumed. In developing countries, it is very difficult to have a complete meal since sources of food are very insufficient or expensive. In developed countries since food is very much affordable and not limited, they tend to consume more than developing countries. Since the foods in developed countries are much more rice in protein, nutrients, etc. they often benefit more from it, for example, they gain fat from it. This is why in most developing countries many children and even adults are malnourished. Citation here?</p> <p>To conclude, the diets in these countries are similar in how their foods are prepared, what their diet is affected by and how their diets affect them, however they differ in the quality of the food such as the freshness, cleanliness and the quantity or amount. From this we can say that in developed countries their diets are more beneficial. In developing countries, it is much harder to find a healthy decent diet due to costs and availability. If we work together to help find solutions where we can make everywhere have healthy beneficial diets than then the world will not have to suffer from malnourishment.</p> <p>Works Cited</p>

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	<p>Alan A. Jackson and Millward, D. Joe. "Protein/energy ratios of current diets in developed and developing countries compared with a safe protein/energy ratio: implications for recommended protein and amino acid intakes." Public Health Nutrition, vol. 7, no. 3, May 2004, pp. 387-405, <a href="https://www.cambridge.org/core/journals/public-health-nutrition/article/proteinenergy-ratios-of-current-diets-in-developed-and-developing-countries-compared-with-a-safe-proteinenergy-ratio-implications-for-recommended-protein-and-amino-acid-intakes/5EB3081">https://www.cambridge.org/core/journals/public-health-nutrition/article/proteinenergy-ratios-of-current-diets-in-developed-and-developing-countries-compared-with-a-safe-proteinenergy-ratio-implications-for-recommended-protein-and-amino-acid-intakes/5EB3081</a>.</p> <p>Marie T, Ruel, et al. "Diet Quality in Developing Countries." Diet Quality: An Evidence-Based Approach, vol. 2, Springer New York, 2013, pp. 239-261, <a href="https://link.springer.com/chapter/10.1007/978-1-4614-7315-2_18">https://link.springer.com/chapter/10.1007/978-1-4614-7315-2_18</a>. Accessed 8 November 2023.</p> <p>Nelia P. Steyn, Norman J. and Temple. "The cost of a healthy diet: A South African perspective." Nutrition, vol. 27, no. 5, 2011, pp. 505 - 508, <a href="https://doi.org/10.1016/j.nut.2010.09.005">https://doi.org/10.1016/j.nut.2010.09.005</a></p> <p>Surname first – there are still errors here in the entries.</p> <p>Assignment 4: Compare and Contrast Rubric ENG 111</p> <p>Element/Score Excellent (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable %</p> <p>Punctuality The essay was on time The essay was on time</p> <p>Title The essay is well-titled The essay is not titled</p> <p>Organization (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 4</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 8</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 39</p> <p>MLA (10) MLA format is correct MLA format is incorrect 8</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 8</p> <p>Grammar, Punctuation, and Spelling GPS (10) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 8</p>

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	<p>Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 4</p> <p>Page Length The essay meets the page length The essay is too short</p> <p>Total 79/100</p> <p>19.75%</p> <p>Sample 4 Grade F Male Uliga Campus Sports</p> <p>Sports is a recreational activity that many people like to take part in. Two of such activities are basketball and baseball. These two team sports require two teams to actively take part in. As such, this essay will discuss the difference and similarities between basketball and baseball, looking at them being team sports, rules required, and time to play. Good</p> <p>Firstly, the difference between basketball and baseball is how to transport the ball. E-sentences? For example, in basketball they move more than two steps, and the ball moves only by dribbling, bouncing and passing. Baseball do not have rules around how players transport the ball from player to player. Both sports are used different ball and they use ball while game time. Other differences include, game times, scoring, number of players and general game structure. Therefore, the sports require gears or helmets to protect them. For example, in playing baseball, you'll have to wear a helmet to protect your head and a baseball glove to protect your hands. However, basketball doesn't really require any gear to wear because they play with a very big ball that is not solid as hard as the baseball ball. This is not point by point pattern!</p> <p>The second, both sports are interesting to watch and play. These two sports require umpires to organize how these two-sports play based on their rules. These two sports require needed to wear uniforms to show what team they represent. It also makes the audience know what teams they are against each other. These kinds of sports allow rules while playing. If a person plays without knowing the rules, there's going to be a big problem for the player. Citation?</p> <p>Finally, basketball and baseball are the same but on the other hand they are different. Both basketball and baseball need a coach to tell what to do to the players. The difference is the place of play. For example, baseball is play inside a field that has grass, but basketball is plays inside a big court that made of cement and concrete. Both of these sports are usually to run the game. Without the ball and the game won't start. The other difference between basketball and baseball are basketball players need to be able to run fast, jump high, and have excellent eye coordination. Baseball it's the only game where players is not allowed to reenter the game once he's removed.</p> <p>In conclusion, more people watch or play sports then almost any other human activity. Both basketball and baseball are team sports they are difference ways of play. They key to win a basketball is to score more baskets than your opponents. While in baseball the key is to score more runners than the other team. Incorrect/incomplete conclusion.</p> <p>This is not a proper academic compare and contrast essay!</p> <p>Works Cited Shearer, Derek. "To Play Ball, Not Make War: Sports, Diplomacy and Soft Power." Harvard International Review, SUMMER 2014, vol.33, no.1, pp. 53-57,</p>

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	<p> <a href="http://www.jstor.com/stable/43649250">http://www.jstor.com/stable/43649250</a>            Roberto Gonzalez Echevarria. "The Magic of Baseball: Indiana Journal of Global Legal studies, Fall, 2000, vol.8, No. 1, symposium: Baseball in the Global Ear: Economic, Legal. And Cultural Perspectives (Fall, 2000), pp. 145-165  <a href="https://www.jstor.org/stable/2044761">https://www.jstor.org/stable/2044761</a>            Akilah R. Carter-Francique and F. Michelle. "Controlling Media, Controlling Access:" Jean Ait Belkhir, Race, Gender and class Journal, Race, Gender &amp; Class, Vol. 23, No. 1-2, Race, Gender &amp; Class 2015 Conference (2016), pp. 7-33  <a href="https://www.jstor.org/stable/10.2307/26529186">https://www.jstor.org/stable/10.2307/26529186</a>            Alphabetical order according to author surname         </p> <p>           Assignment 4: Compare and Contrast Rubric            ENG 111         </p> <p>           Element/Score Excellent            (A) Above Avg. (B) Average            (C) Below Avg.            (D) Unacceptable %         </p> <p>           Punctuality            The essay was on time The essay was on time         </p> <p>           Title            The essay is well-titled The essay is not titled         </p> <p>           Organization            (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 2         </p> <p>           Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 9         </p> <p>           Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 14         </p> <p>           MLA (10)            MLA format is correct MLA format is incorrect 6         </p> <p>           Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 5         </p> <p>           Grammar, Punctuation, and Spelling GPS (10) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 6         </p> <p>           Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 3         </p>



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	<p>Page Length The essay meets the page length</p> <p>Total 45 /100</p> <p>11.25%</p> <p>Sample 5 Grade F Female Uliga Campus</p> <p style="text-align: center;">Education System Before and After COVID-19.</p> <p>This study compares and contrasts teachers' and students' perceptions of online teaching and learning during the COVID-pandemic in higher education using the co-orientation model. Data were collected from 145 students and 31 teachers in two Hong Kong higher education institutions. The findings show that teachers were generally more negative about online teaching and learning than students, but such negative views should be reconsidered as students positively evaluated teachers' efforts to various degrees. It is suggested that during future online learning experiences (1) teachers and students set up expectations together to evaluate online interactions, (2) teachers should not be overly concerned about the potential embarrassment of using camera for class activities, and (3) teachers' pay more attention to feedback delivery. Understanding these gaps will provide teachers with insights into more strategic communication and planning to manage the expectations and optimize the online experience for both parties</p> <p>An Education means body knowledge acquired while being educated. The first similarity is about the education before and after covid 19, Education before when teachers and students have a negative test they attend to allow going to school. They also experienced some positive and negative impacts brought by online learning during the pandemic. Another similarity, after covid 19 and education before, the lockdown is not due but all schools are still complete. However, the differences about the education and after, education before and differences from after because education before, the students were brought up to compete, aim for the first position, and care less for others. This embarked on a selfish and opportunistic future generation.</p> <p style="text-align: center;">Assignment3</p> <p>The differences about the article and education before vs covid 19, This study compares and contrasts teachers' and students' perceptions of online teaching and learning during the COVID-pandemic in higher education using the co-orientation model. Data were collected from 145 students and 31 teachers in two Hong Kong higher education institutions. The findings show that teachers were generally more negative about online teaching and learning than students, but such negative views should be reconsidered as students positively evaluated teachers' efforts to various degrees. It is suggested that during future online learning experiences (1) teachers and students set up expectations together to evaluate online interactions, (2) teachers should not be overly concerned about the potential embarrassment of using cameras for class activities, and (3) teachers' pay more attention to feedback delivery. Understanding these gaps will provide teachers with insights into more strategic communication and planning to manage the expectations and optimize the online experience for both parties. During education before compared to the article they are different education before they are not do this thing about the article.</p> <p>Moreover, education before and after COVID-19 are differences facially in the school life. Firstly, differences education before and COVID-19 in education before it was difference because students and teachers attend go to class, the difference between education before and after COVID-19, after COVID-19 there are many students and teachers are not attending to class because we are positive</p>	<p>The essay is too short</p>

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	<p>test and they didn't allow to go the class. Education before students and teachers are go to school because there are no COVID-19 before education.</p> <p>To conclude between the article and education before and after, in the article says after COVID-19 there are limit teachers and students are allow in one classroom because about COVID. But education before are difference from the after, because before there are no COVID before and the school are not limit or to not to do like after COVID-19. The teachers are delivery package for their students are positive test to home. Refer to the assignment handout – this is not a proper academic compare and contrast essay – improve type-setting; proper citations.</p> <p style="text-align: center;">References</p> <p>Aboagye E., Yawson J.A., Appiah K.N. COVID-19 and E-Learning: The challenges of students in tertiary institutions. <i>Social Education Research</i>. 2020:109–115.</p> <p>" Aguilera-Hermida A.P. College students' use and acceptance of emergency online learning due to COVID-19. <i>International Journal of Educational Research Open</i>. 2020;1:100011. doi: 10.1016/j.ijedro.2020.100011.</p> <p>" Allen I.E., Seaman J. Sloan Consortium; 2010. <i>Learning on demand: Online education in the United States</i>, 2009.</p> <p>" Alqurashi E. Predicting student satisfaction and perceived learning within online learning environments. <i>Distance Education</i>. 2019;40(1):133–148.</p> <p>" Amir L.R., Tanti I., Maharani D.A., Wimardhani Y.S., Julia V., Sulijaya B., et al. Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. <i>BMC Medical Education</i>. 2020;20(1):392. doi: 10.1186/s12909-020-02312-0.</p> <p>" Avery E., Lariscy R., Sweetser K.D. Social media and shared—or divergent—uses? A coorientation analysis of public relations practitioners and journalists. <i>International Journal of Strategic Communication</i>. 2010;4(3):189–205. doi: 10.1080/1553118X.2010.489501.</p> <p>" Baran E., Correia A.P., Thompson A. Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. <i>Distance Education</i>. 2011;32(3):421–439. doi: 10.1080/01587919.2011.610293.</p> <p>" Bdair I.A. Nursing students' and faculty members' perspectives about online learning during COVID-19 pandemic: A qualitative study. <i>Teaching and Learning in Nursing</i>. 2021;16(3):220–226. doi: 10.1016/j.teln.2021.02.008.</p>

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	<p>" Broom G.M. Coorientational measurement of public issues. <i>Public Relations Review</i>. 1977;3(4):110–119. doi: 10.1016/S0363-8111(77)80010-6.</p> <p>" Broom G.M., Dozier D.M. Prentice-Hall; 1990. <i>Using research in public relations: Applications to program management</i>.</p> <p>" Cao W., Fang Z., Hou G., Han M., Xu X., Dong J., et al. The psychological impact of the COVID-19 epidemic on college students in China. <i>Psychiatry Research</i>. 2020;287:112934. doi: 10.1016/j.psychres.2020.112934.</p> <p>" Castelli F.R., Sarvary M.A. Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so. <i>Ecology and Evolution</i>. 2021;11:3565–3576. doi: 10.1002/ece3.7123</p> <p>" Hodges C., Moore S., Lockee B., Trust T., Bond A. The difference between emergency remote teaching and online learning. <i>Educause Review</i>. 2020:27.</p> <p>" Goutzamani E. In: <i>The SAGE encyclopedia of corporate reputation</i>. Carroll C., editor. SAGE Publications, Inc.; 2016. Co-orientation theory; pp. 160–162.</p> <p>" Hung M.L., Chou C., Chen C.H., Own Z.Y. Learner readiness for online learning: Scale development and student perceptions. <i>Computers &amp; Education</i>. 2010;55(3):1080–1090. doi: 10.1016/j.compedu.2010.05.004.</p> <p>" Hussein E., Daoud S., Arabaiah H., Badawi R. Exploring undergraduate students' attitudes towards emergency online learning during COVID-19: A case from the UAE. <i>Children and Youth Services Review</i>. 2020;119:105699. doi: 10.1016/j.childyouth.2020.105699</p> <p>" Iglesias-Pradas S., Hernández-García Á., Chaparro-Peláez J., Prieto J.L. Emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic: A case study. <i>Computers in Human Behavior</i>. 2021;119:106713. doi: 10.1016/j.chb.2021.106713.</p> <p>" Jan A. A phenomenological study of synchronous teaching during COVID-19: A case of an international school in Malaysia. <i>Social Sciences &amp; Humanities Open</i>. 2020;2(1):100084.</p> <p>Assignment 4: Compare and Contrast Rubric ENG 111</p>

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	<p>Element/Score Excellent  (A) Above Avg. (B) Average  (C) Below Avg.  (D) Unacceptable %</p> <p>Punctuality  The essay was on time The essay was on time</p> <p>Title  The essay is well-titled The essay is not titled</p> <p>Organization  (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 1</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 2</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 10</p> <p>MLA (10)  MLA format is correct MLA format is incorrect 5</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 5</p> <p>Grammar, Punctuation, and Spelling GPS (10) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 4</p> <p>Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 1</p> <p>Page Length The essay meets the page length The essay is too short</p> <p>Total 28 /100  7%</p> <p>ENG 111 – Section 7  Sample 1  Grade B  Male  Uliga Campus</p> <p>Food preparation in the past and present time  As we venture into the kitchens of the past and present, we discover a fascinating tapestry of culinary traditions and practices. Despite the ever-evolving landscape of culinary techniques and kitchen technologies, a profound connection between our ancestors and modern chefs emerges. This connection is more than just exploration of culinary history, it represents a bridge between time-honored culinary knowledge that has been passed down through generations and the innovative, creative spirit that moves contemporary cookery. This enduring link serves as a testament to the timeless significance of culinary traditions in shaping the way we source, prepare, and enjoy</p>

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	<p>our food. It highlights the resilience of fundamental principles, such as sourcing quality ingredients, mastering the art of flavor, and the timeless art of cooking itself, which continue to transcend the ages and unite us in the delightful pursuit of satisfying our palate. As such, this paper will compare and contrast food preparation that was done in the past and in the present time. As such, this paper will compare and contrast food preparation that was done in the past and in the present time.</p> <p>A variety of distinctive characteristics that represent the historical and cultural backgrounds of many societies were present in the production of food in the past. It frequently focused on localization and seasonality, highlighting the use of fresh, organic foods preserved by methods like fermentation, drying, and salting. "Fermentation processes increase the nutritional interest of numerous foods and enhance bioavailability of nutrients", (Granier and et.al 2013). Generations of cooks continued to cultivate culinary traditions that prioritized professional methods and basic tools, with cooking being a shared activity. Carefully selected herbs and spices were added to enhance flavor profiles, offering possible health advantages in addition to their delicious taste. Roasting, grilling, and boiling were popular methods that frequently used open flames and simple stoves. Our current culinary practices are still shaped by this ancient method of food preparation, which was impacted by the resources that were accessible, technological limitations, and cultural history.</p> <p>However, when we look to the future of food preparation, we see a culinary environment that is influenced by sustainability, creativity, and technological breakthroughs. An intriguing new culinary frontier is built upon the seasonality and simplicity of the old traditions. The future of food preparation promises to be a dynamic blend of tradition and innovation, bringing with it a change in the way we source, cook, and enjoy our food.</p> <p>Food preparation in the past and present shares several striking similarities, despite the evolution of culinary techniques and technologies over the years. To start off, the fundamental needs to source and select fresh ingredients, remains unchanged. Just as our ancestors foraged for seasonal and carefully selected their provisions, modern cooks prioritize the quality and origin of ingredients. Moreover, the art of flavor combination, though refined with time, persists as a cornerstone of culinary practice. Ancient civilizations used herbs and spices, much like contemporary chefs, to enhance the taste of their dishes. Furthermore, the act of cooking itself, involving methods such as roasting, grilling, and boiling, continues to be a central aspect of food preparation. "Having the knowledge and ability to use different cooking techniques is, therefore, important in making food decisions, (Woodruff 2013). The act of preparing food has always been essential in the kitchen. The way we engage with food may have transformed with the advent of modern appliances and global culinary influences, but the core principles of selecting, seasoning, and cooking ingredients remain timeless, uniting the past and present in the delightful pursuit of satisfying our palates.</p> <p>Food preparation in the past and the future is marked by distinctive differences driven by evolving technologies and societal changes. In the past, traditional methods of cooking, often reliant on open flames and manual labor, required considerable time and effort. According to Toonen (2009), the use of firewood in kitchens is enormous; a great step forward can be made by introducing solar energy as an alternative energy source. In contrast, the future promises automation and advanced kitchen technologies that will streamline and expedite the cooking process. Furthermore, the ingredients themselves are anticipated to change, with innovative options like lab-grown meats and sustainable crops reshaping the culinary landscape. As food sustainability becomes an increasing concern, there's a shift toward more eco-conscious practices in future food preparation. In the end, the future promises a blend of technology, sustainability, and convenience that will completely change how we make and consume food, while the past honors time-old culinary traditions.</p> <p>In conclusion, the culinary journey spanning the past, present, and future, we witness a captivating interplay of tradition and innovation. These culinary traditions, passed down through generations, laid the groundwork for the present, where the fundamental principles of</p>

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	<p>sourcing quality ingredients, mastering flavor, and the timeless art of cooking persist. The future envisions a harmonious blend of technology, sustainability, and convenience, reshaping our relationship with food. The kitchens of the past and present converge and diverge, creating a tapestry that celebrates the resilience of fundamental culinary principles. As we embark on this gastronomic journey, we find ourselves united by the shared pursuit of satisfying our palates, drawing inspiration from the past, navigating the present, and eagerly anticipating the flavors of the future.</p> <p>Works Cited  Granier, Audrey, et al. "Fermentation products: immunological effects on human and animal models." vol. 74, 2013, pp. 238 - 244. Fermentation products: immunological effects on human and animal models, <a href="https://www.nature.com/articles/pr201376">https://www.nature.com/articles/pr201376</a>.  Woodruff, Sarah J. "The associations among family meal frequency, food preparation frequency, self-efficacy for cooking, and food preparation techniques in children and adolescents." August 2013, <a href="https://www.sciencedirect.com/science/article/pii/S1499404612007117">https://www.sciencedirect.com/science/article/pii/S1499404612007117</a>.  Toonen – why is this not noted here?</p> <p>Assignment 4: Compare and Contrast Rubric  ENG 111</p> <p>Element/Score Excellent  (A) Above Avg. (B) Average  (C) Below Avg.  (D) Unacceptable %</p> <p>Punctuality  The essay was on time The essay was on time</p> <p>Title  The essay is well-titled The essay is not titled</p> <p>Organization  (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The</p>



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	<p>playing zone. The two games involve a timer, physical contacts, referees, and several rules to follow. Pino-Ortega et al., 2021, found that “Accelerations and decelerations are mainly significant in soccer, jumps and landing are crucial in basketball.” Players have to sprint as the game clock still counting and try to score on the opposing team’s goal area, which the other team is defending. The two games are related on the amount of time played and body contacts which gives players hard time competing with each other.</p> <p>On the other hand, one major differences between the two are the rules. Both sports are being played with rules to follow to protect the players and to play the game the right way. The most important rule in soccer is using your feet to dribble the ball, while basketball players used theirs hands (Kimberly, 2023). In soccer, the only player to touch the ball using the hands is the goalie whereas basketball, all the players are allowed to touch the ball with their hands. A tie is allowed in soccer differt than basketball which the clock will get extra five more minutes to continue playing until a team with the most score is presented, which means a tie is not allowed. In general, in soccer, the ball is kicked; in basketball, we throw it. Basketball and soccer are two vastly different sports which include different rules in between for the players’ safety and for the way the game is needed to be played.</p> <p>Another difference between the two games is when we take the time to look at both sports side by side, you will quickly see that one is harder than the other. Moreover, the two sports can also be defined on the level of hardness to play. On the top of that, soccer is much more technically challenging sport for the reason that the players dribble, passing, and control the ball with their feet while maintaining speed is incredibly difficult. As well as in soccer, the game clock does not stop during regular game time in two halves contain forty-five minutes each quarters. Nevertheless, basketball regular game time can be stopped mostly during timeouts, foul play, foul ball and it includes four quarters with twelves minutes each. According to Clayfield (2021), “Soccer players are required to run further than basketball players, they must work with more teammates, and it is harder for a soccer player to score from a shot at goal compared to a basketball player.”</p> <p>To conclude, it is stated that the two well-known sports are challenging. They are closely related to each other and includes some of the rules and the level of hardness to play them. The games are exciting to watch because of the length and the skills the players in both teams performed, but soccer is believed the harder game to play. Final thought still required here!</p> <p><b>Works Cited</b>  Clayfield, Ben. “Is Soccer Harder Than Basketball? Here Are the Facts.” General Info, 2021. <a href="https://yoursoccerhome.com/is-soccer-harder-than-basketball-here-are-the-facts/">https://yoursoccerhome.com/is-soccer-harder-than-basketball-here-are-the-facts/</a>  Fresno Pacific University. Team Sports vs Individual Sports: Both Offer Lessons to Students. Fresno Pacific University Staff, 2021. <a href="https://ce.fresno.edu/news/team-sports-vs-individual-sports-both-offer-lessons-to-students/">https://ce.fresno.edu/news/team-sports-vs-individual-sports-both-offer-lessons-to-students/</a>  Kimberly. “Soccer and Basketball: Differences Explained.” Family Sports Guide, 2023. <a href="https://familysportsguide.com/soccer-and-basketball-differences-explained/">https://familysportsguide.com/soccer-and-basketball-differences-explained/</a>  Ouelette, John. “Principles of Play for Soccer.” ProQuest, vol. 17, issue 3, Feb. 2004. <a href="https://www.proquest.com/docview/214549404?fromopenview=true&amp;parentSessionId=Xb9Mf7a87pz0jFtqsVrVxzhKmMgxUIthsH6JCIavX4k%3D&amp;pq-origsite=gscholar">https://www.proquest.com/docview/214549404?fromopenview=true&amp;parentSessionId=Xb9Mf7a87pz0jFtqsVrVxzhKmMgxUIthsH6JCIavX4k%3D&amp;pq-origsite=gscholar</a></p>



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	<p>Pino-Ortega, José et al. "Training Design, Performance Analysis, and Talent Identification- A Systematic Review about the Most Relevant Variables through the Principal Component Analysis in Soccer, Basketball, and Rugby." International Journal of Environmental Research and Public Health, vol. 18, issue 5, March 2021.</p> <p>Assignment 4: Compare and Contrast Rubric ENG 111</p> <p>Element/Score Excellent (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable %</p> <p>Punctuality The essay was on time The essay was on time</p> <p>Title The essay is well-titled The essay is not titled</p> <p>Organization (5) The essay is well organized The essay is organized The organization needs revision The essay lacks organization The essay is not organized 5</p> <p>Thesis Statement (10) The essay has a well written thesis The essay has a thesis The thesis needs some revision The thesis is weak or missing No thesis is present 7</p> <p>Compare and Contrast (50) The essay fully compares and contrasts assigned aspects The essay compares and contrasts assigned aspects The compare and contrasts need revision The compare and contrasts are weak The essay does not meet compare and contrast standards 40</p> <p>MLA (10) MLA format is correct MLA format is incorrect 9</p> <p>Works Cited (10) The essay has a correct works cited The essay has an incorrect works cited The works cited is missing 9</p> <p>Grammar, Punctuation, and Spelling GPS (10) The essay contains no GPS errors The essay contains few GPS errors The essay contains some GPS errors The essay contains many GPS errors The essay contains too many GPS errors 8</p> <p>Revision (5) The essay has been thoroughly revised The essay has been revised Some revisions are ineffective The essay has been revised very little The essay has not been revised 4</p> <p>Page Length The essay meets the page length The essay is too short</p> <p>Total 82 /100 20.5%</p> <p>Sample 3 Grade C</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Male  Uliga Campus  Online Versus Face-to-face Learning</p> <p>While online learning offers flexibility, face-to-face learning provides immediate feedback and in-person interaction. The importance of education, its impact on personal and societal development, and the role of education in shaping individuals' knowledge and skill. This essay will be comparing online learning to face-to-face learning. Online learning offers flexibility and convenience, allowing students to access education from anywhere, while face-to-face learning provides valuable social interaction and personalized support.</p> <p>Online learning usage is super common. "With the rise of technology and the internet, people rely on it for various activities like communication, shopping, and school activities", (Levi 2022). Online learning offers flexibility in terms of time and location allowing one to learn at one's own peace. Furthermore, online learning allows internet access to make work faster and easier. Additionally, online learning must create challenging activities that enable learners to link new information to old; acquire meaningful knowledge; and use their abilities. Doing it right means that online learning materials must be designed properly, with the learners and learning in focus, and that adequate support must be provided. Moreover, online learning knows time zones, and location and distance are not issues issuing. This flat form platform of learning compares online learning through face to face learning. (Terry Anderson).</p> <p>However, there is another alternative to online learning which is face-to-face. This type of learning is more traditional and structured. As such, the following paragraphs will compare and contrast face to face learning to online learning.</p> <p>To begin with, online and face to face learning are similar in the sense that the content is the same. On the other hand, face-to-face learning provides a more traditional classroom setting where students can engage in direct interaction with their peers and instructors. Like for example, they will both receive the same grade and knowledge. Additionally, their assignment acquires the same knowledge and students learn at their own peace. Also, the same time will be taken to complete their study in a semester by the same time. Interactions between student and instructors using these platforms, although the mode of interaction may differ, they also provide the same curriculums provided the course is taught by the same instructor. They both similar in the way of using the time required. Both online and Face-to-face learning are similar in sense of understanding the learning concept if taught by the same individual. Both providing problems for students to interact and solve problems in their own way. The methods aim to provide education and facilities in building skills in social, problem solving, and in being a leader in their society. Additionally, both online and Face-to-face learning can offer opportunities for discussions, assignments, and assessments. These similarities highlight the shared goal of fostering knowledge and skill in students. Based on our previous understanding this essay explores the similarities and differences between online and Face-to-face learning, examining their impact on student engagement, academic performance, and overall learning.</p> <p>Online learning occurs on internet and base on yourselves which has less instructor, you choose whatever time best for you. Moreover, online can be done at the classroom or at everywhere you are located. Online is all done digitally through school sites, google docs, or Microsoft office. While, "Face-to-face learning has to be done through a processed schedule while using hard learning materials such as books, pencil and so forth" (Levi). However, Face-to-face learning gives many practical and group work to discussed together in one area and a majority of students find it easier to understand the class assignments more. Interacting with their instruction instructor and their fellow classmate in a real time interaction making students feel healthy and strong academically. To conclude, online and Face-to-face learning have their own set of unique similarities and differences. "In online learning, the classes are typically conducted over the internet, allowing for flexibility in terms of time and location" (Terry Anderson). On the other hand, Face-to-face learning involves attending physical classes in a traditional classroom setting. Online learning often requires self-discipline and motivation, as there may be less direct interaction with instruction and peers. In contrast, Face-to-face learning provides immediate feedback and real-time interaction with instruction and classmate. The methods of instruction and assessment can also differ between two, with online learning often utilizing multimedia resources and virtual platforms, while Face-to-face learning may involve in-person lectures, discussion, and hands-on</p>

**Make a Plan**

**Assessment Data & Analysis**

activities. These differences highlight the unique characteristics and benefits of each learning mode. This essay delves into the contrasting aspects of online and Face-to-face learning, exploring their impact on student interaction, flexibility, and educational outcomes. (Scott D Johnson). Online and face-to-face learning both methods aim to provide education and learning experiences. They both involves instructors or teachers who guide the learning process. Additionally, both can offer opportunities for interaction and collaboration with classmates. This paragraph could be better organized!

In conclusion, the comparison between online and Face-to-face learning reveals a dynamic educational landscape. While online learning offers flexibility, and accessibility, Face-to-face learning fosters direct interaction and social connection. It is crucial to recognize that each approach has its own advantages and limitation. The ideal learning experience may lie in a blended approach, leveraging the strength of both methods. Ultimately, the choice between online and Face-to-face learning should be based on individual preferences, learning styles, and specific educational goals. By embracing the diversity of options, we can create a more inclusive and effective learning. Good

Works Cited

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Jonson, D. Scott, et al. "Comparative Analysis of Learner Stratification and Learning in Online and Face-to-Face Learning Environments." University times, 1 Number 2000 ISSN 1093-023X Computing in Educate. Volume 11,<https://www.learntechlib.org/p/8371/>

Levi, Olmstead "online learning vs. Face-to-Face Learning: Which is Best? Employee Training & Development, 23 September. 2022 <https://whatfix.com/blog/online-learning-vs-face-to-face-learning/>

Need to improve on type-setting for this page.



Make a Plan	Assessment Data & Analysis
	<p>Grade D Female Uliga Campus</p> <p>Face-to-Face vs. Online Learning</p> <p>The argument over whether online learning is more effective than in-person learning has received a lot of attention lately. It is important to consider the advantages of both methods as technology develops further and changes how one participates in learning. Both methods have their own advantages and disadvantages, and it is important to know which is more suitable for one's own preference. Face-to-face and online learning are two different approaches to education that provide students with numerous opportunities and experiences. As such, this paper will dig deeper into the characteristics of online and face-to-face learning.</p> <p>For generations, the typical approach to education has been classes in person. With such a strategy, lessons are taught in a physical classroom where students participate in discussions and lectures from the instructor. With the help of this form of learning, which encourages a personalized and interactive approach, students can ask questions and get quick responses from their instructor encourages social interaction between students, which can help them develop critical communication and social skills. Citation for this paragraph?</p> <p>Transition paragraph? You chose Block pattern!</p> <p>Conversely, learning can be done with greater flexibility, accessibility, and global interaction when it happens online. If there is a computer, an internet connection, and a willing learner, online learning can take place at any time and anywhere. The web and face-to-face interactions differ greatly.</p> <p>Academic learning online and in-person share an abundance of commonalities. First, regardless of whether a person is enrolled in face-to-face or online courses, they are given the same academic assignments. Assignments for academic work are submitted online to receive a grade and feedback. Second, there is no clear response regarding which is more effective (Carliner 6). It relies on the individual to determine which type of face-to-face or in-person learning is more effective for them. Lastly, time management, which is crucial for all students to gain. Both online and in-person learning students are given enough time to complete their academic work and attend courses.</p> <p>On the other hand, in-person classes provide a sense of community and personal connections with peers, unlike online classes where students rarely converse. This bonding experience is not easily replicated online, as students often struggle to connect with classmates and instructors. As Ong et al. stated a York University student “There is no sense of friendship and relationship between the students that would usually be built in traditional in-person classes” (Ong 2022). Furthermore, online classes often overlook social cues, leading them to misunderstanding and a lack of human interaction. Students may feel isolated and uncomfortable in classroom discussions, unable to develop trust and familiarity with peers who may feel more like “strangers” than they are. Concluding sentence here?</p> <p>While face-to-face learning takes place in a traditional classroom setting with direct interaction between teachers and students, online learning occurs through the internet, where students access course materials, participate in discussions, and submit assignments remotely. Face-to-face learning allows for immediate feedback from teachers and real-time collaboration with peers, while online learning provides flexibility and independence in terms of time and location of studying.</p> <p>Choosing the best teaching strategy requires considering each student's unique needs and preferred method of learning. Online learning offers convenience and flexibility, but in-person instruction offers a more customized and participatory experience. In the end, the unique circumstances and preferences of the students determine how effective each method of instruction is.</p>





Make a Plan	Assessment Data & Analysis
	<p>study lends itself better to student-led advancement and it will never stop us from learning. However, face to face activities can lead to similar levels of academic performance, but that student would rather do written activities online but engage in discussion in person. Face to face learning and online learning are both goods for learning but online learning is best of learning way because even though we have a big case now but we can give continue learning with the internet online.</p> <p>On the other hand, online learning and face to face learning both have their own good way of learning. For example, online learning may be more effective for self-study and learning material, while face to face learning may be more effective for group discussions and hands on activities. However, the choice between online learning and face to face learning depends on the advantage and disadvantage of each method before planning. As we know, few months ago were having a covid-19 but we didn't stop from learning because we have an internet to receive study from our teacher. However. We can zoom if we need help and ask question with the instructor. Moreover, face to face learning is considered effective due to the benefits of live interaction between the group of learns and students.</p> <p>The difference between face to face and online learning are two distinct modes of education. Because in face to face learning you attend classes in person and learn many kinds from your instructor and your classmates. On the other hand, online learning takes place remotely, and participate in discussions in the internet. However, more differences between two of them is face to face happen in a classroom like setting, while online learning can happen anywhere with an internet connection. And in class learning offers more direct and immediate interaction with the professor and classmates, while online learning relies on email or message board communication. Online learning also allow student to complete the course at their own pace and access the materials anytime.</p> <p>To conclude, online learning and face to face are both goods way for learning but the best way of learn is online learning. Is good for learning because you can use it from anywhere you stay in. And we can also zoom with the instructor while we cannot go to class. But is also good for each and everyone to attend class in person to ask anything if we have question and to learn more from the instructor and also with our classmates.</p> <p>Improve on paragraphing – to reflect the point by point pattern. Body paragraphs have no citations!</p> <p>REFERENCES</p> <ol style="list-style-type: none"> <li>1. Garrison DR, Anderson T, Archer W. Critical thinking, cognitive presence and computer conferencing in distance education. <i>American Journal of Distance Education</i>.2001;15:7-23.</li> <li>2. Aargon SR. Creating social presence in online environments. <i>New Directions for Adult and Continuing Education</i>. 2003;100:57-68.</li> <li>3. De Gagne JC, Walters, K. Online teaching experience: A qualitative met synthesis (QMS). <i>MERLOT Journal of Online Learning and Teaching</i>. 2009; 5:577-87.</li> <li>4. Mykota D, Duncan R. Learning characteristics as predictors of online social presence. <i>Canadian Journal of Education</i>. 2007; 30:157-70.</li> <li>5. Gunawardena, C. N., &amp; Zittle, F. J. (1997) Social presence as a predictor of satisfaction within a computer-mediated con- ferencing environment. <i>The American journal of Distance Education</i>, 11(3), 8-26.</li> <li>6. Rovai A, Ponton M, Weighting M, Baker J. A comparative analysis of student motivation in traditional classroom and e- learning courses. <i>International Journal on E-Learning</i>. 2007; 6(3):413-32.</li> <li>7. Garrison DR, Cleveland-Innes M. Facilitating cognitive presence in online learning interaction is not enough. <i>Journal of Distance Education</i>. 2005; 19:133-48.</li> <li>8. Visser JA. Faculty work in developing and teaching Web-based distance courses: A case study of time and effort. <i>The American Journal of Distance Education</i>. 2000; 14:21-32.</li> <li>9. Anderson T, Rourke L, Garrison DR, Archer W. Assessing teaching presence in a computer conference context. <i>Journal of</i></li> </ol>





Make a Plan	Assessment Data & Analysis
	<p>assigned aspects      The compare and contrasts need revision      The compare and contrasts are weak      The essay does not meet compare and contrast standards      15</p> <p>MLA (10)  MLA format is correct      MLA format is incorrect6</p> <p>Works Cited (10)      The essay has a correct works cited      The essay has an incorrect works cited      The works cited is missing6</p> <p>Grammar, Punctuation, and Spelling GPS (10)The essay contains no GPS errors      The essay contains few GPS errors      The essay contains some GPS errors      The essay contains many GPS errors      The essay contains too many GPS errors      5</p> <p>Revision (5)      The essay has been thoroughly revised      The essay has been revised      Some revisions are ineffective      The essay has been revised very little      The essay has not been revised      2</p> <p>Page Length      The essay meets the page length      The essay is too short</p> <p>Total      38 /100</p> <p>9.5%</p> <p><b>Assessed By:</b> Kirk Layton  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b>  <b>Action Due Date:</b> 01/15/2024  <b>Actions:</b> None needed  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 12/07/2023</p>
	<p><b>Assessment Data &amp; Analysis Date:</b> 05/18/2023  <b>Actual Benchmark Score:</b> 73</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Assessment Data &amp; Analysis:</b> SLO Analysis  Assessment Data and Analysis</p> <p>1) Data Results  A) 69 total participants. The average of participants was 73% which exceeds the benchmark.  B) 53 participants (76%) achieved the required benchmark. 15 participants (24%) were below the required benchmark.</p> <p>2) Analysis  A) Students who were able to meet the benchmark took advantage of peer review and made required changes to the assignment. Students who did not meet the benchmark often did not participate in peer review or did not make changes to the final draft.  B) Students reported they were able to connect with the topics of the assignment and move from personal opinions to researched ideas.</p> <p>3) Action  A) Students should be reminded of the need for participation in peer reviews. As the benchmarks were made, no formal action is needed for this assignment.</p> <p><b>Assessed By:</b> Kirk Layton  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement need revision?</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b>  <b>Action Due Date:</b> 06/16/2023  <b>Actions:</b> I recommend using graphs to better visualize results and also to disaggregate data by gender and location to increase quality of data.  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> I recommend using graphs to better visualize results and also to disaggregate data by gender and location to increase quality of data. It seems basic and it is very succinct but unlike the ENG105 assessment that Kirk did, this is not as descriptive but nevertheless provides the essential elements (e.g. Qualitative and Quantitative data).  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 06/16/2023</p>
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay	

Make a Plan	Assessment Data & Analysis
<b>Assessment</b> Cycle: MAPS Cycle 5 Group 1 (SP24 - SP25)	

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> Assignment 3 Article Review and One paragraph on difference</p> <p>There are 2 parts to Assignment 3: Part 1: The instructor will either select the article or you will select from your research of 3- 5 articles one of them to be used for this task and write:</p> <ol style="list-style-type: none"><li>1. the citation</li><li>2. a summary (key ideas of the article; include a quote)</li><li>3. an evaluation, using the 6 questions; include a quote</li></ol> <p>The</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>summary and evaluation must:</p> <ul style="list-style-type: none"><li>· be written using the MLA standard</li><li>· be written in complete sentences and in paragraph forms (can be of one -two paragraph for each).</li><li>· have one quote with correct in-text attributive tags and citations in the summary</li></ul> <p>AND</p> <p>evaluation of each source.</p> <p>Part 2: You will be required to write one fully developed paragraph (one single paragraph which will be part of the body of the</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>essay, on a difference).  Before starting the paragraph - make sure to use the same title that you used for Assignment 2 to be typed and centered before typing in the one paragraph difference.</p> <p>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</p>	

Make a Plan	Assessment Data & Analysis
<p>included)  " The bibliography must use third person for the summary, but may include first person for the analysis  "</p> <p>Assignment 3 should be titled Article Review for Part 1.  " 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</p>	



Make a Plan	Assessment Data & Analysis
<p data-bbox="96 240 285 844"><b>Assessment Approach:</b> Common Assessment <b>Number of Sections: 7</b> <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 70% <b>Notes:</b> 70% of the students should be able to get 70% (C grade) or better</p> <p data-bbox="96 909 285 1104">A rubric will be used to grade both draft and final copies of the essay.</p> <p data-bbox="96 1161 285 1258"><b>High Quality Assessment Plan:</b> Yes</p>	

Make a Plan	Assessment Data & Analysis
<p><b>Department Chair Feedback:</b> The assignment is aligned clearly to the SLO in which students are required to apply critical assessment on choosing a relevant and credible article, reading it, carefully summarizing and analyzing it, and applying it in a paragraph connected to a bigger piece of writing</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 04/08/2024</p>	

**ENG 112: ENGLISH COMPOSITION II**

## SLO 4\_Writing Texts

### SLO

Produce mechanically and technically sound texts that show evidence of the writing process. Approved by CC on July 3, 2021.

### SLO Outcome Status

Active

### SLO Assessment Cycle

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

### Start Date

08/06/2021

### Mapping

Program (LA) - Liberal Arts AA: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<b>Assessment Tool Status</b> : Active <b>Assessment Type:</b> Written Assignment or Essay	<b>Assessment Data &amp; Analysis Date:</b> 12/06/2023 <b>Actual Benchmark Score:</b> 75

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Assesment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<b>Assessment Data &amp; Analysis:</b> The overall average for all sections 75%. Total number of participants was 62. All sections were successful with participants doing the work as needed. Grade C Gender F Location Uliga Increase the Reading Level in CMI It is always a concern to all CMI's teachers to increase reading level for the students in College of the Marshall Island. It's very important for each student to know how to read, because reading can take someone or anyone everywhere around the globe. As they said, reading can take you anywhere. When you read you could use a lot of imagination, creativity, and much more thinking. If the College of the Marshall Islands increases their level of reading, it will literally take them to a higher level of acknowledgement and it will become a huge help to the teachers and their students too. If CMI helps in any way that they can help teachers and students to level up their reading, it will have a great effect on younger generations. It's also a student's responsibility to read in their free time instead of staring at their phone all day, because it will be a great source for them when they go to attend school outside of their own countries. There are many ways that can help student's to level up their reading strategies, such as letting a student read everyday in class, because that way they can also learn more new words and bigger words to pronounce. Providing free reading can also lead students to summarize their book after reading it and it can improve their reading in the way they learn how to pronounce new words in their readings. For instance, there are many ways that teachers can encourage students to read everyday in class and also if they're shy to read in front of the class help instead of saying, they should've known to read because they're in College. In addition, not everyone can read, some people find it difficult to pronounce words that are big and new to them. There are some people that are scared when it come to reading, because it's not their first language and some students bullied them for not knowing how to read so it's very important if we share thought everyday in class so that the class could get to know each other and not afraid to make mistake in front of another. For the College of the Marshall Island to increase their level of reading is to make each student to do more reading and summarizing after they read a book or story this can be a huge help for each student, because they can understand more about what they're reading about in and it will help them how to creative in writing. They could also let them draw and let the students describe what the drawing is about. It'll be another way that could help students reading comprehension of their own creativity. Reading can be a huge help to develop their reading skills. It's very easy to read something when you have to learn to do it but some people think it's hard to read, but when they try reading it, they become interested in reading. It's always fun to read, because it can lead you to much more thinking and you'll be able to comprehend reading ways that you can or like. Some people think that reading isn't helping any people, but some things it's. They think that if you know how to speak and you can know how to read. Meanwhile, in order for a person to know their reading is when they can read a book and summarize from the book they read. Students can also improve their reading by choosing their study place where they want to study or read. They can always mark for key words or concepts, also they can build their vocabularies by their reading and learning new words. By reading, students can learn new big words that it's their first time seeing it and learning it would be more interesting to students, because they can use it in ways that they can. Another way that college students can improve their reading skills is by highlighting new big words that they haven't seen and get to learn it for them to use it. Some students are nervous about the name of colleges or universities, because they thought the reading levels are getting hard but in life you

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Assessment Tool:</b> Cause and Effect Paper</p> <p>Students will have three to four (3-4) pages to write a cause and/or effect essay based on one of the topics given in class. In this essay, they will answer the question provided about</p>	<p>have to try anything in order for you to learn. It's important for students to find things that interest them to level up their reading skills, because even if you think you can't make it to a higher level to get your degree, when students' reading skills are impressive, then it'll take every student wherever they always want to go.</p> <p>Furthermore, the majority of students think reading it's not important to their life, because everyone can only learn the language and you'll know. But come to think of it, you can learn and know the language, meanwhile it's sad that you won't understand the meaning of it. That's why in school most teachers encourage their students to read so that their reading skills can be improved and their reading skills will get them to their destinations.</p> <p>To conclude my essay, it's very important for students to increase their knowledge of reading because it can lead them to success in the future. Reading can take you anywhere you go, even when you visit any place of your dreams. It also helps students when they do group reading and write their thoughts of their understanding. Tutoring can also be a huge help to the students of CMI, in a way that they can tutor students how to read and write. It'll be a big improvement to the student and the college.</p> <p>Works cited</p> <p>Purdue Global - An Accredited Online University.  <a href="https://www.purdueglobal.edu/">https://www.purdueglobal.edu/</a>. Accessed 29 November 2023.</p> <p>Research.com - Leading Academic Research Portal.  <a href="https://research.com/">https://research.com/</a>. Accessed 29 November 2023.</p> <p>OpenStax   Free Textbooks Online with No Catch,  <a href="https://openstax.org/">https://openstax.org/</a>. Accessed 29 November 2023.</p> <p>TeachThought: Home,  <a href="https://www.teachthought.com/">https://www.teachthought.com/</a>. Accessed 29 November 2023.</p>

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<p>the cause s of something and/ or the effects of something.</p> <p>(Style) The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion</p>	<p>Grade D Gender M Location Uliga</p> <p>Proposal for a new course at to be taught at CMI CMI has many courses available for students to take in their major. Also, there is one great course that I found and I think it will help students promote their education and their future. The course is bachelors of business because I see that CMI has a bachelor of education but there are no bachelors of business so I think CMI needs to include that in their course setting. Bachelors of businesses have a lot of experience about businesses. In this bachelor of businesses, it includes a variety of fields, marketing and management, also consulting, etc. A Business degree doesn't have a lot of experience in management, finance and other business matters. CMI need to apply this because benefited to all business's student because if they graduation from CMI, CMI know that they will have a better job to support their family and other opportunity to have in RMI or other country they need be live on and the bachelor of businesses are applying all over the world whether you want to go but it's still applied as long they have and the benefit also. Bachelor of businesses is one of the things that make people are they own company impressive because they know what they are to do and what are the thing they will benefits their company they all their trust on you but think if have like LA and is there something you don't know but your boss told you to do what is your feeling infirm about it but think if you have one all trust of your boss with you. Bachelor of businesses one of the things is really important to our campus like here in CMI because is not to only Marshallese's student but is for all our neighboring island and its for our next coming generation.</p> <p>In my experience I thing CMI need to be have that kind of course to improve businesses skill and setting to have more knowledge and lot of more experience of businesses because many students want to have that kind of bachelors of businesses to run their businesses that their family own and help republic to run our country businesses and also. All businesses in the RMI need that bachelor of businesses to navigate the company and country. I don't believe RMI finance need education and LA degree to run their job exactly CMI too so I recognize bachelor's need to be required to CMI. If College of the Marshall Island approved that and keep this good opportunity all student it's will helpful because is will not promote them but is will promote this country and all neighboring island will flew through here and also others. Bachelor of business are benefited in many ways. It's can increase employability, develop fundamental management skill and something like that include increase our credibility. If student have all that kind of skill it's easy to find the job by them on knowability. Today is default to have a easy life because all item are keep on going up and people are looking for the job are benefit to them I not believe that people are work for tow week and pay small amount of their payment. In adding CMI need to be add this course to help and promoter our product and most important thing is help our student to and prepare them to help public and other country.</p> <p>Grade B+ Gender F Location Uliga Marijuana Legalization in the RMI Marijuana has been one of the drug that has not been legalized here in the Marshall Islands. Marijuana also known as Cannabis is a plant based</p>

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<p>sion. 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</p>	<p>drug grown in the South Asia. For the past years, we have been convinced that marijuana is not good as it can be a damage not only to our brain but to our body as well. The topic of marijuana is also important because it has been studied by experts that it has benefits and can be effective in ways to help people. Marijuana has been legalized in other countries because it helps people with pain.</p> <p>Here in the Marshall Islands, the use of marijuana is still illegal. "The production, sale and possession of any form of medical marijuana products are illegal in the Marshall Islands, and if you are get caught, you will be punished". But in most country, marijuana has been legalized. The reason why marijuana is still illegal here in the Marshall Islands is because the middle school and high school students are taking marijuana for fun and their parents has sent complaints to the leaders of this country as they are concern about their children being addicted to marijuana. It has also been said that it can cause memory loss, car accident if using marijuana while driving, lung damage, and etc. Marijuana is a topic we avoid to talk about for the information we know about which is the damage it can cause to our body, but marijuana can be legalized here in the Marshall Islands if it is informed of the dose limit. "The most common use for medical marijuana in the United States is for pain control". Most people here in the RMI believe that marijuana is bad.</p> <p>Marijuana is currently legal in most countries. "About 85% of Americans support legalizing medical marijuana, and it is estimated that at least several million Americans currently use it". The possible solution for medical marijuana to be legalized here in the RMI if it is only granted by the doctors. "Prescriptions only by specialized doctors for treatment of pain". But if it is for sale, then they should be granted with a valid marketing authorization. The legalization of medical marijuana can be used here in the RMI to treat patient that suffer with pain. "Medical marijuana is often used to treat chronic pain, and muscle spasm". Patients usually lost their appetite too when they are sick, and marijuana is also known for increasing one's appetite when using it. With the help of marijuana, it can help a sick person to increase their appetite. Marijuana can be used in many way as it has been used for centuries with good results for medicinal use. There are several studies which explain that "Marijuana is safer than some other medications prescribed to treat pain". Which can be beneficial for the people of RMI because we sometimes run out of pain relieve medicine.</p> <p>Marijuana is definitely not a bad thing. In fact, it's a crucial step towards helping people especially the people of RMI if it is legalized. By legalizing medical Marijuana in the Marshall Islands, it can help to reduce the percentage of people suffering with chronic pain. Marijuana also helps patients to increase their appetite. So it's clear that marijuana is not only beneficial for other countries but also beneficial for the Marshall Islands if legalized. It's a small benefit, but it can be of help in the Marshall Islands. Marijuana should be a topic to educate about.</p> <p>To sum up everything that has been stated, the legalization of marijuana has been one of the debated topics. Some argue for the legalization of marijuana due it's potential medical benefits while others express their concerns about its potential negative effects on our health and safety. Medical marijuana can be used to relieve pain. The decision to legalize marijuana involves many people. Marijuana also known as Cannabis is a plant based drug. There are countries that supports medical marijuana, mostly in the United States. Here in the Marshall Islands, it is still illegal to use marijuana for any possession. Which there will be punishment or penalty given to you if you get caught selling it. To avoid being addicted to marijuana, then it should be given to you by doctors only. Marijuana has been used for centuries with good results. It has also been said by experts that marijuana is safer than most medications prescribed to treat pain. There are pros and cons of medical marijuana, but if it is often talked and educate about, then it can be a help to the people of RMI.</p> <p>Work Cited  Sumpter, Luke. "Legal status of Marijuana in the Marshall Islands". Canna Connection, 18 November. 2022, Legal status of cannabis in the Marshall Islands - CannaConnection</p>

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font is the ONLY acceptable font/size, double spaced) The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The	<p>Grinspoon, Peter MD. "Medical Marijuana". Harvard Health Publishing, 10 April. 2020, Medical marijuana - Harvard Health</p> <p>Lehnhardt, Karin. 45 Interesting Marijuana Facts. Fact Retriever, 10 April. 2017, 45 Interesting Marijuana Facts   FactRetriever.com</p> <p>Morrow, Angela RN. "Pros and Cons of Legalizing Marijuana". Very Well Health, 29 March. 2023, Pros and Cons of Legalizing Marijuana (verywellhealth.com)</p> <p>Grade A Gender F Location Uliga</p> <p>Increasing the Reading level at CMI</p> <p>Reading 6 minutes a day can reduce stress. Reading is an action on reading a written or printed word which can be done silently or aloud. Reading is very important which is why students should study it in school or sometimes it can be studied at home. Reading helps students understand and make them know new vocabulary as they read. A student who has concern with reading can lose in many ways. The reason is that most of the things happening in life are not happening by talking but happen in written words. For example, when you grow up and become a secretary then you will give a file of binders that inside them are papers and your task will be correcting or checking for the mistake inside the files, so, in order to complete your task, you have to master reading. Reading is important for us to learn because it is for us to know and understand everything surrounding us. In order for us students in CMI should not have concerning is to give students more interesting lessons in reading and have them to know why should they should learn how to read instead of not to learn to do it.</p> <p>One of the concerning things in CMI is the reading. Some students here at CMI have problems with reading. Although, it is not dramatically wrong to be concerned about reading in English because English is not our first language. However, Marshalllese students should be taught reading in the lower grades because reading from a younger age makes you confident in knowing and understanding it. Some professors that are working with CMI students have said many things that are concerning some of the CMI students when it comes to learning and writing in English. They have seen that students that are attending the speech course which is ENG105, are not attending that class although they have registered with them in. The course would get twenty students and the students that are attending in class are less than half of the class. It is more concerning when the midterm is done because some would withdraw or some would not be attending anymore, thinking they will take it the other semester. An Article has stated the teachers' view on why the students have concern in reading in five different types of factors. Two of the five factors are "family factor" which consist of a code of wrong attitude in family and the other factor is "emotional factor"</p>



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<p>essay should be titled (sometimes other than "Cause and Effect Essay") Write in paragraph form Be sure to use a spelling and grammar check</p>	<p>which consist of dislike of reading and out of step with school culture. (Kayabasi)</p> <p>There are many ways of solving this concerning situation to the Marshallese students, especially students that are coming to college. One way is that students should take after school tutor on reading in English then make the entire session to be only speaking in English. The other ways are to give them a book to read every week and the homework should be given a summary of the book that was given to them. The last one is to give them a lot of journals to write. Students should learn to pronounce the words correctly. The teacher who is teaching in CMI should go to the high school in the. According to an article online, say that while the teacher is reading out loud, the teacher should discuss the story with students without using the raising hand and call out technique instead let them talk voluntarily and let them speak on their own understanding on how they understand the story that the teacher read. (Naumann 20)</p> <p>Marshallese only use English only either where they are at school or when they are talking to foreigners outside school. The problem is some students are procrastinating when it comes to learning in school which makes them think reading English is for the smart students. Most of the Marshallese students have normalized that speaking in English is actually for the smart students and people who are also who have better quality background. The other thing Marshallese students have done to make reading in English concerning for them is laughing at other people's mistakes when it comes to speaking in English, especially the way they pronounce it. They may have normalized the bad thing more than the good thing about learning reading in English.</p> <p>In general, one of the concerning things that is happening in CMI especially students who are first time enrolling is their reading skill. Professors have spotted their lacking in their reading skill. The professors are trying to go to the High schools to see what is making the students lacking and help them improve just to improve before they go into college.</p>
<b>Assessment Approach:</b> Comm on Asses sment <b>Number of Sections:</b> 5	<p>Works Cited</p> <p>Kayabasi, Zehra Esra Ketenoglu. "International Journal of Progressive Education." 3 November 2017. INASED. Document. 21 November 2023.</p> <p>Naumann, Ingrid.,L. "Addressing the literacy of Marshallese Adolescents." 15 april 2015. Theses, student research, and Creative Activity. Document. 22 november 2023.</p> <p>Grade C+</p> <p>Gender M</p> <p>Location Uliga</p> <p>The legalization of medical marijuana in the Marshall Island</p> <p>Both recreational and medicinal use of cannabis are still prohibited in the Republic of the Marshall Islands. The government maintains a tight position on marijuana prohibition, resulting in punishments and fines for individuals caught using or carrying the drug despite the drug's extensive prevalence and use among the local people. In the Marshall Islands, marijuana is not permitted and is considered an illegal narcotic. It</p>

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<b>Benchmark Threshhold:</b> 70 <b>Benchmark:</b> 70% of the students should be able to get 70% (C grade) or better	<p>is forbidden to produce, sell, or possess any kind of medicinal marijuana product in the Marshall Islands. The Marshall Islands' marijuana laws will be the sole topic of this essay.</p> <p>The Marshall Islands forbid the cultivation and usage of cannabis, yet it is widely consumed there. Some residents even argue that legalizing marijuana should be done so because they view it as a traditional and cultural substance. Although public opinion differs among the populace, the government's official position is still solid. Though some locals may be more conservative in their opinions, others may be in favor of decriminalizing or legalizing cannabis.</p> <p>However, RMI government Prevention specialists are aware that changing behavior requires more than just information or expertise. As a result, the Keep A Clear Mind preventive approach for marijuana, tobacco, and alcohol involves presenting information within the framework of health behavior theory. For instance, the social norms hypothesis contends that our behavior is shaped by how we understand or misunderstand these rules. Regardless of what "it" might be, if we believe that everyone else is doing it, we are more inclined to start doing it ourselves.</p> <p>In the Marshall Islands, marijuana usage and possession are indeed illegal and subject to fines. Marijuana is classed as a controlled substance under the nation's legal system, which is largely modeled after the US system. Penalties for those found using, possessing, or growing cannabis include fines, jail time, probation, and community service. These are a some of the methods that the government provides to those who purchase, sell, and plant it. Defend the case's particulars.</p> <p>Although, Marshall Island already set a law for those who are using drug. One of The Marshall Islands Board Health Professions may, subject to such terms and conditions referred to in Subsection (1) of this Section, in its sole discretion, issue licenses to medical practitioners for the purchase from the Government of the Marshall Islands and for the possession thereof prohibited drugs for their professional work. The license issued under Subsection (2) of this Section shall specify the name of the drug or drugs and the exact quantity, and shall be valid for a period of one year.</p> <p>To conclude, for the community of prevention, the legalization of marijuana is presenting both opportunities and challenges. It is hoped that standards and perceptions won't become unduly favorable, meaning that legalization won't be connected to wellbeing or safety. It seems apparent that more states and maybe the federal government will legalize marijuana due to the possible financial benefits for the cannabis industry and the allure of higher tax revenues. Regardless of marijuana's legal status, it's critical to encourage youth not to use it. When it comes to legalization, we should also push businesses and decision-makers to consider factors other than earnings and sources of funding.</p> <p>Work Cite  <a href="https://rmiparliament.org/cms/images/LEGISLATION/PRINCIPAL/19/1987-11/ProhibitedDrugsProhibitionandControlAct1987_1.pdf">https://rmiparliament.org/cms/images/LEGISLATION/PRINCIPAL/19/1987-11/ProhibitedDrugsProhibitionandControlAct1987_1.pdf</a>  <a href="https://www.register-iri.com/wp-content/uploads/MN-7-042-1.pdf">https://www.register-iri.com/wp-content/uploads/MN-7-042-1.pdf</a>  <a href="https://rmiparliament.org/cms/library/public-laws/category/46-2020.html?download=542:p-l-2020-12-prohibited-drugs-prohibition-and-control-amendment-act,-2020">https://rmiparliament.org/cms/library/public-laws/category/46-2020.html?download=542:p-l-2020-12-prohibited-drugs-prohibition-and-control-amendment-act,-2020</a></p> <p>Grade B  Gender M  Location Uliga  Economic Boost: Proposing a Monthly Salary Guarantee for a Stronger Marshall Islands</p> <p>The Marshall Islands, nestled in the vast expanse of the Pacific Ocean, faces economic challenges that necessitate a careful examination of social policies. In light of this, implementing a Guaranteed Minimum Monthly Salary (GMMS) could serve as a transformative solution to address poverty, promote economic stability, and foster social well-being.</p> <p>First, the Marshall Islands, like many nations, grapples with issues of poverty, hindering the growth and development of its citizens. The</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p data-bbox="94 245 195 683"><b>Notes:</b> 4 samples from each class will be used for the assessment of this SLO</p> <p data-bbox="94 721 195 1130">A grading rubric currently used will be used to assess this SLO</p> <p data-bbox="94 1198 195 1414"><b>High Quality Assessment Plan:</b> Yes</p>	<p data-bbox="205 245 2003 399">impact of natural disasters in the Marshall Islands are aggravated by underlying conditions of vulnerability, including high levels of poverty (Hazard). According to poverty data from Asian Development Bank(ADB), 7.2% of the population lived below national poverty in the year of 2019 ( Ralph). Introducing a GMMS that would provide a safety net, ensuring that all residents have a baseline income to cover essential needs such as food, shelter, and healthcare. By mitigating poverty, the government can cultivate an environment where individuals can actively contribute to the economy.</p> <p data-bbox="205 404 2003 529">Secondly, Economic stability is crucial for the prosperity of any nation. A GMMS can act as a catalyst, injecting a steady stream of income into the hands of citizens. The real GDP is projected to have risen approximately 6.5% during the fiscal year 2019 ( IMF NO. 21/96). This, in turn, can drive consumer spending, stimulate demand for goods and services, and invigorate the local economy. Moreover, increased spending power can contribute to a more robust tax base, providing the government with additional resources to invest in public services.</p> <p data-bbox="205 534 2003 626">Beyond economic considerations, the implementation of a GMMS reflects a commitment to the well-being of the people. A reliable income floor can alleviate stress and anxiety associated with financial insecurity, fostering a healthier and more resilient society. Improved mental and physical well-being can positively impact education outcomes, workforce productivity, and overall community cohesion.</p> <p data-bbox="205 631 2003 756">A guaranteed minimum monthly salary can empower individuals to pursue entrepreneurial endeavors without the fear of financial destitution. This can lead to the creation of small businesses, which are the backbone of many thriving economies. Encouraging entrepreneurship not only diversifies the economic landscape but also generates employment opportunities, further strengthening the socio-economic fabric.</p> <p data-bbox="205 761 2003 976">While the introduction of a Guaranteed Minimum Monthly Salary (GMMS) in the Marshall Islands holds promise, it is essential to address potential concerns regarding its impact on the workforce and the government's financial stability. Critics argue that such a system might create dependency, potentially discouraging individuals from actively seeking employment. They contend that a guaranteed income could lead to a decrease in workforce participation and productivity, raising questions about the long-term sustainability of the labor market. Additionally, concerns may arise about the financial feasibility of implementing a GMMS, with skeptics questioning the strain it could place on the government's budget. Addressing these counterarguments is crucial for a comprehensive evaluation of the proposal and for developing a well-rounded implementation plan that considers these potential challenges.</p> <p data-bbox="205 980 2003 1135">In conclusion, the introduction of a Guaranteed Minimum Monthly Salary in the Marshall Islands presents a strategic approach to address pressing economic and social challenges. By alleviating poverty, promoting economic stability, fostering social well-being, and encouraging entrepreneurship, a GMMS can lay the foundation for a more equitable and prosperous future for the people of the Marshall Islands. The careful implementation of such a policy, with considerations for the unique socio-economic context, can unlock untapped potential and pave the way for sustainable development.</p>

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<p><b>Department Chair Feedback:</b> The assessment tool is tied clearly to the SLO, of assessing students' ability to produce sound texts which are organized and formatted clearly, as required at college level. Using</p>	<p>Work Cited Hazard, Rick "World Bank Climate Change Knowledge Portal." Vulnerability   Climate Change Knowledge Portal, <a href="https://climateknowledgeportal.worldbank.org/country/marshall-islands/vulnerability#:~:text=The%20impacts%20of%20natural%20hazards,weak%20economic%20base%2C%20among%20others.">https://climateknowledgeportal.worldbank.org/country/marshall-islands/vulnerability#:~:text=The%20impacts%20of%20natural%20hazards,weak%20economic%20base%2C%20among%20others.</a></p> <p>Ralph. "Poverty: Marshall Islands." Asian Development Bank, Asian Development Bank, 19 Oct. 2023, <a href="https://www.adb.org/where-we-work/marshall-islands/poverty#:~:text=Poverty%20Data%3A%20Marshall%20Islands,died%20before%20their%205th%20birthday.">https://www.adb.org/where-we-work/marshall-islands/poverty#:~:text=Poverty%20Data%3A%20Marshall%20Islands,died%20before%20their%205th%20birthday.</a> IMF Country Report No. 21/96 Republic of the Marshall Islands, <a href="https://www.imf.org/-/media/Files/Publications/CR/2021/English/1MHLEA2021001.ashx#:~:text=The%20economy%20of%20the%20Marshall,strong%20fishery%20and%20construction%20activities.">https://www.imf.org/-/media/Files/Publications/CR/2021/English/1MHLEA2021001.ashx#:~:text=The%20economy%20of%20the%20Marshall,strong%20fishery%20and%20construction%20activities.</a></p> <p>Ana's class – ENG 112-1 and 2 (AP) – Fall 2023 SLO 4: Produce mechanically and technically sound texts that show evidence of the writing process 8 - CA Papers Section 1 –16 Uliga; 8 Males, 8 females Section 2 –16 Uliga; 8 females, 8 males In Section 1, 3 students did not submit their papers. Of the 13 who completed the task, 10 passed with a C or better (76% achieved a 70% or better) In Section 2, 2 students did not submit the assignment. 12 out of the 14 who submitted achieved a C or better (85% scored a 70% or more)</p> <table border="1" data-bbox="205 941 619 1161"> <thead> <tr> <th></th> <th colspan="2">Section 1</th> <th colspan="2">Section 2</th> </tr> <tr> <th></th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>4</td> <td>2</td> <td>5</td> </tr> <tr> <td>B</td> <td>4</td> <td>1</td> <td>2</td> <td>2</td> </tr> <tr> <td>C</td> <td></td> <td></td> <td>1</td> <td></td> </tr> <tr> <td>D</td> <td>2</td> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>F</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Strengths of the assignment: " This paper was a research paper, related to Assignment 1. Students see the continuity of research writing where they had established an issue in Assignment 1, Assignment 2 was analyzing the causes and effects. " The writing process was emphasized, with planning of ideas, drafting, peer editing, revision, submission of final draft and reflections on the final grading. Students received a peer's and the instructor's feedback on the first draft. " Outline/Plan of the key ideas to form the introduction, body and conclusion was required from Assignment 1, so this paper was expected to be more structured and ideas to be relevant since it was a revised form of Assignment 1 " Those who passed (C or better): " Paragraphs were developed, with attempts at a clear topics sentence, explanations, examples and a concluding sentence</p>		Section 1		Section 2			Male	Female	Male	Female	A	1	4	2	5	B	4	1	2	2	C			1		D	2	1	2		F				
	Section 1		Section 2																																	
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<p>a rubric and with samples collected from each section, the assessment process should also fulfill the need to have meaningful writing for students as they usually given topics relevant and current in</p>	<p>Understood the basics of citing sources  Tried to keep similarity % to below 20%  Understood listing sources in the Works Cited</p> <p>Weaknesses of the assignment:  Engaging borrowed ideas meaningfully in the paragraphs can still be improved on  Being consistent with using credible academic sources  A few included one or two citations and sources only</p> <p>Moving forward  Retain the SLO</p> <p>Section 1 - Sample 1 – Male, Uliga  Effects of Poor Eating Habits to The Economy  “Non-Communicable Diseases (NCDs) such as heart disease, cancer, and diabetes are global issues that result in high burdens of disability and premature death” (World Health Organization (WHO)). As conveyed through the World Health Organization as conducted the average American adult population that does not consume a regular dietary number of fruits, vegetables, nuts, and seeds makes up of 29 percent of young adults from the age range of 20 to 30 diagnosed with obesity, and burdened of health risk factors leading to physical inactivity etc. (Sogari et al.) I have learned that people who are burdened with (NCDs) are commonly known for abusing substances such as, tobacco, alcohol, which commonly causes both lung and stomach cancer. The effects vary within this context which primarily focuses on the effects of poor diets for the Marshallese economy. These effects are lower wages, population reduction, and increased financial government spending. The first area poor eating habits can affect a person within the economy is the lowering of wages. Having an unhealthy eating habit leads to Non-Communicable Diseases such as cardiovascular diseases, cancers, and diabetes. (Christine J. Candari) According to Hayes, this than leads to lowering individuals’ health and quality of life, as well as their productive potential, affecting their efforts to work full-time or at all, in this case leading to lower wages. This is because a person who is not in the best of health can not work efficiently, and sometimes may miss work. When this happens, they may not be paid their wages and could lead to the shortcoming in bills, and other supplementary materials, effecting the choices in meals for the household resulting in poor eating habits. Another negative effect towards the economy in the Republic of the Marshall Islands due to bad eating habits is, that it results in the decrease of population. According to Sy, the number of people in the R.M.I that are overweight or obese sums up to 60 percent of the 53,158 people spread out all over the 29 atoll islands. Furthermore, about 35 percent of the Marshallese population of adults ages 20 to 70 have diabetes, which is why Marshall Island is one of the top ten highest countries with type 2 diabetes in the world with 20 percent of the population that has type 2 diabetes. (Mph) Within context, these are all contributing factors to the decrease in the population of Marshall Island. The last effect towards our economy due to unhealthy diet choices is how it sums up to a hefty lost within the financial spending for the government of the (RMI) when discussing the capacity of spending for the right infrastructure investment, routine data collection for NCDs. The estimation of healthcare goods and services consumed during each year leading to an overall expenditure of health per capita was 753 US dollars (“Marshall Islands Health Expenditure per Capita, 1960-2022 - knoema.com”) As its clearly overviewed the amount of spending our government spends with such a small population is quite an astonishing fact. In comparison a 2021 report of the U.S is spending 12.9 thousand dollars per capita for a much larger population on national healthcare goods and services comes with no surprise. A controversy for this case would have to be a rotate in position. For instance, a research writing about the leading cause or effects to poor eating habits that the economy contributes towards. This for say is a rhetorical thesis to why and how the economy adds to the unhealthy dietary choices and the effects that leads to the burden of unhealthy risk factors that comes with it. Both contradictions are valid theories of why the economy is where it stands in the present. And if studies were conducted for both sides, then it goes without saying that our economy here in the</p>

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this 21st century.	Marshall Island could lead this nation to a thriving healthy nation. In conclusion, these effects lowering wages, decrease in population, increases in financial government spending are outcome of poor eating habits. the Marshall Islands would seek the betterment for the economy’s sake and contribute to spread more awareness about practicing a healthier lifestyle. It is within arm’s reach to change for the better. Consuming nutritious meals can positively contribute to a healthier economy.			
<b>Department Chair Approval Status</b>	Works Cited Christine J. Candari, et al. Assessing the economic costs of unhealthy diets and low physical activity. London: European Observatory on Health Systems and Policies, 2017.			
: Approved	Hayes, Tara O’Neill. “The Economic Costs of Poor Nutrition - AAF.” AAF, 10 Mar. 2022, www.americanactionforum.org/research/the-economic-costs-of-poor-nutrition.			
<b>Department Chair Approval Date:</b>	10/14/2022 “Marshall Islands Health Expenditure per Capita, 1960-2022 - knoema.com.” Knoema, 2 Sept. 2023, knoema.com/atlas/Marshall-Islands/Health-expenditure-per-capita.			
<b>Related Documents</b>	Mph, Zia Sherrell. How Do Diabetes Rates Vary by Country? 31 Aug. 2022, www.medicalnewstoday.com/articles/diabetes-rates-by-country#type-2. Noncommunicable diseases. “Noncommunicable Diseases and Mental Health in Small Island Developing States.” www.who.int, June 2023, www.who.int/publications/i/item/9789240072213.			
: <a href="#">ENG 112 Cause and Effect Rubric.doc</a>	Sy, Angela. “An Assessment of E-health Resources and Readiness in the Republic of the Marshall Islands: Implications for Non-communicable Disease Intervention Development.” PubMed Central (PMC), 6 June 2020, www.ncbi.nlm.nih.gov/pmc/articles/PMC7311931. “Noncommunicable Diseases.” World Health Organization June 2019, www.who.int/health-topics/noncommunicable-diseases#tab=tab_1.			
	Element/Score (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable % Punctuality The essay was turned in on time Title The essay is well-titled Introduction and Thesis (10) The essay has a well-developed introduction and thesis 8 Discussion of causes and/or effects (30) The essay fully discusses the causes or effects or both or effects are described 20	The essay was not turned in on time The essay is titled The essay is titled “Cause and Effect”	The essay is not titled The essay has a thesis The essay discusses the causes or effects	The essay does not have a thesis No causes

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	Source Use (10) The essay uses and correctly cites sources but does not cite it	The essay does not use a source	The essay uses a source but citations are incorrect	The essay uses a source
	Works Cited (10) The essay has a correct works cited page	works cited page	The essay has an incorrect works cited page	The essay does not have a
	Organization (5) The essay is well-organized	The essay is developed	The essay is mostly developed	The essay lacks development The essay lacks a clear structure
	Grammar, Punctuation, and Spelling (20)	The essay contains minimal errors		The essay contains several errors
	MLA (10) MLA is correct	MLA is not correct	10	
	Revision (5) The essay has been thoroughly revised	The essay has been revised	The essay has been revised but some revisions are ineffective	The essay has been revised very little The essay has not been revised
	Page Length The essay meets the page length	The essay falls a little short	The essay is too short	Total 74 /100 11.1/15
	<p>Section 1 - Sample 2 – Female, Uliga</p> <p>The Power of Education</p> <p>Education is the number one key to many opportunities. Studies show that education helps an individual with reading and writing skills. People with little educational backgrounds can have access to limited opportunities. With limited access to opportunities, a person can have less confidence and difficulty finding a high paying job. With many inventions and the modern world more dependent on technology, the demand for an educated public is higher now than ever before. A nation with a good percentage of people having educational backgrounds develops better and can have improved social peace. The reason for this being is because people have higher paying jobs, live a better life, and are happier. On the other hand, a nation with a small percentage of its population with educational background tends to have higher crime rates and poverty. The key ideas will be addressing the impacts of education on society, the effects of education, and the good outcomes. The importance and power of education can make an impact in a society that results in good outcomes, a coherent society, and economic growth.</p> <p>The importance of education in a society can make a healthy society, because educated people understand how life works and are always law-abiding people. Education is a tool for an individual to pave their way to success and a happier life. An uneducated individual can never be fully aware of their responsibilities towards each other as human beings and the world as a whole (Edu). And people with this kind of mentality are usually the troublemakers. Education also contributes to human development, it opens their minds, and allows them to have confidence within themselves. For example, In Japan students are not only taught how to read and write, the curriculum in Japan teaches moral education which mainly focuses on one’s behavior and values. The goal is to teach children in a way that will aid them in developing various moral, civic, mannered, non-bullying skills (Jones). Hence, Education requires tremendous support from the society in order to motivate an individual. Without no courage and motivation, an individual finds themselves ditching school and ends up dropping out of school. The people who are most likely to drop out of schools are the ones who live in poverty. Poverty is associated with increased stress, less access to educational resources,</p>			

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	<p>and lower academic achievement, all of which can contribute to dropping out (Gutierrez). This leads a person to turn themselves into drugs, prostitutes, and joining violent gang groups. The United States is a prime example. One of the most dangerous cities is in Detroit, Michigan. Detroit overtook St. Louis as the nation's new most dangerous city. Detroit's violent crime rate is 1,965 incidents per 100,000 residents (Fieldstadt). Not only poverty can cause a person to drop out, but sometimes it's the school that causes a person to hate school. In school, it's where students have dramas within their peers, it can be their teachers, schoolmates, and even the principal. But the number one factor that can cause a student to drop out of school is bullying. Bullying causes a person to lose hope and have insecurities within themselves, which leads to dropping out of school. In addition, a person's mental health can also be a factor of dropping out. Regardless of all these factors, dropping out of school would never make matters better but it could have an impact on society and economic growth. This highlights that when one is educated, such social problems can be avoided and a citizen can contribute to the development of a country instead.</p> <p>The importance of education to society can open up the minds of everyone to think freely and to have positive perspectives. The outcomes of education can positively affect a society by declining poverty rates for generations to come (Shukla). In an uneducated society people don't have the quality of education to apply in their everyday lives. They would prefer to keep quiet because they have little confidence in themselves. In a society where education is prioritized most likely to have an impact on its economic growth. Pella, a city located in Marion County, Iowa with a population of more than ten thousand is a prime example of economic growth. It was founded by Dutch people and today it is one of the most beautiful cities of Iowa. Despite being a small town, they are rated top 5 in Iowa's public schools and have unlimited careers for outsiders (Pella, Iowa - City Information, Fast Facts, Schools, Colleges, and More). In high school, students are not only taught computer skills, they also have access to programs that prepare them for future jobs. The skills that high schoolers are taught have helped them in real life situations. Education is not limited to everyone, it's never too late to start from the bottom. In today's world there are many open opportunities for those who haven't finished high school, they can go to night school or Adult Basic Education.</p> <p>Sometimes in life, people have their own plans and purposes of not continuing their education. A reason for that can be financial reasons, the parents may need extra help or extra workers to meet daily needs. It would be a 'sin' to say education defines a person's life and values. There are people who haven't gone to school but are happy with everything they have. In life, people are more likely to be happy than to be stressed, and some have come a long way to achieve what they have and want. For example, Eminem is a rapper who started from literally nothing to being one of the best rappers in the world. Today, people are using social media to make money. The youtubers are also prime examples of success, they are walking millionaires and billionaires. These people really took time out of their lives to commit and pave a way for themselves. For Rachel Corrie says that " Follow your dreams, believe in yourself and don't give up.</p> <p>The power of education can make a huge impact in a society that can result in good outcomes. It is time that we break generational barriers and never look back. Oprah Winfrey quotes that "Education is the key to unlocking the world. It is a passport to freedom". In order to have a better life, education is the key for you to be successful. The things you would gain from your kindergarten year until you graduate can help you apply in real life. Education is not only about reading and writing, it also opens up the minds to clearly understand how the world works. You can argue that education is not important because there are a lot of job opportunities that do not require educational background. But let's think about the world changing and evolving, technology is about to take over the world. You would never know what the future holds, that is why education is important so you can simply apply your skills to future circumstances.</p> <p>Works Cited</p> <p>Edu, Leverage. "Importance of Education in Life   Leverage Edu." Leverage Edu, 11 Nov. 2022, <a href="https://leverageedu.com/blog/importance-of-education">leverageedu.com/blog/importance-of-education</a>.</p> <p>Fieldstadt, Elisha. "The Most Dangerous Cities in America, Ranked." CBS News, 9 Nov. 2020, <a href="https://www.cbsnews.com/pictures/the-most-dangerous-cities-in-america">www.cbsnews.com/pictures/the-most-dangerous-cities-in-america</a>.</p> <p>Gutierrez, Armando, EdD. "Understanding the Factors Contributing to Teen High School Dropout." LinkedIn, <a href="https://www.linkedin.com/pulse/understanding-factors-contributing-teen-high-school-gutierrez-ed-d-">www.linkedin.com/pulse/understanding-factors-contributing-teen-high-school-gutierrez-ed-d-</a>.</p>





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	<p>Why were nuclear testing conducted in RMI, and what were the impacts?</p> <p>Between 1946 to 1958 the United States conducted a series of nuclear tests in the Republic of the Marshall Islands (RMI). The nuclear test conducted in RMI had significant and profound effects on the environment and indigenous people. During the Cold War Era, these tests were to showcase its military capabilities. This essay aims to explore the causes behind conducting nuclear test in RMI and the subsequent impacts on the region.</p> <p>Conducting nuclear tests in the RMI was for the US to demonstrate military and technological superiority. The US even tested the effects of their nuclear power could do to military targets, including ships, aircrafts, missile systems and human health. There was a total of 67 nuclear bombs that was detonated by the US in the Marshall Islands. It was deemed to be critical to test nuclear weaponry during the time of the Cold War to display the amount of power a country possesses, and to assess the effects. Nuclear bombs that were tested were stronger than the ones used in Hiroshima and Nagasaki on August 6, 1945 which killed over 80,000 Japanese people. US wanted to end the war, and they saw that if they test their nuclear bombs it would possible for them to showcase an extraordinary amount of destruction they could do to their enemies it would leave their enemies to stand down in the war. (Atomic Heritage Foundation, Marshall Islands – Nuclear Museum)</p> <p>For decades the Marshall Islands was under the command of the Japanese Military, and they Japanese had strategic bases all over the Marshall Islands. In the mid twenty-first century, the Marshall Islands was freed from the Japanese people by the United States, and they had already realized how remote the atolls were so they built strongholds in under populated Atolls in the RMI. Bikini Atoll is located in the most Northern part of the Ratak Chain in the Marshall Islands. The United States saw it as the perfect location to test their most powerful weapons created by their scientist, because of how remote it is. The United States had made a proposal to the Marshallese people regarding the land usage for their experiment, claiming that their actions will be for the good of all mankind. The Marshallese people have a religious community, and of course they believe that everything was in Gods hands and they allowed the United States to take over Bikini Atoll, and Enewetak Atoll without any idea of what was going to happen to their land. (Atomic Heritage Foundation, Marshall Islands – Nuclear Museum)</p> <p>These tests had devastating impacts. The first and immediate effect of the RMI nuclear test was a massive radioactive blast that devastated the Bikini Atoll. This explosion was many times more powerful than the bombs dropped on Japan that ended World War II. The blast from this nuclear test vaporized several islands and contaminated the surrounding waters with deadly radiation. The radiation levels were so high that they posed an immediate threat to the lives of local communities living on the atoll and sailors stationed nearby. The explosion also sent a mushroom cloud high into the sky that was visible from miles away. This explosion was the first of many tests that the US government conducted in the Pacific, which caused lasting environmental devastation and health impacts on the people of the Marshall Islands. ( U.S. Embassy Marshall Islands )</p> <p>The second major effect of the RMI nuclear test was the displacement of people living on the islands. The Bikini Atoll was the primary site for the nuclear test, and many indigenous people were forced to evacuate the island before the testing began. However, even those who were not immediately evacuated suffered severe health consequences from the radiation exposure, which forced them to leave their homes and livelihoods behind. The RMI government attempted to compensate the displaced individuals by creating new communities on other islands, but many struggled to adapt to their new environments and continue to feel the effects of the nuclear test to this day. Additionally, the displacement of people from their homes and communities had a significant impact on the cultural and social fabric of the RMI, as families and communities were separated and disrupted in the aftermath of the test.</p> <p>The third effect from the RMI nuclear test was the creation of a massive radioactive cloud that spread over a large area, affecting both the environment and the local population. The isotopes released in the explosion contaminated the soil, air, and water, leading to serious health risks for those living in the surrounding areas. The fallout from the blast also had a long-lasting impact on the environment, harming wildlife, plants, and marine life. The radioactive cloud travelled hundreds of miles, spreading its toxic effects over a large region and causing significant</p>

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	<p>damage to the ecosystem and the livelihoods of those living in the affected areas. The third effect from the RMI nuclear test highlights the serious and long-term consequences of nuclear weapons testing on both human health and the environment. ( U.S. Embassy Marshall Islands ) In conclusion, US tested nuclear bombs in the RMI for a variety of reasons, including a desire to maintain military superiority during the Cold War, a belief in the scientific benefits of atomic testing, and an interest in expanding American influence in the Pacific. However, the testing had severe and long-lasting consequences for both the Marshallese people and the environment, including increased rates of cancer and radiation-related health problems. While the US has offered reparations and aid to the RMI, the legacy of nuclear testing remains a painful reminder of the costs of unchecked power and military ambition. It is crucial that we continue to learn from this history and work towards a more equitable and sustainable future.</p> <p>Works Cited  Islands, U.S Embassy in the Marshall. "U.S Embassy in the Marshall Isalnds." 15 September 2012. mh.usembassy.gov. 09 10 2023. &lt;<a href="https://mh.usembassy.gov/the-legacy-of-u-s-nuclear-testing-and-radiation-exposure-in-the-marshall-islands/">https://mh.usembassy.gov/the-legacy-of-u-s-nuclear-testing-and-radiation-exposure-in-the-marshall-islands/</a>&gt;.  Atomic Heritage Foundation, Marshall Islands, 10 October, 2023. &lt;Marshall Islands – Nuclear Museum&gt;</p> <p>Element/Score Excellent  (A) Above Avg. (B) Average  (C) Below Avg.  (D) Unacceptable %</p> <p>Punctuality  The essay was turned in on time The essay was not turned in on time  Title The essay is well-titled The essay is titled The essay is titled "Cause and Effect" The essay is not titled</p> <p>Introduction and Thesis  (10) The essay has a well-developed introduction and thesis The essay has a thesis The essay does not have a thesis  6</p> <p>Discussion of causes and/or effects  (30) The essay fully discusses the causes or effects or both The essay discusses the causes or effects No causes  or effects are described 24</p> <p>Source Use  (10) The essay uses and correctly cites sources The essay uses a source but citations are incorrect The essay uses a source  but does not cite it The essay does not use a source 4</p> <p>Works Cited  (10) The essay has a correct works cited page The essay has an incorrect works cited page The essay does not have a  works cited page 4</p> <p>Organization  (5) The essay is well- organized The essay is developed The essay is mostly developed The essay lacks development The essay  lacks a clear structure 5</p> <p>Grammar, Punctuation, and Spelling (20) The essay contains minimal GPS errors The essay contains several errors  The essay contains too many errors 18</p> <p>MLA</p>

Make a Plan	Assessment Data & Analysis		
	(10) MLA is correct Revision (5) The essay has been thoroughly revised ineffective Page Length The essay meets the page length Total	MLA is not correct  The essay has been revised very little  The essay falls a little short	9  The essay has been revised The essay has not been revised 4  The essay is too short 74 /100 11.1/15
<p>Section 1 - Sample 4 – Female, Uliga The Causes of the Nuclear Testing</p> <p>Nuclear is a powerful weapon that has been on going from ages ago. In every country there is an unclear weapon. Thousands of number weapons are not the only legacy of the atomic age. Years of above ground testing and nuclear weapons production have produced massive amounts of unclears waste and contamination. Marshall island was one the nuclear testing grounds. It was an unfair thing to do. Rather than choosing other countries to do the unclear testing they chose a small country to test the nuclear testing bomb which is Marshall island. Marshall island is a poor country with people who did not know what the nuclear bombs were and they did not have any experience about nuclear bomb testing. The American took advantage of the Marshallese because they saved them from the Japanese. The Marshallese also did not English enough to know what was going to happen. The nuclear testing that happened here in the Marshall Island causes people to loss their homeland, people starting to loss trust in their chief (irooj), and also it caused people their lives.</p> <p>The first thing that happened when the unclear testing take place it causes people to loss their home. It has been 60 years now and the island is still unlivable. The first tests were in 1946 and it was on Bikini atoll and Bikini people has to moved. (the guardian). It was very hard for the people to moved and turn their back on their home. For me moving to other places is not knowing what on people mind that I had to move to their place. The immediate impact of the nuclear weapons as well as their long-term effects on the environment was devastating. (Jessica Faucher). Today we see that the people are having problems which they would have not face if the US did not use the home as a testing ground.</p> <p>Secondly, because of the nuclear testing its caused people to lost trust in their chief, because they felt they were being deceived by the one person they respected and were committed to serving. However, people had no other choice but did what they were told. Mistakes like this is really hard to ignore, it will always and forever remember, and can be hard to forgive. Using a married couple as an example, what do you think will happened if the husband cheated on the wife?. It a mistake that can be forgiven but will always part of her suffer. It the same of how the people felt, they felt betrayed and could notdo anything. They might forgive but cannot forget what had happened.</p> <p>Lastly, the nuclear testing caused people their lives. After the nuclear testing people suffered a lot.For example, at Mexico in the years following the Trinity Test, thousands of residents developed cancers and diseases that they believe were caused by the Nuclear Blast. (Katharine Leede and Maggie O'Brien). While here in the Marshall Island people also suffered from burns, cancers and birth defects. Birth defect is new born child that born with changing of body shape or it might be any body part of the child. Back in 2005 here in the Marshall Island the National Cancer Institute reported that the risk of contracting cancer for those exposed to fallout was greater than one in three. (Jeton Anjain). Nuclear testing might be what people now days would have wanted, people from ages ago sure did not like what happened back then. But the present generation benefitted financially, because of the Compact of Free Association signed between the United States and the popel of the Marshall Islands. . Because they don't have to work to get, they can be jobless and still get what they want. If nuclear testing is what can give my need then I might as well want it to happen in my place. All I want is that money that can make me live without worrying how I will pay for my need. So, for me nuclear testing here is also a good thing. It gave us money for the damage that they cause. The money that only few people</p>			

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	<p>are getting. To conclude, nuclear testing can be either good nor bad. Good meaning pays the damage that they cause with the amount of money that is enough to live on. And bad because many damages to our island and mostly to the people. Destroying the one place we call home, cause people to loss trust and fate in their leader and it even cause people their live by suffer from cancer, birth defect. If ever there is anything to do for the better future is we have to work together and forgive each other. Blaming one another will not bring back the time of happiness it will only make use suffer more.</p> <p>Work cited: France, Agence. "The Guardian" Bikini Atoll Nuclear Testing: 60 Years and the Island is Still Unlivable, Mar 2, 2014, <a href="https://www.theguardian.com&gt;world&gt;mar&gt;bikini-atoll">https://www.theguardian.com&gt;world&gt;mar&gt;bikini-atoll</a>. <a href="https://www.google.com&gt;search?q=+bikini+people+loss+their+home">https://www.google.com&gt;search?q=+bikini+people+loss+their+home</a> Kelly, Cynthia. " the National Museum of Nuclear Science and History" Atomic Heritage Foundation, 2002. <a href="https://ahf.nuclearmuseum.org/ahf/location/Marshall_islands/">https://ahf.nuclearmuseum.org/ahf/location/Marshall_islands/</a> Leede, Katharine. O'Brien, Maggie. "Downwind of Trinity: Remembering the First Victims of the Atomic Bomb", Atomic Pulse, July 15, 2021. <a href="https://www.nti.org/atomic_pulse/">https://www.nti.org/atomic_pulse/</a></p> <p>Element/Score Excellent (A) Above Avg. (B) Average (C) Below Avg. (D) Unacceptable %</p> <p>Punctuality The essay was turned in on time Title The essay is well-titled Introduction and Thesis (10) The essay has a well-developed introduction and thesis 8 Discussion of causes and/or effects (30) The essay fully discusses the causes or effects or both or effects are described 26 Source Use (10) The essay uses and correctly cites sources but does not cite it The essay does not use a source 8 Works Cited (10) The essay has a correct works cited page works cited page 8 Organization (5) The essay is well- organized The essay is developed The essay is mostly developedThe essay lacks development The essay lacks a clear structure 5 Grammar, Punctuation, and Spelling (20) The essay contains minimal GPS errors The essay contains several errors</p>

Make a Plan	Assessment Data & Analysis		
	The essay contains too many errors	15	
MLA (10)	MLA is correct	MLA is not correct	9
Revision (5)	The essay has been thoroughly revised	The essay has been revised	The essay has been revised but some revisions are ineffective
Page Length	The essay has been revised very little	The essay has not been revised	4
Total	The essay meets the page length	The essay falls a little short	The essay is too short
			83/100 12.5/15
<p>Section 2 - Sample 1 – Female, Uliga</p> <p>The Positive Effects of Educating Young People Business Basic</p> <p>Educating young people about business can incredibly lead to a rewarding experience that allows them to have the opportunity to make a positive effect on their communities and in the world. Rather than just hiding their talents or having it dormant, young students will learn to promote their valuable life skills in the field of business. These business skills include leadership, communication, time management, financial management, analytical skills, emotional intelligence, creativity, and teamwork. “These skills help professionals understand the internal and external factors that impact an organization’s success” (Reynolds). Their understanding about these concepts will motivate them to pursue even greater things in life and to have self-awareness about their strengths and weaknesses. While many factors have contributed to the life of many talented young people, the most major effects are academically, socially, and in the field of economics.</p> <p>One of the major effects of educating young people on business basics is it helps develop their skills in their academic field. Campbell et al. defines academic field as an academic firm that focuses on encouraging, supporting, and advancing knowledge production. Eventually academic skills promote young people on leadership, creative thinking style, written communication, and teamwork. These contributing skills allow them to make an impact not just in the business world but for themselves and their people. Although parents along with the government are responsible for educating young people in the field of business to reduce the rate of unsuccessful businesses especially in the Marshall Islands. The Small Business Administration (SBA) reported that while there are some small businesses that perform well and are profitable, about 33% of small businesses fail in the first two years, around 50% go belly-up after five years, and 33% make it to 10 years or longer (Kenton). This happens mostly everywhere including Marshall Island because they lack proper academic skills. This is proof that teaching young people business basics is not just about making money, rather it needs young people to show what they are capable of which involves a lot of preparation and commitment. For the matter of fact, business basics is very essential to young people because it gives them the ability to activate their skills academically and professionally.</p> <p>Adding on, teaching young students business basics can positively influence their social skills to operate on their unique career. Being socially active is one of the key roles that motivate young people to express their skill in the business world. People cannot succeed if their social skills do not function regularly. Research shows that 42% of all workers are in occupations in which social skills are ranked as the number one competency, over other skills like analytical, mechanical, fundamental, and managerial skills (Kochhar). This result can prove that people’s attitude and interpersonal skills are more important than knowledge and experience. These social skills include verbal and non-verbal communication, such as facial expression, speech, body language and gestures. According to Eleby, the lack of social study skills prevents young people from realizing their aim goals: “The absenteeism of a person’s social skills can lead to destructive behavior such as absent mindedness, fear to ask questions, and embarrassment to demonstrate something.” Although young people who are influence enough in using their social skills are able to succeed in their career life.</p>			

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	<p>Teaching business basics effects young people to be stable economically and financially. Prior to the economic crisis that started in 1920s, most people resulted in great depression and panic. Many countries were struggling financially due to low-income wages, rents, dividends, and profits throughout all economics (“Great Depression Facts”). Scholars believes that if people were aware of how to save money, they would not have to face this struggled. It is a fact that young people who had gain understanding on how to save money are prepare enough to deal in times of difficulty especially in these days that inflation is mostly everywhere. If young people do not know anything about saving, it is a guaranteed that they will face financial crisis. “Individual who are unemployed are often more susceptible to several challenges” (“How Unemployment Affects”). These challenges include difficulty in finding future employment and decreased income. People will often use money from their savings or even borrow money from others. (“How Unemployment Affects”). Understanding the basic study of business makes a great impact for young people to have a stable finance.</p> <p>However, some people argued that teaching business basic negatively effects young people minds in the field of study. A researcher once stated that teaching business basic to young ages confuse the mind that led to disruptions and failure. Although, this statement is not true because learning the basic things of business gives young people the idea to plan ahead on their future. Most successful businesses have become millionaire because they planned ahead even if they had failed and their mind got confuse multiple time. Some had to dropped out of school to pursue their dreams. For example, Bill Gates dropped out of Harvard to focus on building his own company and became one of the richest men in the world. (“Gentlemen’s Journal”). People who have this kind of mentality of not wanting to lose hope are most likely to be successful in their future. If people want to succeed in the future, they should know that learning from mistakes with a confuse mind is not a thread, rather a challenge to learn and succeed.</p> <p>To conclude, most young people are positively affected academically, socially, and in the field of economic learning about business basic. Teaching them business basic motivates their social life to be active in ways that boost their self-awareness. They will able to use their skills academically and in a way that shows how capable they are to engage in the real world. Their effectiveness in saving money will prepare them in times of crisis. It is recommended that teachers, parents and the governments should take responsibilities for the young people. Educating them about business basic will makes a great impact not only in them but also their government and families.</p> <p>Works Cited  Eleby, Calvin. “The Impact of a Student's Lack of Social Skills on their Academic Skills in High School.” ERIC, <a href="https://files.eric.ed.gov/fulltext/ED529283.pdf">https://files.eric.ed.gov/fulltext/ED529283.pdf</a>. Accessed 3 November 2023.  “How Unemployment affects Individuals and the Economy.” 9 August 2022, <a href="https://www.indeed.com/career-advice/career-development/effects-unemployment">https://www.indeed.com/career-advice/career-development/effects-unemployment</a></p>

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	<p>Reynolds, Michele. "The Importance of Business Skills   HBS Online." HBS Online, 16 April 2019, <a href="https://online.hbs.edu/blog/post/importance-of-business-skills">https://online.hbs.edu/blog/post/importance-of-business-skills</a>. Accessed 3 November 2023.</p> <p>Element/Score Excellent</p> <p>(A) Above Avg. (B) Average</p> <p>(C) Below Avg.</p> <p>(D) Unacceptable %</p> <p>Punctuality</p> <p>The essay was turned in on time</p> <p>Title The essay is well-titled The essay is titled The essay is titled "Cause and Effect" The essay is not titled</p> <p>Introduction and Thesis</p> <p>(10) The essay has a well-developed introduction and thesis The essay has a thesis The essay does not have a thesis</p> <p>10</p> <p>Discussion of causes and/or effects</p> <p>(30) The essay fully discusses the causes or effects or both or effects are described 28 The essay discusses the causes or effects No causes</p> <p>Source Use</p> <p>(10) The essay uses and correctly cites sources but does not cite it The essay does not use a source 9 The essay uses a source but citations are incorrect The essay uses a source</p> <p>Works Cited</p> <p>(10) The essay has a correct works cited page works cited page 7 The essay has an incorrect works cited page The essay does not have a</p> <p>Organization</p> <p>(5) The essay is well-organized The essay is developed The essay is mostly developed The essay lacks development The essay lacks a clear structure 5</p> <p>Grammar, Punctuation, and Spelling (20)</p> <p>The essay contains minimal GPS errors The essay contains several errors</p> <p>The essay contains too many errors 20</p> <p>MLA</p> <p>(10) MLA is correct MLA is not correct 10</p> <p>Revision</p> <p>(5) The essay has been thoroughly revised The essay has been revised The essay has been revised but some revisions are ineffective The essay has been revised very little The essay has not been revised 5</p> <p>Page Length</p> <p>The essay meets the page length The essay falls a little short The essay is too short</p> <p>Total 94 /100 14.1/15</p> <p>Section 2 - Sample 2 – Female, Uliga</p> <p>Global Impacts of High Literacy</p> <p>Literacy is a foundational life skill. In order for a country to be economically and financially stable, it must have a high literacy rate. In developing a nation, literacy has been traditionally known for it to be the key. It helps not only the nation but also the people where they know their rights</p>



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	<p>through literacy. Literacy then help people to enjoy life such as where they have many good job opportunities available for them and they are able to learn things in their workplace which then improves their skills in their workplace and all because of literacy. High literacy really helps countries expand and gain more wealth, if a country's literacy rate was to be poor then the nation's economy would not be flourishing. Literacy really helps a nation to defeat poverty. The global impacts of high literacy are, economic development, expand of job opportunities, and maintaining a healthy development of a nation.</p> <p>Firstly, high literacy contributes to a country's economic development. By having the ability to read and write, "it shows the potential for greater economic growth such as a society's economic and socio-cultural advancement" (Kok), such as China for example, which has one of the world's highest literacy rates by 99.83% by the year of 2021. China's literacy rate goes along with their betterment of education, the more people get a better education, the more their literacy rate increases. Kok reiterates that literacy was the key to move China forward. As a result, China was economically developed, gaining more investors and entrepreneur which made China wealthy, making them have a great impact on the nation's economy. Without literacy in the world, the growth of the economy is at a disadvantage. For example, "more than 2 billion adults worldwide don't have the essential literacy skills employers need" ("Why literacy 2023"). Unemployment causes lost effectiveness which slows economic growth, which then leads to many spots at work emptied, leaving it for those with high literacy to have the chance the fulfill those spots in order for a company to be successful. "Approximately 1.19 trillion has been the cost of illiteracy and low levels of literacy" ("Why literacy 2023"). Therefore, having the ability to read and write greatly impacts people with great opportunities in finding jobs and enjoying a high standard of living.</p> <p>Another major impact of high literacy is it contributes to higher employability in a nation. Economic growth correlates to the betterment of employment opportunities in which an individual's literacy leads to the development of serviceable skills, high salary, and increased job satisfaction ("The benefits of Literacy"). Having the ability to read and write, and developed literacy skills, greatly impacts a nation's rate of employment, which makes people receive higher incomes. According to ABC life, employees with high literacy skills are more likely to be successful at work and contributes to an improved bottom line. For example, the Government of Canada has identified a set of Skills for Success- "the foundation for all other skills and enable people to evolve and adapt to changes at work, in the community and at home." ("ABC life"). Employees with good literacy skills help employees to work more accurately and easily, which then leads to better work quality and richness gains which then contributes to a nation's economic growth. Here in the RMI, it is the same where teachers from other nations come and help the students here to have high literacy but they have to have their master's degree in order to work as a teacher.</p> <p>Lastly, high literacy impacts a nation to a more healthy and sustainable development. Having the ability to read and write helps people with their health, by this, people are able to read instructions given by their doctors correctly. Literacy is the key to benefit during a health crisis ("6 Benefits of literacy"),. "A 2002 study in Bolivia showed that women who attended a literacy program were more likely to seek medical help for themselves and their children when needed" ("6 Benefits of literacy"). Therefore, literacy is really important in the medical field, in order for people to understand their doctor's instructions and not only that but high literacy imply the level of knowledge where people then act to live a healthier life by changing their personal lifestyles and living conditions to be healthier (Murthy).</p> <p>However, literacy can somehow make people's life harder whereas people are unemployed due to their rate of degrees because they can no longer proceed forward in getting a higher education because that's where they are at. But then high literacy takes place, making it harder for people to get a job. In result of high literacy, there comes the case of unemployment, people with low literacy are struggling to find jobs that requires high literacy, for example, people with only their bachelor's degree. But even so, in order for a nation to be successful and wealthy, it has to have high literacy.</p> <p>In conclusion, high literacy helps the world in the development of properties, employment, and health care, which are all very essential in a nation. If it wasn't for high literacy, the world would all be in chaos, not able to succeed in life through a nation's economic growth and wealth and also the safety of people in their healthy life not only those but also, one cannot find or keep a job if not for literacy in the world. Literacy also helps people to build their self-confidence as mentioned above, in their healthy life. An individual can help by donating books to libraries or to a</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>community, whereas then people gain more knowledge leaving them to read better in order for them to be aware of what's going on in their life regarding literac. Literacy is really important in order for the world to be successful and to have a lot of fortunes.</p> <p>Works Cited  ABC Life Literacy Canada   A National Literacy Organization, <a href="https://abclifeliteracy.ca/Kok">https://abclifeliteracy.ca/Kok</a>, Emile. "Literacy, Education and Economic Development in Contemporary China." SSRN Papers, 28 January 2013, <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2207559">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2207559</a>.  Murthy, Padmini. "Health Literacy and Sustainable Development   United Nations." the United Nations, <a href="https://www.un.org/en/chronicle/article/health-literacy-and-sustainable-development">https://www.un.org/en/chronicle/article/health-literacy-and-sustainable-development</a>.  "The Benefits of Literacy in our Communities." YMCA of Simcoe/Muskoka, 21 September 2022, <a href="https://ymcaofsimcoemuskoka.ca/the-benefits-of-literacy-in-our-communities/">https://ymcaofsimcoemuskoka.ca/the-benefits-of-literacy-in-our-communities/</a>.  "Why Literacy 2023." World Literacy Foundation, <a href="https://worldliteracyfoundation.org/why-literacy-2/">https://worldliteracyfoundation.org/why-literacy-2/</a>.  "6 Benefits of literacy in the fight against poverty." Concern Worldwide, 27 August 2020, <a href="https://concernusa.org/news/benefits-of-literacy-against-poverty/">https://concernusa.org/news/benefits-of-literacy-against-poverty/</a>.</p> <p>Element/Score Excellent  (A) Above Avg. (B) Average  (C) Below Avg.  (D) Unacceptable %</p> <p>Punctuality  The essay was turned in on time  The essay was not turned in on time</p> <p>Title The essay is well-titled  The essay is titled The essay is titled "Cause and Effect" The essay is not titled</p>

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	<p>Introduction and Thesis (10) The essay has a well-developed introduction and thesis B 10</p> <p>Discussion of causes and/or effects (30) The essay fully discusses the causes or effects or both or effects are described C 20</p> <p>Source Use (10) The essay uses and correctly cites sources but does not cite it The essay does not use a source C 8</p> <p>Works Cited (10) The essay has a correct works cited page works cited page C 8</p> <p>Organization (5) The essay is well- organized The essay is developed The essay is mostly developed The essay lacks development The essay lacks a clear structure B 4</p> <p>Grammar, Punctuation, and Spelling (20) The essay contains minimal GPS errors The essay contains several errors The essay contains too many errors B 18</p> <p>MLA (10) MLA is correct MLA is not correct B 9</p> <p>Revision (5) The essay has been thoroughly revised The essay has been revised The essay has been revised but some revisions are ineffective The essay has been revised very little The essay has not been revised 4</p> <p>Page Length The essay meets the page length The essay falls a little short The essay is too short</p> <p>Total 81 /100 12.2/15</p>		
	<p>Section 2 - Sample 3 – Male, Uliga</p> <p>Any borrowed idea/line has to be cited correctly. See my yellow highlights? Those are indicated by Turnitin on Moodle to be from others sources, and they have to cited correctly. When you do not cite correctly, you are plagiarizing. So be attentive to these in your writing.</p> <p>The key contributions to pollution</p> <p>Pollution is the harmful materials into the environment. Many things that are useful to people but can produce pollution. These materials can be caused or created by human activity. Pollutants can contaminate the air, water, and land and can be have harmful impacts on humans, animals, and plants. Pollution is bad for the environment. If we keep on polluting our environment it will be bad for us to live in these environments. Many human activities can cause damage to the environment, such as dumping waste all around can cause damage to the environment and to the surrounding of the village. If people keep on dumping trash all around, everyone will breath the same air that is polluted because the people keep on dumping trash all around the village. Issue? Thesis?</p>		

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	<p>First, the burning of fossil fuel is one of the key contributions to pollution. The air pollution is one of the greatest environment risks to health. The cause of the air pollution is that many people are burning fossil fuel. If people keep on burning fossil fuel people will get sick because of their own activities that they're doing in their village. Air pollution is bad for our health. People cannot see the air, but it does not mean the air that your breathing is not polluted. Many people are getting sick because of the air they're breathing because the air they're breathing is polluted. The cause of this come from the burning of fossil fuel and other garbage that is creating air pollution. Air pollution is one of the most tragic problems because it causes people to get suck because the air that they are breathing is polluted because of the what we are doing in our lives.</p> <p>Secondly, dumping trash all around one's environment is one of the key contributions to pollution. When people keep on dumping trash all around our environment the pollution in the environment will cause people to become sick. If many wastes are laying around the street or your village it is really bad for your living. It's estimated that the world's trash includes about 350 million tons of plastic annually. Around 2% of global waste gets traded overseas. The remaining 98% is handle domestically. This majority is recycled, sent to a landfill, or incinerated. Some of the examples of land pollution are overcrowding, garbage dump, and nuclear waste. These pollutants can affect soil organisms and possibly contaminate our food and drinking water. When our food and drinking water get contaminated we will get sick because of the pollutant that we make to our environment. Cutting down trees is also one of the land pollutions that causes people and our islands to become sick and weak.</p> <p>Lastly, the water pollution is one of the key contributions to pollution. Many people are dumping waste to the sea but they do not yet that if they keep on dumping waste to the ocean they will never get to go fishing because the ocean is full of waste. Many people will never get to go fishing because of what is happening to the ocean. Water pollution is caused by human activities by dumping garbage to the ocean and any kind of waste to the ocean. The release of substances into bodies of water that makes water unsafe for human use and disrupts aquatic ecosystems. From what happens to the water many people won't be able to swim and fish because of the garbage that is floating in the sea and people won't be happy to swim with the garbage in the sea. Some examples of the cause of the water pollution are fuel spillage, global warming, and dumping trash to the sea.</p> <p>Overall, air pollution is responsible for more deaths than many other risk factors, including malnutrition, alcohol use and physical inactiveness. Globally, 93 percent of all children breathe air that contains higher concentrations of pollutions than the World Health Organization (WHO) considers safe to human health. Many people are breathing not only children but everyone that lives on the earth also breathes the same air as the children. Human activity is the one that causes air pollution and not only the air pollution is responsible for the death but humans at the one also need to be blamed also because they are the one that cause air pollution.</p> <p>To sum up, the key to contributing to pollution is burning fossil fuel. There are also many other human activities that contribute to pollution, for example, people burning garbage, throwing around garbage, fuel spillage, and cutting down trees are some examples of human activities that contribute to pollution. There are many deaths because they are breathing the air that is polluted with chemicals because of burning fossil fuel. The environment is not going well with the air because not only the air is full of chemicals but the environment is also full with garbage and many things that people are throwing around at their town and environment. There are many causes and impacts to the environment because of human activities. Every kind of pollution leaves a huge negative impact on our environment, human lives.</p> <p>Works Cited          "Fossil fuels and climate change: the facts." Client Earth, <a href="https://www.clientearth.org/latest/latest-updates/stories/fossil-fuels-and-climate-change-the-facts/">https://www.clientearth.org/latest/latest-updates/stories/fossil-fuels-and-climate-change-the-facts/</a>. Accessed 31 October 2023.          "Where Does Your Trash Go &amp; What Happens to It   A Full Guide." Dumpster Rentals in NJ, 25 January 2023, <a href="https://hometownwastenj.com/where-does-your-trash-go/">https://hometownwastenj.com/where-does-your-trash-go/</a>. Accessed 1 November 2023.          "Land and soil pollution — widespread, harmful and growing — European Environment Agency." European Environment Agency, 15 October</p>

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	<p>2020, <a href="https://www.eea.europa.eu/signals-archived/signals-2020/articles/land-and-soil-pollution">https://www.eea.europa.eu/signals-archived/signals-2020/articles/land-and-soil-pollution</a>. Accessed 1 November 2023.</p> <p>Nathanson, Jerry A. "Water pollution   Definition, Causes, Effects, Solutions, Examples, &amp; Facts." Britannica, <a href="https://www.britannica.com/science/water-pollution">https://www.britannica.com/science/water-pollution</a>. Accessed 1 November 2023.</p> <p>Kavanagh, Jack. "Five reasons you should care about air pollution." UNEP, 3 June 2019, <a href="https://www.unep.org/news-and-stories/story/five-reasons-you-should-care-about-air-pollution">https://www.unep.org/news-and-stories/story/five-reasons-you-should-care-about-air-pollution</a>. Accessed 3 November 2023.</p> <p>"  More than 90% of the world's children breathe toxic air every day." Pan American Health Organization, <a href="http://www3.paho.org/hq/index.php?option=com_content&amp;view=article&amp;id=14757:more-than-90-of-the-world-s-children-breathe-toxic-air-every-day&amp;Itemid=1926&amp;lang=fr">http://www3.paho.org/hq/index.php?option=com_content&amp;view=article&amp;id=14757:more-than-90-of-the-world-s-children-breathe-toxic-air-every-day&amp;Itemid=1926&amp;lang=fr</a>. Accessed 8 November 2023.</p> <p>Element/Score Excellent</p> <p>(A) Above Avg. (B) Average</p> <p>(C) Below Avg.</p> <p>(D) Unacceptable %</p> <p>Punctuality</p> <p>The essay was turned in on time</p> <p>Title The essay is well-titled The essay is titled The essay is titled "Cause and Effect" The essay is not titled</p> <p>Introduction and Thesis</p> <p>(10) The essay has a well-developed introduction and thesis The essay has a thesis The essay does not have a thesis</p> <p>4</p> <p>Discussion of causes and/or effects</p> <p>(30) The essay fully discusses the causes or effects or both or effects are described 12 The essay discusses the causes or effects No causes</p> <p>Source Use</p> <p>(10) The essay uses and correctly cites sources but does not cite it The essay does not use a source 0 The essay uses a source but citations are incorrect The essay uses a source</p> <p>Works Cited</p> <p>(10) The essay has a correct works cited page works cited page 5 The essay has an incorrect works cited page The essay does not have a</p> <p>Organization</p> <p>(5) The essay is well-organized The essay is developed The essay is mostly developed The essay lacks development The essay lacks a clear structure 4</p> <p>Grammar, Punctuation, and Spelling (20)</p> <p>The essay contains minimal GPS errors The essay contains several errors</p> <p>The essay contains too many errors 18</p> <p>MLA</p> <p>(10) MLA is correct MLA is not correct 9</p> <p>Revision</p> <p>(5) The essay has been thoroughly revised The essay has been revised The essay has been revised but some revisions are ineffective The essay has been revised very little The essay has not been revised 3</p> <p>Page Length</p> <p>The essay meets the page length The essay falls a little short The essay is too short</p>

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	<p>Total 55 /100 8.3/15</p> <p>Section 2 - Sample 4 – Male, Uliga  The Impacts of High Literacy to the Development of a Nation  Today, most of the successful people are well educated. The importance of being a well-educated person has more chances of being successful in life. “Socializing and networking are personal benefits of education” (University of the People). This is an example of how education can teach people in the workforce by communicating with coworkers and customers. Here in the Marshall Islands, most of the people stop attending school after high school, as they drop out. But maybe if everyone in the RMI had high literacy, then the country could have been developing a lot better. In this essay, the importance of being academically successful will be discussed to show how great leaders and knowledgeable communities can help the development of a nation economically and socially.  Having high literacy helps the development of a country because to lead, a person should know what they are doing and have great knowledge. This is important because for people to trust a specific person to be their leader, they would want to know if that specific person has completed their education. A country is better developed with leaders who are academically qualified to provide more ideas in developing the country. Nelson Mandela said, “Education is the most powerful weapon you can use to change the world.” A person who cannot read or write cannot lead a nation to its development because how would they know what is right and wrong if they don’t know how to read and write. The former president of the RMI, Dr. Hilda Heine had made an impact in developing the Marshall Islands by introducing technologies to be used in schools during her time as a president. Can still say more, and also have a concluding sentence  A community that is knowledgeable is a community that can succeed. The success of having a developed country comes from the community because with knowledge, the community knows how to work together. According to GGI Insights, “A well-educated population is essential for the development of a strong and competitive economy.” The people are the important ones that have to have high literacy so that when their leader is wrong, they would know what to do to help their own nation develop. Literacy in a community is very vital and important to the development of a nation because the essential needs to have a developed nation comes from the knowledge of the people to do the right things to make their countries better economically and socially.  The importance of high literacy does not only affect the development of a nation but also socially. Having high literacy socially can improve many things in a country like the government, environment, and the communities. For example, the College of the Marshall Islands host events that everyone on the island can attend like the Halloween event. It is relevant to know that the effects of education to a country can be helpful. Most of the Senators and Mayors of the RMI are well-educated. It is what allows them to try to develop the country more. A great benefit of a society being literate is, it creates a healthy society. Surbhi Jain sums this up well: “A healthy society, in turn, needs healthy and literate individuals.” Write a paragraph on the challenge of ensuring everyone is educated, or high literacy is achieved (can speak on the cost of higher education)  In conclusion, literacy in the leaders and the people of a country/nation is needed for the development of a nation. The leader has to be fully educated to know how to develop their nation. Communities that are knowledgeable can sustain to make changes in their own way to help in developing a nation. Societies can become healthier in terms of cleaning up the environments and such. Contributions of education are needed around the world because without knowledge, there would be no moving forward in developing a nation.</p> <p>Works Cited  “Benefits of Education are Societal and Personal”. University of the People, <a href="https://www.uopeople.edu/blog/benefits-of-education-are-societal-and-personal/#:~:text=People%20with%20better%20education%20tend,likely%20to%20get%20regular%20exercise">https://www.uopeople.edu/blog/benefits-of-education-are-societal-and-personal/#:~:text=People%20with%20better%20education%20tend,likely%20to%20get%20regular%20exercise</a>  Insights, GGI. “Education and Economic Development: Exploring their Symbiotic Bonds”. Grey Group International, Apr 13, 2023,</p>

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	<p data-bbox="205 245 2003 370"> <a href="https://www.graygroupintl.com/blog/education-and-economic-development#:~:text=Education%20provides%20individuals%20with%20the,a%20strong%20and%20competitive%20economy">https://www.graygroupintl.com/blog/education-and-economic-development#:~:text=Education%20provides%20individuals%20with%20the,a%20strong%20and%20competitive%20economy</a>            Jain, Surbhi. "Role of Literacy in National Development". YourArticleLibrary, <a href="https://www.yourarticlelibrary.com/essay/role-of-literacy-in-national-development/84400#">https://www.yourarticlelibrary.com/essay/role-of-literacy-in-national-development/84400#</a> </p> <p data-bbox="205 402 520 435">Element/Score Excellent</p> <p data-bbox="205 435 604 467">(A) Above Avg. (B) Average</p> <p data-bbox="205 467 445 500">(C) Below Avg.</p> <p data-bbox="205 500 520 532">(D) Unacceptable %</p> <p data-bbox="205 532 352 565">Punctuality</p> <p data-bbox="205 565 613 597">The essay was turned in on time</p> <p data-bbox="970 565 1423 597">The essay was not turned in on time</p> <p data-bbox="205 597 592 630">Title The essay is well-titled</p> <p data-bbox="781 597 1012 630">The essay is titled</p> <p data-bbox="1066 597 1537 630">The essay is titled "Cause and Effect"</p> <p data-bbox="1558 597 1822 630">The essay is not titled</p> <p data-bbox="205 630 499 662">Introduction and Thesis</p> <p data-bbox="205 662 991 727">(10) The essay has a well-developed introduction and thesis</p> <p data-bbox="1159 662 1453 695">The essay has a thesis</p> <p data-bbox="1537 662 1969 695">The essay does not have a thesis</p> <p data-bbox="205 727 646 760">Discussion of causes and/or effects</p> <p data-bbox="205 760 982 824">(30) The essay fully discusses the causes or effects or both or effects are described 24</p> <p data-bbox="1159 760 1696 792">The essay discusses the causes or effects</p> <p data-bbox="1831 760 1969 792">No causes</p> <p data-bbox="205 824 361 857">Source Use</p> <p data-bbox="205 857 907 922">(10) The essay uses and correctly cites sources but does not cite it</p> <p data-bbox="487 889 907 922">The essay does not use a source</p> <p data-bbox="970 857 1612 922">The essay uses a source but citations are incorrect 8</p> <p data-bbox="1642 857 1957 889">The essay uses a source</p> <p data-bbox="205 922 361 954">Works Cited</p> <p data-bbox="205 954 823 1019">(10) The essay has a correct works cited page works cited page 8</p> <p data-bbox="970 954 1528 987">The essay has an incorrect works cited page</p> <p data-bbox="1642 954 1978 987">The essay does not have a</p> <p data-bbox="205 1019 373 1052">Organization</p> <p data-bbox="205 1052 655 1117">(5) The essay is well-organized</p> <p data-bbox="676 1052 982 1084">The essay is developed</p> <p data-bbox="1066 1052 1444 1084">The essay is mostly developed</p> <p data-bbox="1453 1052 1822 1084">The essay lacks development</p> <p data-bbox="1831 1052 1969 1084">The essay lacks a clear structure 5</p> <p data-bbox="205 1117 718 1149">Grammar, Punctuation, and Spelling (20)</p> <p data-bbox="781 1117 1276 1149">The essay contains minimal GPS errors</p> <p data-bbox="1453 1117 1873 1149">The essay contains several errors</p> <p data-bbox="298 1149 751 1182">The essay contains too many errors 16</p> <p data-bbox="205 1182 268 1214">MLA</p> <p data-bbox="205 1214 487 1247">(10) MLA is correct</p> <p data-bbox="781 1214 1087 1247">MLA is not correct 9</p> <p data-bbox="205 1247 319 1279">Revision</p> <p data-bbox="205 1279 793 1344">(5) The essay has been thoroughly revised</p> <p data-bbox="877 1279 1234 1312">The essay has been revised</p> <p data-bbox="1255 1279 1906 1344">The essay has been revised but some revisions are ineffective</p> <p data-bbox="403 1312 865 1344">The essay has been revised very little</p> <p data-bbox="877 1312 1276 1344">The essay has not been revised 3</p> <p data-bbox="205 1344 373 1377">Page Length</p> <p data-bbox="205 1377 625 1409">The essay meets the page length</p> <p data-bbox="781 1377 1129 1409">The essay falls a little short</p> <p data-bbox="1255 1377 1537 1409">The essay is too short</p> <p data-bbox="205 1409 277 1442">Total</p> <p data-bbox="1234 1409 1549 1442">83 /100 12.5/15</p>

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	<p>ENG 112: Section 1            FALL 2023            SLO: Ms. Liti Nabukabuka            Sample 1:            Grade F            Female            Uliga Centre            Cause and Effect Paper:            Climate change</p> <p>How to human impact climate change? Human physical environment in many ways overpopulation pollution, burning fossil fuels and deforestation have triggered climate change and result in soil erosion, those things I will explain to you how they affect our climate change. Overpopulation has become of number one impact of climate change we need lot of space to live because when we overpopulation it will damage our ecosystem without enough space and carries the potential to damage every single of organism on earth. Many people need a lot of space to plant or produce our local food.</p> <p>Another effect is pollution is everywhere, from trash thrown out the freeway, to the millions of metric tons of pollution into the atmosphere every-year it's obvious, pollution and waste are more inescapable.</p> <p>Last effect of climate change is fossil fuel. When fossil fuel is burned, they release oxides into the atmosphere, which contribute to the formation of smog. Fuel just a coal, because it will respiration illness, lung damage ozone (smog) effect, reduce at risk for the ability of blood to bring oxygen to the cells and tissues, liver and kidney etc..</p> <p>In term, the effect of the Marshall Island today is really change more than before because now the climate change in Marshall Island now is hard because we people don't care about our climate, we are too much burn plastic and many more thing that will not be good to our climate that why climate change in Marshall now is hard because of too much burning plastic. Also, we don't have enough plant and make our plant reduce, and we don't have enough food to eat because we also to much burning our plant make our food gone and our fish and many more thing in the sea is also gone or poison because of fossil fuel to much use it in the sea and less productive. Also increasing drought is mean reducing land for growing food many people now face the threat of not having enough water on regular basis.</p> <p>The cause of this climate change we people have to know how to use our fossil fuel, and also pollution to make our climate change reduce to better live if we don't want our plant die and also if we want to make our population to enough space we have to stop overpopulation our island to stop destroying our island we have to stand for our island to show every country how we love our island so if you love your island you have to stop burning fossil fuels and stop overpopulation and make your climate change stop increasing and damage our country.</p> <p>In term, if you love your country you can stand for your country and make the good thing to save your climate change, like for example, we Marshallese people have to fight for our country to make our climate save, we have to stop give our country to other country to practice bump our country because our country is the most smaller than every country in the world, so if they bump our country we all people in the Marshall will die no one will alive. And also we have to stop increase our population, stop fossil fuel everything that is not good to our sea and especially our environment because it will affect our climate change.</p> <p>To conclude Marshall Island today need to know how to use everything to make our climate change better than now how can we make our climate better is we can stop burning plastic and also stop cutting our plant and stop using fossil fuel in the sea if we to all this thing, thing will not</p>



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	<p>happen again and also our climate will not more hotter and climate will not change to bad weather and most especially thing to make our climate better and also make our island better is stop give our island to some country to practicing bomb our island because our island is really small and we can take care our island to make our climate good and make our life better. Our life is important than money so stop selling our Island to other country to practice bomb because it will affect our environment and especially our life so try to look for good thing to make our climate better.<a href="https://climate.nasa.gov/causes/">https://climate.nasa.gov/causes/</a>"</p> <p>"<a href="https://www.metoffice.gov.uk/weather/climate-change/effects-of-climate-change">https://www.metoffice.gov.uk/weather/climate-change/effects-of-climate-change</a>"</p> <p>"<a href="https://climate.nasa.gov/nasa_science/science/">https://climate.nasa.gov/nasa_science/science/</a>"</p> <p>"<a href="https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_Chapter3_Low_Res.pdf">https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_Chapter3_Low_Res.pdf</a>"</p> <p>ENG 112- Article Review / Research Rubric  Note: Use the rubric below to guide your preparation.</p> <p>(5) __1__ The Essay has an introduction with the thesis statement. Reason for choosing the topic stated clearly.</p> <p>(5) __1__ The Essay contained an informative and academic structure of writing, well organized with specific organization patterns. Plagiarism rate is less than 20%</p> <p>(5) __1__ The Essay established credibility and goodwill in the introduction, body and conclusion. Has a flow with varied signposts throughout the essay?</p> <p>(5) __1__ The Essay was well organized and used a specific organization pattern, MLA format as well as correct citation throughout the essay structure</p> <p>(5) __1__ The Essay discussed the planned headings to include in the presentation and as well as conclusion. Has a cite work/reference page.</p> <p>Total: 5 /25 marks = 3/15%</p> <p>Note:  You have missed the point in this task. Your topic to begin with the opposite from what the Assignment requires of you in this task. You were supposed to be looking at an issue that is affecting the people of this country and use this issue to write a Cause and Effect paper about it. You were required to find 3 articles in the draft and 5 articles in the final to support any point, argument, or any ideas discussed in this topic with findings from the articles you have sighted. You have provided few links but I can't even open them, so I wouldn't even know if they are relevant to the topic or not. I would suggest that you try and be present in class during lectures so that you do not miss out on the important information that are given during lectures.</p> <p>Sample 2:</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Grade D Female Uliga Centre</p> <p style="text-align: center;">How do human activities impact climate change?</p> <p>“Climate change is real. It is happening right now; it is the most urgent threat facing our entire species and we need to work collectively together and stop procrastinating together and stop procrastinating” - Leonardo DiCaprio (2016). Human activities have been the main problem for climate change. Some people think that climate change is a joke, but little did they know that climate change can kill every species of plant, animals, and us humans too. Some people believe that climate change is real because of the increase of temperature. In my essay I will express what causes and effects of human activities in Marshall Island that impact climate change which are cutting down trees and transport. The reason I chose this topic is because climate change is one of the things that we Marshallese are fighting for and aware of it . And it's already affecting Marshall Island.</p> <p>Cutting down trees is one of the human activities in Marshall Island, and it causes climate change. Cutting down trees is not good but in other ways it is good because trees are important to us humans and animals. For instance, animals lived in the forest like most of the other wildlife . They depend on trees and other greens for their survival, not just for feeding but also for their breeding homes. Their lives revolve around the environment that surrounds them which includes the trees, green grass, and other essentials for their livelihoods. Not only do animals and other living things entirely depend on this but also humans too. We humans use trees for building a house out of the trees' wood. We make food and eat from the trees. And we also make medicine from the trees. All these that we take and make are all from the trees. Trees are also important because they give us oxygen. (Suffredini et al. 2004, Alho 2012, Bieski et al. 2015, Baker &amp; Spracklen 2019, Metzger et al. 2019, Moraes et al. 2019, Valli &amp; Bolzani 2019). In addition, transport is also one of the human activities in Marshall Island that also causes climate change. Transport is the powerful key for movement. And we usually use it all the time, but little did we know that it causes climate change. If we do not have transportation, then you will not be able to reach where you want to go or to be. Transportation is good but not too good because it causes climate change. “The impact of transport on the global climate is not limited to vehicle emissions as the production and distribution of fuel from oil, a ‘wells to wheels’ approach, produces significant amounts of greenhouse gas in itself” (Weiss et al., 2000, Mizsey and Newson, 2001, Johannsson, 2003).</p> <p>The effect of cutting down trees is that it will let out all the carbon dioxide in them and might destroy the air pollution . The temperature will rise, and also increase the frequency of extreme weather just like drought, heat waves, cold waves,etc. (Nepstad et al. 2008, Sena et al. 2014, Wu et al. 2016, Stoy 2018, Leite-Filho et al. 2019). There will be more pandemics that come from the animals that lived in the forest, carried out from the forest, and passed to us humans when they are getting closer with each other. It will also affect the outdoor workers like the agriculture and the constructor.(Checkley et al. 2000, Duarte et al. 2019a). As we all know, trees are the reason there is a wind and shed, there will be no shade for them, and no wind for them to cool off. And for transport, it will destroy the whole environment and air pollution. And can fossil fuel in the transport make the transport put up greenhouse gasses. Transportation is too expensive and can affect you financially. On the other hand, transportation is good because you can experience everything in every world or place .</p> <p>To conclude, the world is aware of climate change. Some countries are fighting climate change but some are not because they are careless and maybe not understanding what climate change is. Maybe one day they will understand it when everything changes. My advice to you is climate change is real and it is happening now. Human activities should be stop and we should try something new and we know that it won't cause climate.</p>

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	<p>Work cited</p> <p>ALHO CJR. 2012. The importance of biodiversity to human health: An ecological perspective. <i>Estud Av</i> 26: 151-165.</p> <p>BAKER JCA &amp; SPRACKLEN DV. 2019. Climate benefits of intact Amazon forests and the biophysical consequences of disturbance. <i>Front For Glob Change</i> 2: 47.</p> <p>BIESKI IGC ET AL. 2015. Ethnobotanical study of medicinal plants by population of Valley of Juruena Region, Legal Amazon, Mato Grosso, Brazil. <i>J Ethnopharmacol</i> 173: 383-423.</p> <p>Ellwanger, Joel Henrique, et al. "Beyond diversity loss and climate change: Impacts of Amazon deforestation on infectious diseases and public health." <i>Anais da Academia Brasileira de Ciências</i> 92 (2020).</p> <p>Chapman, Lee. "Transport and climate change: a review." <i>Journal of transport geography</i> 15.5 (2007): 354-367.  <a href="https://www.climate-change-guide.com/leonardo-dicaprio-quotes.html">https://www.climate-change-guide.com/leonardo-dicaprio-quotes.html</a></p> <p>" ENG 112- Article Review / Research Rubric</p> <p>Note: Use the rubric below to guide your preparation.</p> <hr/> <p>(5) <u>  3  </u> The Essay has an introduction with the thesis statement. Reason for choosing the topic stated clearly.</p> <p>(5) <u>  2  </u> The Essay contained an informative and academic structure of writing, well organized with specific organization pattern. Plagiarism rate is less than 20%</p> <p>(5) <u>  3  </u> The Essay established credibility and goodwill in the introduction, body and conclusion. Has a flow with varied signpost throughout the essay?</p> <p>(5) <u>  2.5  </u> The Essay was well organized and used a specific organization pattern, MLA format as well as correct citation throughout the essay structure</p> <p>(5) <u>  2  </u> The Essay discussed the planned headings to include in the presentation and as well as conclusion. Has a cite work/reference page.</p> <p>Total: 12.5/25 marks = 7.5 /15%</p> <p>Note:  As this is your final paper, you should have deleted all the comments that I had wrote down on your draft submission. Including the rubric for the draft which I have now deleted to write my new comments here. I notice that you did not check your work thoroughly nor did you use any of the plans that you mentioned in your reflection plan to be used in this final paper to better your grades, which still results in you getting almost the same mark as your draft. The work cite page was incorrectly referenced and not indented.</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Sample 3: Grade C Male Uliga Centre</p> <p style="text-align: center;">Nuclear Testing</p> <p>Harry S. Truman once said, "The atom was no great decision.' It was merely another powerful weapon in the arsenal of righteousness." (Harry T, Mar 2009) Well, I hope this means a lot to this issue, and maybe it's right for me to come up with and utilize it in my introductory remarks. Why were nuclear testing done worldwide, including in RMI? I actually learned some information on the nuclear testing in the RMI or elsewhere in the world, which is Hiroshima Nagasaki, in high school, and I may still be able to recall what I learned at the time. I hope this is a fantastic opportunity for me to talk about various causes now.</p> <p>Because of the population at the time, nuclear testing was carried out in the RMI. The US decided to visit and chose Bikini atoll and Enewetak atoll for their tests because the population of Marshallese at the time was quite low. What gives, then? I hope the first explanation is that, as I already stated, the low or minimal population on these two atolls and the fact that they were utilized for testing, as well as the fact that they were all impacted by the nuclear testing, are to blame. Here are some details on their decision to go with Bikini Atoll to get you jumping. There were just 162 Bikinians in Bikini at the time, according to the official count.</p> <p>What effect were people having at that very moment? Radiation-related cancer and birth deformities were some of the effects that the residents of RMI were dealing with at the time. People were quite ill immediately following the nuclear tests done on the RMI; some had skin burns, some had cancer, their environment had been ruined, they had all contracted poison, and they hadn't eaten any of the native delicacies. The nuclear testing had an impact on the fish as well, and they carried a toxin (Tilman A.R., 2016). However, when a woman gives birth, the infant is faulty; that is, the child is poisoned by radiation. What defects does the newborn infant have? Although they are already dead when they emerge from their mother, they resemble cucumbers.</p> <p>To sum up, as I previously stated, the US chose the Marshall Islands because it was looking for a "remote" location to test its greatest nuclear bombs (Tilman A.R., 2016). This is why the RMI was chosen for the nuclear tests. The nuclear tests at that time had an impact on all of the consequences that the residents of R 0076cMI were experiencing. Although I might accept this past, it is still a tragic tale that I will never forget.</p> <p style="text-align: center;">Work Cited</p> <p>Tilman A. Ruff, "The humanitarian impact and implications of nuclear test explosions in the Pacific region." The humanitarian impact and implications of nuclear test explosions in the Pacific region, vol. <a href="https://www.cambridge.org/core/journals/international-review-of-the-red-cross/issue/359C71747C6E042619DDD207F1B7D0B9">https://www.cambridge.org/core/journals/international-review-of-the-red-cross/issue/359C71747C6E042619DDD207F1B7D0B9</a>.</p> <p>Tilman A. Ruff, Australian Participants in British Nuclear Tests in Australia, Submission to the Senate Standing Committee on Foreign Affairs, Defence and Trade, 27 October 2006, available at: <a href="http://www.apf.gov.au/Parliamentary_Business/Committees/Senate/Foreign_Affairs_Defence_and_Trade/Completed%20inquiries/2004-07/nuclear_tests_bills_06/submissions/sublist">www.apf.gov.au/Parliamentary_Business/Committees/Senate/Foreign_Affairs_Defence_and_Trade/Completed%20inquiries/2004-07/nuclear_tests_bills_06/submissions/sublist</a></p> <p>Name:</p> <p>Note: Use the rubric below to guide your preparation.</p> <p style="text-align: center;">//</p>

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	<p>(5) <u>  3  </u> The Essay has an introduction with the thesis statement. Reason for choosing the topic stated clearly.</p> <p>(5) <u>  3  </u> The Essay contained an informative and academic structure of writing, well organized with specific organization pattern. Plagiarism rate is less than 20%</p> <p>(5) <u>  2  </u> The Essay established credibility and goodwill in the introduction, body and conclusion. Has a flow with varied signpost throughout the essay?</p> <p>(5) <u>  3  </u> The Essay was well organized and used a specific organization pattern, MLA format as well as correct citation throughout the essay structure</p> <p>(5) <u>  4  </u> The Essay discussed the planned headings to include in the presentation and as well as conclusion. Has a cite work/reference page.</p> <p>Total: 15/25 marks = 9/15%</p> <p>Note: The Discussion points in the body of your paper were very brief and short. You have stated some really great points but if they were discussed with illustrations and examples to elaborate the idea more in each paragraph would have really add more to the content of your paper. Few citations were use but were fairly discussed to blend on well with the points that you stated in each paragraph. The Assignment was also submitted late.</p> <p>Sample 4: Grade B+ Female Uliga Centre Cause and Effect of the nuclear testing on the RMI? “We owe it to future generations to end all forms of nuclear testing.” (Champagne, P, 2020). The reason why I chose this topic is because it interests me. The nuclear testing on the RMI was the testing of bombs that took place on Bikini atoll. It not only affected the islands but also the culture and people’s life. The testing causes death, sickness, and poison to all the islands in Marshall Islands. Not only the RMI was affected by the testing but also the islands in the Pacific. The radiation from the bombs spread all over the islands around the pacific. Many Islands in the Pacific are experiencing many different kinds of sickness. Some migrate to other countries. In this essay I will be talking about the causes and effects of the nuclear testing in the Marshall Islands. The first cause that will be discussed here is, why would the American military test their weapons here in RMI? From 1946 to 1958 the US military tested their 67 bombs. They tested 23 bombs on the island of Bikini including the most powerful bomb called Castle Bravo. As I mentioned before, Castle bravo is the most powerful bomb that the US tested. It is the bomb that destroyed the island of Bikini and its neighboring islands. The Bikinian moved from their homeland in 1946 because the US government was going to do the testing. The Bikinian relocated to one of the islands called Kili, (Jack, N, 1997). After the testing the Bikinian went back to Bikini but they couldn't survive because it was poisoned so they moved to one of the islands in Majuro until now. They tested their weapons here in the RMI due to its location, populations and the distance is far from their very own country. Last but not least Marshall Islands is a safe place to do the testing, so the American asked the ancestors of Bikini if they could use their place to</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>do the testing. They tested the bombs at Bikini and near Eniwetok atoll because of their location. They are way too far from the other Islands. They also chose there because of the population. There are few people there and it is easy to move them from one place to another. The American made some compromise with Marshallese ancestors to make them interested in giving their islands for them to do their testing, (Norris, M, 2016).</p> <p>The first effect is there were many types of disease that were introduced to the people from the nuclear testing. On the day of the bravo, the neighboring islands such as Rongelap, saw the bright light and thought that there was another war. Later that day the radiation from the bomb fell and they thought that it was snowing. Many people were having trouble sleeping because they felt the symptoms from the fall out. Some people experienced blisters and their hair fell. Many people died after the testing. Some women had miscarriage while others gave birth to something that is not a human. According to Yamada, S, “many people suggest that cancer and other diseases in Micronesia are from the testing, (2004).” Not only the Marshallese we’re experiencing these diseases but also the Micronesian. The strong wind moves the radiation all around the pacific and causes all the pacific islanders to experience these types of diseases.</p> <p>Secondly, the environment. The environment is not like before. After the testing the air, ocean, and land are polluted. The radioactive in Bikini atoll still remains till today. The food sources on both land and the ocean are poisonous. No one will want to live there because there is no local food. The testing also causes climate change. I think that the fallout causes damage to the environment. According to Kiger, P, he said that there was a tsunami created by the second atomic bomb (Baker) on Bikini atoll (2022). This bomb was the first one that they tried under water. Of course, the Pacific Ocean is also affected by the bomb that took place underwater. Some fishes in the ocean of some islands in Marshall are poisonous.</p> <p>Lastly, migration. I’ve been noticing Marshallese people migrating to other countries. They didn’t want to stay here because there is a lack of resources for their families. Some plants are still poisoned from the testing. There are many islands where we can’t plant food because the soil is not healthy. Some families want their kids to be healthy so they took them somewhere safer than Marshall Islands. Some go to the US, Hawaii, Japan, and Taiwan. It is now easy for the Marshallese people to migrate to America after the testing because the American and Marshallese government made an agreement that is called Compact of Free Association (COFA) and also known as 177 agreements, (Rose, J, 2022).</p> <p>To conclude this essay, it is real that the US military did their testing here in the RMI for 12 years. These 12 years they dropped 67 bombs leading to both the environment and health of the people of the RMI to not be the same as before. Some of the resources in both lands and the ocean are destroyed by the radiation and how strong the bombs were. Many people have been migrating since almost all of the Pacific Islands are affected. They don’t want their family to suffer because, as I mentioned before, the resources are not enough and they don’t want to get sick. The earth’s environment is also affected by those bombs that were tested in the RMI. I suggest that every country should stop using these types of weapons because it also causes climate change.</p> <p>Work Cited  Champagne, P. “On the International day.” AgainstNuclearTests. (2022), <a href="https://twitter.com/canadafp/status/1299710976523149315?lang=es">https://twitter.com/canadafp/status/1299710976523149315?lang=es</a>  Kiger, P. “7 Surprising Facts about the Nuclear Bomb Test at Bikini Atoll.” The second atomic bomb test at Bikini Atoll created a Tsunami. (May 12, 2022), <a href="https://www.history.com/news/nuclear-bomb-tests-bikini-atoll-facts">https://www.history.com/news/nuclear-bomb-tests-bikini-atoll-facts</a>  Yamada, S. “Pacific Health Dialog” Cancer, reproductive abnormalities, and diabetes in Micronesia: the effect of nuclear testing. (2004), <a href="https://www.researchgate.net/profile/Seiji-Yamada/publication/7486115_Cancer_reproductive_abnormalities_and_diabetes_in_Micronesia_The_effect_of_nuclear_testing/links/02e7e51e397681d33f000000/Cancer-reproductive-abnormalities-and-diabetes-in-Micronesia-The-effect-of-nuclear-testing.pdf">https://www.researchgate.net/profile/Seiji-Yamada/publication/7486115_Cancer_reproductive_abnormalities_and_diabetes_in_Micronesia_The_effect_of_nuclear_testing/links/02e7e51e397681d33f000000/Cancer-reproductive-abnormalities-and-diabetes-in-Micronesia-The-effect-of-nuclear-testing.pdf</a>  JJ, Rose. “The interpreter”, The Remote Marshall Islands Complicate US Pacific Policy. (October 27, 2022), <a href="https://www.lowyinstitute.org/the-interpreter/the-remote-marshall-islands-complicate-us-pacific-policy">https://www.lowyinstitute.org/the-interpreter/the-remote-marshall-islands-complicate-us-pacific-policy</a></p>

Make a Plan	Assessment Data & Analysis
	<p>Jack, N. "Health Physic" A history of people of Bikini following nuclear testing in the Marshall Islands with recollections and views of elders of Bikini atoll. (July 1997, Page 28-36), <a href="https://journals.lww.com/health-physics/Abstract/1997/07000/A_History_of_the_People_of_Bikini_Following.3.aspx">https://journals.lww.com/health-physics/Abstract/1997/07000/A_History_of_the_People_of_Bikini_Following.3.aspx</a></p> <p>Norris, M, S. "Domination and Resistance" The United States and the Marshall Islands during the cold war. (2016, Page 1), <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=0h_HDwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=Why+did+the+American+did+their+testing+in+marshall+islands&amp;ots=0SIHdf5BGw&amp;sig=_PVjER4r1J6145YdGTEHIfXij7c#v=onepage&amp;q=Why%20did%20the%20American%20did%20their%20testing%20in%20marshall%20islands&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=0h_HDwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=Why+did+the+American+did+their+testing+in+marshall+islands&amp;ots=0SIHdf5BGw&amp;sig=_PVjER4r1J6145YdGTEHIfXij7c#v=onepage&amp;q=Why%20did%20the%20American%20did%20their%20testing%20in%20marshall%20islands&amp;f=false</a></p> <p style="text-align: center;">ENG 112- Article Review / Research Rubric</p> <p>Note: Use the rubric below to guide your preparation.</p> <p style="text-align: center;">//</p> <p>(5) <u>  5  </u> The Essay has an introduction with the thesis statement. Reason for choosing the topic stated clearly.</p> <p>(5) <u>  4  </u> The Essay contained an informative and academic structure of writing, well organized with specific organization patterns. Plagiarism rate is less than 20%</p> <p>(5) <u>  5  </u> The Essay established credibility and goodwill in the introduction, body and conclusion. Has a flow with varied signposts throughout the essay?</p> <p>(5) <u>  5  </u> The Essay was well organized and used a specific organization pattern, MLA format as well as correct citation throughout the essay structure</p> <p>(5) <u>  5  </u> The Essay discussed the planned headings to include in the presentation and as well as conclusion. Has a cite work/reference page.</p> <p>Total:   24/25 marks   =    14.4/15%</p> <p>Note: Great discussion points in the Introduction as well as the body of your paper. Lots of ideas were define precisely with correct citation to solidify the value of these discussion points. Well concluded summary as well. Great work Sally!</p> <p>Sample 5: Grade A Male Uliga Centre Cause and Effect Paper Impacts of climate change in the Marshall Islands (RMI)</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>What are the key impacts of climate change on Pacific Island countries? Or What are the key impacts of climate change in the Marshall Islands? “Climate change is a global problem. The planet is warming because of the growing level of greenhouse gas emissions from human activity. If this trend continues, truly catastrophic consequences are likely to ensue from rising sea levels to reduced water availability, to more heat waves and fires.”- Malcolm Turnbull, (2017). What is climate change? a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels. In this essay I’ll be talking about the impacts of climate change in Marshall Islands. The reason why I chose this topic is to convince the people to start to reduce pollution, and find a good way to prevent climate change from destroying our beloved motherland.</p> <p>According to the researcher, “Saltwater intrusion threatens some of the major food-producing regions in the world that are located in mega-deltas, where also much of the world’s population lives (Beddington et al., 2012). Here in the Marshall Islands, we are depending on rain and water supply from big countries. Only 3 percent of freshwater we have, and 97 percent of saltwater which is the Pacific Ocean. Rain sometimes stopped for up to 4 months and our water catchment ran out fast. According to an American researcher, “Overpopulation, pollution and overuse of natural resources (e.g., overfishing and intensive land and water use), and unsustainable development and mining are also degrading island ecosystems (Burke et al., 2011).</p> <p>Transportations like ships, cars, and planes. These moving machines burn a ton of liquid gas and gasoline every day. We are contributing to air pollution by burning fossil fuel. Some people migrate from Majuro to the outer islands to avoid the Heat and smell of smoke. Our plants and trees are dying, the greenhouse effect, etc. Birds are like humans migrating from the city to find a safer place in outer islands.</p> <p>“A changing climate will harm the stability of America’s global allies and it will have direct effects on America’s domestic agriculture, infrastructure, and economy.” (Vagg, Xander, 2012). The RMI is dependent on support or aid from the U.N and financial aid from the U.S. The Marshall Islands can’t fight climate change by itself because of the low economy. The purpose of the economy is to build a sea wall, fix houses, and import more useful materials like solar panels, medical aid, foods, and water to the people who are suffering from climate change.</p> <p>Did you know that climate can cause disease? Yes, the air pollution is increasing asthma, allergies, cardiovascular and respiratory disease. The cancer cases are rising today as we can see some people have lung and kidney cancer because the air is polluted.</p> <p>According to the reporters from the U.S, as it said, “The coastline of the United States is highly populated. Approximately 25 million people live in an area vulnerable to coastal flooding”. – FEMA (2008). When we compare it to the Marshall Islands, it’s a lot more impact on our community than the U.S, because our country is small. Houses that used to be 15 feet from the shore are literally right next to the water. They would mention flooding, and how it just didn’t happen with that kind of frequency.</p> <p>“There are over two million farms in the United States, and more than half the nation’s land is used for agricultural production. The number of farms has been slowly declining since the 1930s,”- USDA (2022). We have our own local agriculture here that really needs our help to prevent climate change from affecting it. Here at the College of the Marshall (CMI), There is an agricultural program called “Land Grant” trying to save our farm by supplying the garden with soil and compost trash. Some of the local trees that produce</p> <p>What can we do to help stop climate change? The rising sea level is the main threat of weather here in our country. First, we ask for financial aid from the U.S or World Bank to Aid our government’s wallet to buy new very important material to build a very strong wall. It might cost a billion of dollars, but we don’t have any other choice. The choice we have is to protect the environment from climate change. Next, we need to reduce cutting down trees and stop removing the big rocks from the ocean side because waves are bigger than the lagoon side’s waves. “The coastal zone suffers from Sedimentation, accretion, and pollution problems as well as the side effects of climate change. Climate change will increase sea level rise, salt water intrusions, and storm surge. Major efforts have been exerted to manage coastal erosion problems and to restore coastal capacity.” - Masria, Ali, et al (2015).</p> <p>To conclude, Climate change is an important topic for the Marshall Islands communities because it is an existential problem for Marshallese who are fighting climate change. Many homes in the outer islands will be destroyed and more Marshallese will migrate to the Majuro and continue to</p>



Make a Plan	Assessment Data & Analysis
	<p>migrate to the U.S and other countries that are safe from the coastal erosion. I really want to see how the people are responding to it in really effective ways.</p> <p>Work Cited            Burke, L., Reytar, K., Spalding, M., and Perry, A. (2011). Reefs at Risk Revisited. Washington, DC: World Resources Institute, 114.            Vagg, Xander. American Security: The Impact of Climate Change. American Security Project, 2012. JSTOR, <a href="http://www.jstor.org/stable/resrep05955">http://www.jstor.org/stable/resrep05955</a>            Deddington. (2012). Climate change. pp. 49-50.            FEMA (2008). Coastal AE Zone and VE Zone Demographics Study and Primary Frontal Dune Study to Support the NFIP. Washington, DC: Federal Emergency Management Agency Technical Report, 98p.            U.S. Department of Agriculture (USDA), Economic Research Service (ERS). (2022). Ag and food statistics: Charting the essentials. Farming and farm income            Masria, Ali, et al. "Coastal Protection Measures, Case Study (Mediterranean Zone, Egypt)." Journal of Coastal Conservation, vol. 19, no. 3, 2015, pp. 281–94. JSTOR, <a href="http://www.jstor.org/stable/24760820">http://www.jstor.org/stable/24760820</a>. Accessed 18 Sep. 2023.</p> <p>ENG 112- Article Review / Research Rubric</p> <p>Name:            Note: Use the rubric below to guide your preparation.</p> <hr/> <p>(5) <u>  5  </u> The Essay has an introduction with the thesis statement. Reason for choosing the topic stated clearly.</p> <p>(5) <u>  5  </u> The Essay contained an informative and academic structure of writing, well organized with specific organization pattern. Plagiarism rate is less than 20%</p> <p>(5) <u>  5  </u> The Essay established credibility and goodwill in the introduction, body and conclusion. Has a flow with varied signpost throughout the essay?</p> <p>(5) <u>  5  </u> The Essay was well organized and used a specific organization pattern, MLA format as well as correct citation throughout the essay structure</p> <p>(5) <u>  4  </u> The Essay discussed the planned headings to include in the presentation and as well as conclusion. Has a cite work/reference page.</p> <p>Total:   24/25 marks   =   14.4 /15%</p> <p>Note:            Great ideas discussed in these cause and effect paper. Very informative and well-grounded facts supported with citations and research. A phenomenal paper with very specific detail, well-structured and supported by research to solidify the discussions carried out in this task. Well cited with use of illustrations and examples to elaborate the points discussed in your review paper. Well Done Zustin!</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
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Students Learning Outcome Report:

Assessment Tool Used- Students were expected and tasked to write a three to four (3-4) pages of a Cause and Effect Paper on a given topic (approved by the instructor) in which they incorporate external sources. The inclusion of the external sources first required them to read the articles, (3-5 articles required) paraphrase, summarize, synthesize and evaluate its effectiveness in its inclusion in their Cause and Effect paper. This inclusion of evidence has to clearly support the ideas discussed in the essay, rather than mechanical insertion of a source. Students were also required to write this Assignment with a clear introduction, an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.

The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited page. A rubric was also provided for their references and guidance in completing the task successfully and correctly.

Bench Mark: 70% of the students will score or more in the Assessment.

Note: Students were taught on the structure and outline of how to write a cause and effect paper with sample and an outline provided for them. Rubric was also given as students needed to be aware of the expectations in this essay. They were taught on how the Introduction are written, with the thesis statement as well as the body and conclusion. The students were divided into groups of three to brainstorm on any of the given topics that they were to choose from, drafting an introduction using the example given in class. Students were also taught on how to cite, quote and paraphrase any ideas borrowed from other trusted academic sources online.

Assessment Data & Analysis:

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%
1	14	13	9	4	10
				3	1

Assessment & Data Analysis Notes:

Out of the 14 students that were enrolled in this course, ENG 112 section 1, only one of these students did not attempt the task. This male student hasn't been attending class during this course of study and has not submitted any of the required task including the SLO assessment task. The bench mark required pass rate for this SLO is 70%. There are 10 students who achieved above the 70%, making 77% scoring above the required bench mark. Out of the 77% percentage pass rate of students scoring above the 70%, 1 student scored 80%, 5 students scored 84%, 1 scored 88%, 1 student scored 92% and 2 students scored 96% in this Assessment task. As for the 3 students that scored below 70%, making 33% scored below the bench mark percentage rate, 1 student scored 24%, another student scored 44% and the last student scored 64% in her Assessment task. From the 3 students that scored below the bench mark, two of the students were females and the other was a male student, all from Uliga campus.

The male student who didn't attempt the Assignment, he was given few options earlier at the beginning of the second half of the semester, one is to attend via zoom at least once a week, and to submit Assignments and the other option was to drop out of the course as he hasn't been in class and never submitted any required task to pass this course. At this point time, he still hasn't made up his mind and hasn't dropped out of the course. Even then, he still hasn't come back to class, nor has he even done any of the assessment task for this course to successfully pass the course at the end of this semester.

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Assessed By::</b> Kirk Layton <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision. <b>Additional Information</b> <b>Action Due Date:</b> 01/15/2024 <b>Actions:</b> No action needed. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 12/07/2023</p> <hr/> <p><b>Assessment Data &amp; Analysis Date:</b> 04/03/2023 <b>Actual Benchmark Score:</b> 75</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Assessment Data &amp; Analysis: Sample 1</b>  Grade: C  Female  Jaluit Centre  The effects of COVID-19 on a nation  According to WHO (World Health Organization) “COVID-19 is an infectious disease caused by the SARS-CoV-2 virus.” COVID-19 is the worst disease in this world because it is the disease that leads to the closing down of borders and it killed about 6.5 million people globally. When COVID-19 happened and people were dying, countries closed their border. Industries began to run too slow and are starting to close down. In RMI, the disease came but we were fortunate as only a few died from this disease. Moreover, citizens took the COVID-19 vaccination and booster shots and also we were prepared before this disease reached the nation. There are some effects of COVID-19 on nations. COVID-19 can affect a nation's economy, society and government. Therefore, COVID-19 had numerous impacts and this essay will discuss the key impacts on the economy, social life and the closing of borders.</p> <p>First, the COVID-19 affects a nation’s economy. The COVID-19 pandemic has caused direct impacts on income due to premature deaths, workplace absenteeism and reduction in productivity. It also affects a nation’s economy by lack of tourists coming into an island for visits due to closing down of the borders. This leads to low economic growth in a nation. COVID-19 affects the economy of a nation too much. For example, Marshall Islands has a low rate in the tourism industry and the fishing company too. For instance, for the tourism industry, there are less tourists coming to our island due to COVID-19. In addition, less tourists coming to our islands spellsless wages for the workers and the resorts will start to go down. It has created serious disruptions for the global economy. According to the World Bank the pandemic generated “the largest economic shock that the world has experienced in decades”.</p> <p>Secondly, COVID-19 also had social effects on a nation. COVID-19 outbreak affects all segments of the population and is particularly detrimental to members of those social groups in the most vulnerable situations. Due to social distancing, for example in the Marshall Islands, everyone cannot invite each other for any celebration. Also, students will find their ways to connect and communicate with their teacher for their studies. Therefore, everyone cannot go to church at one time because there is social distancing due to COVID-19 and people should be apart from one another for 6 ft long. This is also applied in the workplaces and workplaces are starting to close down due to lack of workers and customers. Social life was negatively affected, in the RMI cases of birthdays or parties where everyone cannot gather together and enjoy due to social distancing.</p> <p>The third impact of how COVID-19 affects a nation is its government. COVID-19 affects a nation’s government by implementing the decision of closing down the borders. For instance, for the Marshall Islands if borders are closed down, there will be a lack of resources coming to our nation. This will lead to the government to run slowly and everything will be out of control. This means that there will be no imported food and supplies. Marshall Islands takes supplies and goods from the US and other places like Taiwan and more-but if COVID-19 still ongoing, Marshall Islands’ government will be no use.</p> <p>However, there are positive impact of COVID-19 such as quality family time, financial aid from other countries, such as Cares Fund for CMI students, and some more. In addition, the borders open and people keep going in and out of anywhere. Moreover, students also keep going to school without getting any COVID-19. Ships and Planes are also coming in and going out bringing supplies and people from place to place, moreover, there are still tourists that are traveling from place to place. These are the reasons why COVID-19 is not affecting a nation’s economy, social and government. Everything is still ongoing even though there is COVID-19. For instance, there are still many workers in the workplaces. In conclusion, even though the COVID-19 is yet here in the Marshall Islands, we still have to be safe and secure. We must follow the steps of COVID-19 prevention in order to be safe. According to JOHN HOPKINS “there are 235,705,415 global confirmed and there are 4,814,532 global deaths.” These are huge numbers of deaths from the COVID-19, so we have to be alert at any time. COVID-19 moves rapidly and can kill</p>



Make a Plan	Assessment Data & Analysis
	<p>Revision            (5) The essay has been thoroughly revised      The essay has been revised      The essay has been revised but some revisions are ineffective      The essay has been revised very little      The essay has not been revised      8      4</p> <p>Page Length            The essay meets the page length      The essay falls a little short      The essay is too short 7</p> <p>Total            11.4/15      /100 90/100 76/100</p> <p>Sample 2:            Grade B            Male            Uliga Centre            Key Contributions to Pollution</p> <p>Pollution is the introduction of harmful materials to the environment. This means that pollution is a phenomenon that occurs when someone throws any kind of non biodegradable into the ocean, land, or emits some kind of smoke that can damage the air around us. There are more than one key contributing factors to pollution. Since pollution happens due to our selfishness of not caring for the environment around us but instead we pollute it and expect some kind of miracle to just take away that trash, we humans are one of the main contributors because we not just pollute the environment but also the ocean and not clean it up. Although we humans are responsible, there are things that we make that have caused more pollution to the air, ocean, and the land such as factories, oil, and littering.</p> <p>The first contributing factor to pollution is the big factories that emit smoke into the air causing the air to be unbreathable and toxic. Factories are these big houses that work with fire and use fossil fuels to operate. In factories, toxic materials and glasses, like carbon dioxide and methane, are burned and pumped out into the atmosphere (“What Are the Ways to Make Factories Eco-friendly?”). Fossil fuels are dead animals and plants from thousands or millions years ago. Fossil fuel when its being burned produces carbon dioxide, a greenhouse gas that traps the heat on the atmosphere which also causes global warming. Carbon dioxide is a kind of smoke that creates smog which affects the human respiratory system and also kills plants and destroys the ozone layer (Somma and Tremblay). There are so many factories across the world that it has caused so much pollution, contributing to polluting the air and also contaminating the air with the amount of fossil fuels being released into the atmosphere.</p> <p>The second contributing factor to pollution is spillage of oil into the environment. Oil is a liquid that is found beneath the earth which is also a fossil fuel but comes in liquid form. It is an organic matter from dead animals and plants. There are many ways that oil can pollute the environment and also the ocean. The ships that we see going around the world from countries to countries always carry a ton of oil traveling around the world. There are times that ships leak oil into the ocean and contaminate the ocean and kill its habitats. According to statistics “depending on the circumstances, oil spills can be very harmful to marine birds, sea turtles and mammals, and also can harm fish and shellfish. Oil destroys the insulating ability of fur-bearing mammals, such as sea otters, and the water-repelling abilities of a bird's feathers, exposing them to the harsh elements” (“Oil spills”). Another possibility is that there are oil spills that also occur on land due to car leaking of oil and drainage which affects the plants. “As spilled oil on land prevents water absorption by the soil, spills on agricultural locations of grasslands have the effect of choking off plant life” (“Land”). Oil is one of the most heinous types of liquid that can kill many animals and cause defection on them and plants.</p>



Make a Plan	Assessment Data & Analysis			
	(10) The essay uses and correctly cites sources but does not cite it Works Cited	The essay does not use a source 7.5	The essay uses a source but citations are incorrect 7.5	The essay uses a source but citations are incorrect 7.5
	(10) The essay has a correct works cited page works cited page 0	The essay has an incorrect works cited page	The essay does not have a works cited page	The essay does not have a works cited page
	(5) The essay is well- organized The essay is developed lacks a clear structure 5	The essay is mostly developed	The essay lacks development	The essay lacks development
	Grammar, Punctuation, and Spelling (20) The essay contains too many errors 18	The essay contains minimal GPS errors	The essay contains several errors	The essay contains several errors
	MLA (10) MLA is correct	MLA is not correct 10		
	(5) The essay has been thoroughly revised ineffective The essay has been revised very little	The essay has been revised	The essay has been revised but some revisions are ineffective	The essay has been revised but some revisions are ineffective
	Page Length The essay meets the page length	The essay falls a little short	The essay is too short	80.5/100 12.1/15
	<p>Total</p> <p>Sample 3 Grade D Male Uluga Campus 2/20/2023</p> <p>The key impacts of climate change on Pacific islands countries</p> <p>Climate change is a change in the usual weather patterns in a region. Climate change has been going on since 1980 and it's really changing so fast. Mankind has created it and it will never stop. Climate change is still here and it affects all around the world. Pacific islanders are worried because they don't know where to go if climate change affects their countries. These are the three impacts for climate change on Pacific islands: pollution, sea level rising and increasing temperature.</p> <p>First climate change was caused by pollution. Mankind has made cars, trains, and planes that made the atmosphere opening. People also build power plants so they can have electricity and power but the gas can damage the ozone layer. Pollution can cause many kind of sicknesses like lung disease, heart disease and respiratory disease and it cause many people die fast because the air that they breathe is not good for the body. For example, people just throw their trash into the ocean and drop wasted gas through the ocean that makes the ocean animal dead.</p> <p>Climate change is also a cause of sea level rising. Many people from Pacific countries are migrating from their places because they lost their home, life and livelihood. Sea level rising is one of the big problems all around the world, especially in low-lying islands found in the pacific. The rising sea can cause destructive erosion, agricultural soil contamination with soil, wetland flooding, and losing fish, birds, and plants. Many pacific islanders know that when there is a storm or tsunami they will just leave their things and go to the high places like mountains and wait for the news to say that it's gone. Sea level can cause many kinds of harmful things in the pacific countries. For example, in Tuvalu the scientist</p>			



Make a Plan	Assessment Data & Analysis
	<p>says that Tuvalu will sink and disappear in the future.            Lastly, the increase of the temperature. In the pacific countries people have been staying home because of the increase of the temperature. Greenhouse gas emissions have increased the greenhouse effect and caused the earth's surface temperature to rise. Increasing temperature causes trees to die and dry due to a scarcity of water, which contributes to forest fire. Pacific islanders are really worried because they are out of water to drink and water to take a bath because of the increasing temperature. For example, some of the pacific countries have their forests on fire because of rising temperatures. Climate change is a very big problem to the world but the good news is it makes many plants grow and a milder climate in some frozen regions of the earth.            Counter argument (refutation) paragraph            In conclusion, climate change is the most significant problem all around the world. The Marshallese and all the pacific countries can stop climate change from pollution, sea level rising, and increasing temperature in the future. If we cannot prevent it as soon as possible, our world will face undesirable consequences.</p> <p>Works Cited            Kumar, Sanjeshni." Plastic pollution could put 2.3 million pacific islanders." livelihoods at stake." Pasifika Environews, September 8 2022, <a href="https://pasifika.news/2022/09/plastic-pollution-could-put-2-3-million-pacific-islanders-livelihoods-at-stake/#:~:text=Experts%20say%20up%20to%2053,today%20because%20of%20plastic%20pollution">https://pasifika.news/2022/09/plastic-pollution-could-put-2-3-million-pacific-islanders-livelihoods-at-stake/#:~:text=Experts%20say%20up%20to%2053,today%20because%20of%20plastic%20pollution</a>.            Bullens, Lara." Pacific islands countries fight to ensure future before sea level swallow them." Climate crisis, December 6 2020, <a href="https://www.france24.com/en/asia-pacific/20221124-pacific-islands-fight-for-existence-before-rising-sea-levels-swallow-them-up">https://www.france24.com/en/asia-pacific/20221124-pacific-islands-fight-for-existence-before-rising-sea-levels-swallow-them-up</a>.            Patrick, Pringle. "Effect of climate change on 1.5 temperature rise relevant to the pacific islands." Foreign and Commonwealth office, 2018, p. 12. <a href="https://www.preventionweb.net/publication/effects-climate-change-15deg-temperature-rise-relevant-pacific-islands">https://www.preventionweb.net/publication/effects-climate-change-15deg-temperature-rise-relevant-pacific-islands</a>.</p> <p>Element/Score Excellent            (A) Above Avg. (B) Average            (C) Below Avg.            (D) Unacceptable %</p> <p>Punctuality            The essay was turned in on time            Title The essay is well-titled The essay is titled The essay is titled "Cause and Effect" The essay is not titled            Thesis            (10) The essay has a well-developed thesis The essay has a thesis The essay does not have a thesis 5            Discussion of causes and/or effects            (30) The essay fully discusses the causes or effects or both The essay discusses the causes or effects No causes            or effects are described 18            Source Use            (10) The essay uses and correctly cites sources The essay uses a source but citations are incorrect The essay uses a source            but does not cite it The essay does not use a source 0            Works Cited</p>

Make a Plan	Assessment Data & Analysis		
	(10) The essay has a correct works cited page works cited page 5 Organization (5) The essay is well- organized The essay is developed lacks a clear structure 4 Grammar, Punctuation, and Spelling (20) The essay contains minimal GPS errors The essay contains too many errors 16 MLA (10) MLA is correct Revision (5) The essay has been thoroughly revised The essay has been revised The essay has been revised but some revisions are ineffective The essay has been revised very little The essay has not been revised 3 Page Length The essay meets the page length The essay falls a little short The essay is too short Total 59 /100 8.9/15	The essay has an incorrect works cited page  The essay is mostly developed  The essay contains several errors  MLA is not correct 8  The essay has been revised  The essay falls a little short	The essay does not have a  The essay lacks development  The essay contains several errors  8  The essay has been revised but some revisions are ineffective  The essay is too short
	<p>Sample 4 Grade A Female Uliga Campus Impacts of Climate Change in the Pacific Climate change is one of the issues that has a greater impact on many Pacific island communities and their natural environment. It has developed a negative influence on the wildlife and the ecosystem that many living organisms depend on for survival. Besides is also causing a decline in wildlife, as well as a disruption of water life. In addition, it is expected that many species of plants and animals will become dead if these changes continue. Moreover, because many islanders depend on the ocean and food production for their livelihood, this creates a big loss to them. Above all, climate change has been a long concern to many of the residents for the past decades. It is not just in the Pacific islands that are experiencing climate change but the whole world also. And I believe that if this current situation of climate change continues in a similar manner, then all forms of life on the earth will be affected and slowly banished. Despite this, there will be a greater loss for the entire world, especially for the people that live on these small low-lying islands. This essay will explain some of the consequences of climate change in the Pacific islands which included rising sea levels, flooding, and drought. Rising sea level has become one of the effects of climate change that has impacted many Pacific islanders. Sea-level rise in this part of the Pacific has an impact on the coastal areas specifically on the marine resources that most islanders rely on for their livelihood. Many islands that are part of the Pacific are surrounded by coral reefs. Apart from that, these coral reefs offer the islands a built-in defense that lessens the force of incoming severe storms. This kept the islands from being completely destroyed by thick, heavy weave. In addition to shielding the islands, these reefs can also serve as a home for the marine life that lives in the ocean. As well acknowledged, these ocean species have become a part of an islander life. The majority of them rely on the ocean to make a living. For instance, Marshall Island is one of the low-lying islands in the Pacific that is experiencing sea level rise. And most of the people that live on it depend on the ocean for things such as transportation, food and</p>		

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>even more. As a result of sea level rise, many marine species and fisheries are in danger, however people are still more concerned with today's problems than what will happen in the near future and our future generations. Unlike the developed countries, small island countries rely more on the healthy oceans to feed their families and provide an income than people in other parts of the world. The Pacific islanders' way of life and the sustainable development of their islands have indeed been significantly impacted by climate change, and they do not know what to expect more from it. Based on the World Meteorological Organization research, climate change happened and the sea level will rise by an average of 4.5 millimeters annually from 2013 to 2021, reaching a new high. ("Climate change"). Because of this, the entire world is in mourning, and if we don't act now to stop it from happening further, who will?</p> <p>Following sea level rise, flooding is another effect that has been caused by climate change. Flooding is an overflow of water that covers typically dry land. Small, low-lying islands are typically where this happens. Flooding has caused many homes to be lost, and as a result, the majority of people are moving. According to the UNHCR, which is the UN agency for refugees, weather-related crises like floods have compelled 21.5 million people to leave their homes on average every year (McAllister). Even occasionally, some families that have lost their homes may find it challenging to relocate or find a new home due to a lack of resources or money to rebuild or repair their homes. Additionally, many locals' properties are being destroyed. Natural resources that are essential to the livelihood of many Pacific islanders are also being destroyed. Nevertheless, Marshall Islands was one of the blessed nations in the Pacific, despite being one of the smaller nations out there. With \$4.5 million provided, the people of the Marshall Islands were able to construct a new seawall to safeguard their homes and the land of many locals who live close to the ocean. The \$3 million had been set aside for seawall projects on Majuro the capital city of the Marshall Islands, \$1 million for Ebeye, and an additional \$500,000 for outer islands ("Seawall"). Consequently, the extreme flooding has also resulted in contaminated the water supply that people depend on for their needs. Most people in the Pacific region rely on groundwater for their needs, which they can use for laundry, or even for cooking. Given the contamination from human waste, the water supply is unsafe for many locals to use. Which is why Tuvalu, one of the low-lying nations, has partnered with the Pacific Adaptation to Climate Change (PACC) program of UNDP to give the island's residents water resource management as a top priority (Khalid.)</p> <p>Through this project, we have managed to give the people of Lofeagai a significant reserve of 700,000 liters of water so they have this extra supply to fall back on in their time of need," said Loia Tausi, PACC Project Coordinator.</p> <p>I believe that what the world most urgently requires right now is for everyone to work together to lessen climate change and make the world a better place to live.</p> <p>Drought is also among the effects of climate change that is affecting the lives of many islanders. Many people experience terrible issues due to drought, which is brought on by a lack of rainfall. Drought is also among the effects of climate change that is affecting the lives of many islanders. Many people experience terrible issues due to drought, which is brought on by a lack of rainfall. Water is one of the main sources that people need in their everyday lives. Without it, people and also many other living things won't be able to survive. In addition, drought can also cause local agriculture to be damaged and this affects mostly the residents that rely more on farming. People used water to grow their food, to drink, and even to cook with.</p> <p>Every year, an estimated 55 million people are affected by droughts, which pose as the greatest threat to livestock and crops in almost every region of the world. Drought is causing mass migration, putting people's livelihoods in danger, and increasing the risk of disease and death. 70% of the world's population lacks access to clean water, and by 2030, 700 million people may be in danger of being displaced by a drought ("Drought").</p> <p>It further occasionally caused people to travel further to some locations in search of water. When there is not enough water this also causes the animal species to move to a better place to look for water. Even when there is no water, it kills thousands of species on land. In the last nine months, the Kenya Wildlife Service and other organizations have recorded the deaths of 512 wildebeests, 381 common zebras, 205 elephants, 51 buffaloes, 49 Grevy's zebras, and 12 giraffes ("Drought kills hundreds"). Marshall Island is also among countries who is no stranger to drought.</p>

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	<p>In 2013, over 5,000 Marshallese people were affected by drought. It was an unpleasant reality that every family had to face. However, later that year Marshall Island was able to receive an estimate of 5.5 million dollars to help people in need (Andrews). Up to this point, Marshallese leaders and citizens have done their best to raise awareness of climate change for not only the pacific countries but also for the entire world. Some oppose the idea that climate change is due to human activities, and think that climate change is caused by natural forces and not because of human acts. The force of the sun, volcanic eruptions, and variations in the amounts of naturally existing greenhouse gases are all factors that can influence climate change. Volcanoes have had a considerable impact on climate, and such violent volcanic eruptions have release particles such as SO2 into the upper atmosphere, where they can reflect enough sunlight back into space to cool the planet's surface for several years. Also, the amount of sunlight that reaches the ground is absorbed to an extent of about 70% ("Climate Change"). Causing the natural changes in the earth's surface, like melting of the ice to occur and create climatic changes. However, numerous peer-reviewed studies have found that over 97% of climate scientists concur that it is highly likely that human activity is to blame for the world's climate change ("Humans Activity"). Regrettably, a lot of netizens are doing nothing about it. Perhaps if individuals could work together to combat the effects of climate change on our earth. And if this were to happen, I think the world would improve and both people and animals could live there carefree.</p> <p>To sum up, climate change is a significant issue that needs to be addressed globally, not just in the Pacific, as both humans and other living creatures share the same desire and that is for the world to be a better place where people and animals can live freely and without conflict. With sea level rise, flooding, and drought, both humans and animals won't be able to live a comfortable life. People are experiencing these changes in their everyday lives. Besides that, many locals are losing their homes, their agriculture is being destroyed, the soil used to grow their food is being destroyed due to land becoming filled with salt water, many Pacific islanders left the area because it is uninhabitable, or they lost their homes due to sea level rise or flooding and even due to drought. Many nations around the world whether it big or small, have experiences drought and view it as one of the dangerous issues that many faces in their everyday lives. The is a harsh reality to both human and living things. Because, when this occurs, many people are affected, particularly the farmers who rely on agriculture for both their livelihood and their food. Countless lives are being affected by these factors, not just in low-lying countries but throughout the entire world. Though I honestly recommend that we all people should work together to address the issue and consequences of climate change in order to improve our nations and in general preserve the world for our upcoming generations.</p> <p>Works Cited  Andrews, Sally. "Droughts in the Marshall Islands." The Diplomat. 16 Feb, 2016  <a href="https://thediplomat.com/2016/02/drought-in-the-marshall-islands/">https://thediplomat.com/2016/02/drought-in-the-marshall-islands/</a>  "Causing of Climate Change". United States Environmental protection Agency. 19 Aug, 2022. <a href="https://www.epa.gov/climatechange-science/causes-climate-change#16foot">https://www.epa.gov/climatechange-science/causes-climate-change#16foot</a>  "Drought". The World Health Organization.  <a href="https://www.who.int/health-topics/drought?gclid=CjwKCAiA0JKfBhBIEiwAPhZXD3Tq_uFIYCnPF77OPXtGYAN0TjBHC82KTu2nPyYc4zdEasXaTkPLthoCJxAQAvD_BwE#tab=tab_1">https://www.who.int/health-topics/drought?gclid=CjwKCAiA0JKfBhBIEiwAPhZXD3Tq_uFIYCnPF77OPXtGYAN0TjBHC82KTu2nPyYc4zdEasXaTkPLthoCJxAQAvD_BwE#tab=tab_1</a>  "Drought kills hundreds of animals in Kenyan wildlife preserve." Aljazeera. <a href="https://www.aljazeera.com/gallery/2022/11/7/photos-drought-kills-hundreds-of-animals-in-Kenyan-wildlife-preserves">https://www.aljazeera.com/gallery/2022/11/7/photos-drought-kills-hundreds-of-animals-in-Kenyan-wildlife-preserves</a>  "How is climate change impacting the world's oceans?" United Nations.</p>

Make a Plan	Assessment Data & Analysis
	<p> <a href="https://www.un.org/en/climatechange/science/climate-issues/ocean-impacts">https://www.un.org/en/climatechange/science/climate-issues/ocean-impacts</a>.            “Is Human Activity Primarily Responsible for Global Climate Change?” Britannica ProCon. 1 Mar, 2020. <a href="https://climatechange.procon.org/">https://climatechange.procon.org/</a>.            Khalid, Mohammed. “What’s the Water Quality Like in Tuvalu?” Borgen Magazine. 17 Aug, 2017. <a href="https://www.borgenmagazine.com/water-quality-in-tuvalu/#:~:text=Wastewater%20runoff%20long%20since%20migrated,for%20contamination%20and%20For%20pollution">https://www.borgenmagazine.com/water-quality-in-tuvalu/#:~:text=Wastewater%20runoff%20long%20since%20migrated,for%20contamination%20and%20For%20pollution</a>.            McAllister, Sean. “There could be 1.2 billion climate change refugees by 2050. Here’s what you need to know.” Zurich. 13 Jan, 2023. <a href="https://www.zurich.com/en/media/magazine/2022/there-could-be-1-2-billion-climate-refugees-by-2050-here-s-what-you-need-to-know#:~:text=According%20to%20the%20UNHCR%27s%20report,highly%20vulnerable%20to%20climate%20change">https://www.zurich.com/en/media/magazine/2022/there-could-be-1-2-billion-climate-refugees-by-2050-here-s-what-you-need-to-know#:~:text=According%20to%20the%20UNHCR%27s%20report,highly%20vulnerable%20to%20climate%20change</a>.            “Seawalls going up all over.” The Marshall Islands Journal. 11 Oct, 2019 <a href="https://marshallislandsjournal.com/seawalls-going-up-all-over/">https://marshallislandsjournal.com/seawalls-going-up-all-over/</a> </p> <p>           Element/Score Excellent            (A) Above Avg. (B) Average            (C) Below Avg.            (D) Unacceptable %         </p> <p> <b>Punctuality</b>            The essay was turned in on time            Title The essay is well-titled The essay is titled The essay is titled “Cause and Effect” The essay is not titled            Thesis            (10) The essay has a well-developed thesis The essay has a thesis The essay does not have a thesis 10            Discussion of causes and/or effects            (30) The essay fully discusses the causes or effects or both The essay discusses the causes or effects No causes or effects are described 30  <b>Source Use</b>            (10) The essay uses and correctly cites sources but does not cite it The essay does not use a source 10  <b>Works Cited</b>            (10) The essay has a correct works cited page works cited page 10 The essay has an incorrect works cited page The essay does not have a works cited page  <b>Organization</b>            (5) The essay is well-organized The essay is developed The essay is mostly developed The essay lacks development The essay lacks a clear structure 5  <b>Grammar, Punctuation, and Spelling (20)</b>            The essay contains minimal GPS errors The essay contains several errors            The essay contains too many errors 20  <b>MLA</b>            (10) MLA is correct MLA is not correct 10  <b>Revision</b>            (5) The essay has been thoroughly revised The essay has been revised The essay has been revised but some revisions are ineffective The essay has been revised very little The essay has not been revised 5  <b>Page Length</b> </p>

Make a Plan	Assessment Data & Analysis		
	The essay meets the page length Total	The essay falls a little short	The essay is too short 100 /100 15/15
<p>Sample 5 Grade: B+ Gender: male Campus: Uliga</p> <p>Insomnia Many people who have trouble falling asleep also experience insomnia. This could last a few days or maybe even a week. This can be crippling and interfere with daily life for some people. Numerous things, such as stress, medications, the environment, and a person's sleep habits, can contribute to this illness. If a person does not get enough sleep, insomnia can result in stroke, diabetes, and high blood pressure, all of which can be fatal.</p> <p>People are having difficulty falling asleep as a result of problems with some of their companies. Companies can put a lot of stress on their employees, leading to anxiety and depression. Some people might be under stress because they can't decide whether to pay their rent or not. Others may struggle if they awaken at midnight with their brains awake and are unable to concentrate on going back to bed. "The recognition of bidirectional relationships between obstructive sleep apnea (OSA) and post-traumatic stress disorder (PTSD) among active military service members and US veterans continues to grow [1]. The prevalence of PTSD may be as high as 25% among recently deployed military personnel while the incidence of OSA has shown a 6-fold increase in recent years [2, 3]". Insomnia-related sleep deprivation can have negative physical and mental effects. People start to experience high blood pressure because they are sleeping less and their brain has been controlling their body for too long.</p> <p>Another factor is the environment, some people have trouble sleeping in noisy environments or in bedrooms that aren't designed for restful sleep. such as establishing a regular sleep schedule, purchasing a cozy mattress, sleeping in total darkness, dimming the lights, and decreasing noise. "The tendency of many sleepless people to push bedtime later and later, particularly on the weekends, has been attributed to what researchers thought was a natural adjustment to the cumulative effect of a 25-hour clock." More and more people are having strokes as a result of sleep deprivation. The hypothalamus of the brain is where the clock is located, according to earlier studies. When the body temperature drops around 10 p.m., the desire to sleep typically peaks. Although the likelihood of awakening rises around 4 a.m., two hormones—melatonin and cortisol—allow people to sleep through the rest of the night. It is therefore crucial to act to enhance the sleeping environment, such as by creating a regular sleep schedule and avoiding screens before bed.</p> <p>Medication Even with these methods some people could still have trouble getting enough sleep, in which case talking to a healthcare provider might be helpful. Medication such as sleeping pills and other sleep aids may occasionally be used to ensure that a person can obtain enough sleep. Make sure that meals and snacks before bedtime have some type of protein or carbohydrate, including crackers and peanut butter. Low blood sugar during the night might cause insomnia or poor-quality sleep. "University students experience high levels of stress and sleep disturbance, increasing the likelihood of sleep-promoting substance use. Long-term use of sleeping aids can lead to chronic sleep problems and dependence. It is important to understand the factors that predict such use in order to offer prevention/intervention programs for at-risk groups". Diabetes enters the picture here, as those who have it may need to watch their blood sugar levels and maintain them throughout the night.</p> <p>Exercise during the day is good for one's physical and mental health, and it also aids in a better night's sleep.</p>			

Make a Plan	Assessment Data & Analysis
	<p>Insomnia can be caused by a variety of factors, such as stress, medications, the environment, and a person's sleep habits. It can have negative physical and mental effects, such as stroke, diabetes, and high blood pressure. It is important to act to enhance the sleeping environment, such as by creating a regular sleep schedule, purchasing a cozy mattress, sleeping in total darkness, dimming the lights, and decreasing noise. Medication can be used to ensure enough sleep, and meals and snacks before bedtime should have protein or carbohydrates. Exercise during the day is also good for one's physical and mental health and aids in a better night's sleep.</p> <p>Works Cited</p> <p>Wallace, Douglas M., and Alexander Sweetman. "Comorbid sleep apnea, post-traumatic stress disorder, and insomnia: underlying mechanisms and treatment implications—a commentary on El Solh et al.'s 0RW1S34RfeSDcfkexd09rT2Impact of low arousal threshold on treatment of obstructive sleep apnea in patients with post-traumatic stress disorder1RW1S34RfeSDcfkexd09rT2." <i>Sleep and Breathing</i>, vol. 25, no. 2, 2021, pp. 605-607. ProQuest, <a href="https://www.proquest.com/scholarly-journals/comorbid-sleep-apnea-post-traumatic-stress/docview/2540001369/se-2">https://www.proquest.com/scholarly-journals/comorbid-sleep-apnea-post-traumatic-stress/docview/2540001369/se-2</a>, doi: <a href="https://doi.org/10.1007/s11325-020-02107-z">https://doi.org/10.1007/s11325-020-02107-z</a>.</p> <p>The, Associated P. "CAUSES OF INSOMNIA REFUTED: [FINAL EDITION]." <i>The Commercial Appeal</i>, Jun 25, 1999, pp. A2. ProQuest, <a href="https://www.proquest.com/newspapers/causes-insomnia-refuted/docview/393836214/se-2">https://www.proquest.com/newspapers/causes-insomnia-refuted/docview/393836214/se-2</a>.</p> <p>Khader, W., et al. "0362 Does Time in Bed Differentiate Between Good Sleepers and Subjects that Develop Acute Insomnia, Recover from Acute Insomnia, and/or Develop Chronic Insomnia?" <i>Sleep</i>, suppl.S1, vol. 41, 2018, pp. A138-A139. ProQuest, <a href="https://www.proquest.com/scholarly-journals/0362-does-time-bed-differentiate-between-good/docview/2036662647/se-2">https://www.proquest.com/scholarly-journals/0362-does-time-bed-differentiate-between-good/docview/2036662647/se-2</a>, doi: <a href="https://doi.org/10.1093/sleep/zsy061.361">https://doi.org/10.1093/sleep/zsy061.361</a>.</p> <p>Sample 6</p> <p>Grade: B</p> <p>Gender: male</p> <p>Campus: Uliga</p> <p style="text-align: center;">"Alcoholism".</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Today's teenagers often believe that drinking protects their habit from affecting and aids in overcoming anxiety. In quite a while, heart conditions brought on by alcoholism can be deadly. Young teenagers, for particular, are not fully aware of the consequences of drinking too much liquor. not just teenagers, but all families worldwide. In this essay, I'll address the benefits of alcoholism for younger students and how we can stop it from spreading globally, specifically to your loved ones, family, and communities.</p> <p>Alcohol use might often be enjoyable, but it can also lead to kidney, lung, and heart issues. These constructs are important for you to remain. Your body won't be able to function correctly without these. Good exercise increases your body's energy levels and helps students concentrate more on their schoolwork and less on work-related stress. Students should be aware of the advantages of alcoholism because alcohol abuse poses a severe risk to their health and future. Low blood pressure, low sugar, and weight loss are advantages of alcoholism. Also, it's best for students to concentrate on their studies rather than drinking continuously. According to my research More than 1,579 college students between the ages of 18 and 24 have died from alcoholism in the past several years, and there are currently 696,000 students between the age of 18 and 24 who were "Assaulted" by another student who has been drinking. It's hard to see (Indiana Center for Recovery) how students got to be like that. Setting goals, drinking carefully, requesting help, and remaining persistent are the best ways to stop drinking or avoid becoming alcoholics. After nicotine, alcoholism is considered to be the second most popular global cause of widespread usage. The "2019 National survey on drug use and health" found that 86% of Americans over the age of 18 reported using alcohol at some point in their lifetime. Alcohol use can cause long-term alcohol dependence as well as satisfaction and pleasure. College students, their families, and the campus community are all impacted by drinking. Drinking also contributes to stress and issues. Having a hard time dealing with heartbreak or losing a loved one, for instance. As a result of not saying or doing the miraculous thing that might have saved your loved one, you might feel bad about it or blame yourself. It's terribly sad. But, it's crucial to keep in mind that you are powerless to stop on your own. despite how much you might want to. but the only issue. Finally, alcohol relieves pressure on the central nervous system. This indicates that the medication slows brain activity. Your mood, conduct, and self-control may change as a result. It may impair one's memory and ability to think coherently. Alcohol is unpleasant when consumed in excess, but it also helps relieve tension by erasing negative memories that are beyond your control. (Indiana Center for Recovery)</p> <p>(Indiana Center for Recovery)Works Cited  Indiana Center for Recovery. "Losing a Loved One to Alcoholism." Indiana Center for Recovery, 12 November 2021, <a href="https://treatmentindiana.com/losing-a-loved-one-to-alcoholism/">https://treatmentindiana.com/losing-a-loved-one-to-alcoholism/</a>. Accessed 3 March 2023.  national Institute on Alcohol abuse and Alcohol.</p> <p>Sample 7  Grade: B  Gender: male  Campus: Uliga  Alcoholism</p> <p>Alcoholism is one of the most serious illnesses for every human being and it is really important for us to overcome it. Almost every article or the newspapers shows us the problems of drugs and what had happened to them later on. For example, alcohol, the first time we drink it, it spreads</p>



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>all over our body and it goes through our brain. When the spread of alcohol appear in our brain, it starting to make depression and caused us with many condition which we never been through it before. However, some people mention that drinking alcohol is good because it relieves depression and fun at parties with friends but in other words, it can damage our lives in a very long term.</p> <p>When people drink alcohol and are very addicted to it, they're insanity in any behavioral disorder. A very important fact that has been established is that alcohol habits which lead to insanity are almost always begun in early lives. Whenever they got drunk, they got in a bad mood and wanted to fight with one another. Some teenagers, however had bad relationship and if they drunk perhaps they common suicide. The drinker may also do things they would not do if they were sober, such as having unprotected sex (Moor et al.,2013).</p> <p>Alcoholism causes people financial risk. The addicted can't stop drinking immediately, once a drinker is drunk, he or she never stops but wants to continuously drink. Nowadays life is getting harder and some people have low income or salary to provide for their needs. However, those who can't control themselves from drinking alcohol, can't have money every day, because they can't work while they're drunk. Buying alcohol can make your family suffer and also lose your future because you don't have a taxi or bus fare. Especially the "hospital treatment". Someone with alcoholism will need to see doctors and have treatment to make their depression increase. Paying for the treatment of anything medicine is too expensive, especially if you are not a worker.</p> <p>Being alcoholics and attending can make your future suffer. Millions of students are not attending school because of many reasons, nevertheless while you are addicted to school and attending school you may be fired or suspended. Students may have bad grades or be in an accident. When there are assignments given , students may not know it and they get bad grades. Also, some students get drunk inside school campus and automatically do something they never expect anything that would happen. In an online article written by Taborn et. al, "Sue states that "she was blacked out one night and accidentally set the dorm on fire". Nevertheless, students are always drunk and don't know exactly what they are doing.</p> <p>In conclusion, alcoholism is when someone drinks alcohol nonstop and can't even control it. Some say drinking is good because it relieves us from our stress and also is good to communicate with our loved ones at parties, but in reality, it's very dangerous. People who are addicted to drinking can hundred percent sure feel these three kinds of situations mentioned above.</p> <p>Works Cited</p> <p>Taborn el. al. "Student Alcoholism". Journal Article, (fall,1981),pp.42-43(2pages).<a href="https://www.jstor.org/stable/43690904">https://www.jstor.org/stable/43690904</a></p> <p>Moore el.al. "Religiosity, Alcohol Use, and Sex behavior Among College Student- Athletes' 52. no.3(September 2013)pp.933. <a href="https://www.jstor.org/stable/24485930-49024485041">https://www.jstor.org/stable/24485930-49024485041</a></p> <p>Jacqueline Wallen. "Alcoholism Treatment Service System. A Health Services Research Perspective". Public Health Reports (19710), vol.103. No.6(No.-Dec./1988),pp.6-5-511. <a href="https://www.jstor.org/stable/4628551">https://www.jstor.org/stable/4628551</a></p> <p>Sample 8 Grade: D+ Gender: F Campus: Uliga</p> <p>Alcoholism Alcoholism is something that happens when someone is addicted to drinking alcohol. Sometimes people drink alcohol just because they are</p>

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	<p>trying to make themselves feel relieved. In addition, drinking can make people feel different. Also, alcoholism can put people who are drinking alcohol into trouble. So, alcoholism is a dangerous thing when people over drink.</p> <p>The cause of alcoholism is family. Alcoholism is one of the main causes of family problems. Many families are separated because the person in one family always focuses on alcohol. Nowadays, most fathers in one place always drinking alcohol can make their own family break and this has been happening to now. For example, the family broke up just because her husband was always drinking alcohol and beat her.</p> <p>Health is also one of the main causes of alcoholism. Alcoholism can cause many diseases to our health. Many diseases can destroy a person's life by drinking alcohol. Alcoholism is very dangerous to people especially at a young age. Most kids nowadays are very addicted to alcohol. People drink alcohol just for fun but sometimes they don't even think that drinking alcoholism can cause more issues to their health.</p> <p>Alcoholism can cause a job. Alcoholism can destroy your jobs. Many employees get fired from their jobs because some can go to jobs even though they are drunk and cause problems or trouble at their jobs. Some can be late or not attend their jobs because they have more fun drinking alcohol and they are lazy to get up to work. The salary can be less to the employees that are always getting drunk.</p> <p>The main effect of alcoholism is the brain. Alcoholism can change the ways that your brain works. Alcohol can make the brain hurt because of less sleeping. Many people always get headaches or brain damage because they have always been drinking alcohol. Alcohol can change the way you think or even talk. Also alcoholism can lead everyone who drinks alcohol to mental illness.</p> <p>However, the other effect of alcoholism is behavior. Drinking too much alcohol can change your behavior or the way you act. Even though you have a lot of people that surround yourself, still you can never control yourself because of the more alcohol you drink. Alcohol can get the one who is always drunk to acting weird and especially sometimes it can cause bad things to other people.</p> <p>So, abuse is also the main effect of alcoholism. Abuse is one of the main issues that is always happening in Marshall Island. The more you drink alcohol, the more dangerous things will happen right away. Alcoholism can affect the community. Many men nowadays are abusing their wives or even their family just because they have too much alcohol and it always happens. Drinking alcohol can lead men or woman to raped someone they don't even know about. Abuse can lead many people to jail just because of abuse.</p> <p>According to the World Health Organization(WHO), mostly million people die from alcohol. Alcoholism always happens at a young age and adulthood. It causes more bad things to their body. Alcoholism can increase the illness of cancer and also the heart or lung. However, alcohol is one of the Marshall Island top issues. Alcoholism is mostly common here in the RMI and mostly bad things are always happening.</p> <p>Therefore, according to Leah K. Walter said that alcoholism can cause absenteeism of students. It can cause the student to fail the classes by not attending the school because of over drinking of alcohol. It can not only make the student fail the grade but it can make the student find another school and cause more trouble.</p> <p>Alcoholism is the worst drink that can cause more trouble. Many people say that it is good for drinking alcoholism because alcohol can give more blood to the body. Then, alcoholism can make the body feel more relaxed and comfortable. Alcoholism can make things immediately forget. In fact, Alcoholism is the worst thing that can destroy the health of lives. Also, alcohol is not good because it can cause more problems. Not only this, but it can lead to death. Let's just stop drinking alcohol.</p> <p>To summarize, this essay is talking about the causes and the effects of alcoholism. Alcoholism is one of the main issues that always happens in one place. Alcoholism can lead many people to bad things. It can cause more disease or illness and break many families. Alcoholism can lead many people to trouble or having problems. So, this essay is talking about the effect and causes of alcoholism.</p> <p>Work Cited:  Title: Effect of Alcohol Abuse in the Workplace  Written by: Leah K. Walker, Ph D, L,M,F,T  Edited by : Amelia Sharp</p>

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	<p>Reviewed by : Scoot Thomas, MD Updated: September 15, 2022</p> <p>Sample 9 Grade: A Gender: female Campus: Uliga Insomnia the Killer</p> <p>Insomnia is a habitual feeling that a person cannot be sure by falling asleep. Another meaning of insomnia is called common disorder. Common disorder is the lack of mind or body. Not all people, but some people. They have a dilemma between two situations during the night. They sometimes don't fall asleep in the certain hour or sometimes they wake up early. Without a good night's sleep, there are several causes that people struggle with.</p> <p>The first cause that people have is noise. Noise is defined as loud and unpleasant sounds. Noise can be everywhere in the world. It can be at home, school, college, work, and anywhere else. So, sounds can be noisy. For instance, at home, the father is singing karaoke, the mother is washing dishes, and the son is playing with his friends outside the house. Next, at school, boys are dribbling the ball at the basketball court, and girls are playing volleyball. Furthermore, in college, there might be a Club Rush going on. Music is blasting from the speakers, and vibrates on the ground. People are talking and laughing with each other. However, if the noise is too loud, people would start having hearing loss, and become deaf. According to the CDC, they explained, "Listening to loud noise for a long time can overwork hair cells in the ear, which can cause these cells to die" (Center for Disease Control). If it was quiet, there shouldn't be any problem, and the hair cells should not cause problems in the ear. The hair cells in the ear are also known as sensory receptors, which are the nerve endings of sensory neurons. Then at work, people would hardly type their typewriters because they have more papers to complete. People would walk around, construction is going on, and somehow, there would be too much noise. Back to the topic, when it is nighttime, some people decide to sleep early because they want a "better sleep quality" (The Good Body). However, if there is noise, they cannot sleep. They would try to read books, but they can't. Also, they would try to force themselves to rest, but still they cannot sleep.</p> <p>Another cause of insomnia is heavy meals. Today, people are satisfied with heavy meals or food. Heavy meals have proteins and fat. Then, food has the idea that any nutritious treat that people and animals eat or drink. People would start coming and have a feast together. It can be at a wedding, party, funeral, game activities, and sports. When it comes to food, it is impossible to avoid because of their taste and flavor. In addition, the mind would deliver that imagination to the mouth, and suddenly, it happens. While in bed, an illusion or a dream would click in their heads. Now, they are hungry. They would have to get up from bed and find food in the fridge. After eating in the night, they go back and rest. However, if people eat too much food, they might get a heart attack or stomach ache.</p> <p>Last but not least, the cause of insomnia is dream plans. In the modern day, people are thinking about schedules, and their goals that they want to achieve. Occasionally, there are many occupations that people would think about. For example, they want to become a singer, chef, pastor, journalist, fisherman, and other occupations. Now once they apply and get the role, they would be responsible for their jobs and occupations. To be comprehensible, people might have double schedules including church, college, home, or any kind of activities. At church, the person attends every Sunday service. However, if absence is a problem, he might be kicked out of the church. Next, at College, teachers would give a lot of assignments, tests, or quizzes. Another, at home, he has a lot of chores to do. However, when putting it together, he would get insomnia and</p>

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	<p>become stressed while thinking of other stuff.</p> <p>Although, some might say that there is no cure for insomnia. They believe that because they do not know how to cure themselves. Then, they cannot sleep at night because of how insomnia is affecting them. They would also say that they forgot what it's like to have a normal sleep. Well, they are wrong. There are ways that insomnia can be cured. According to the book called "Cold, Flu, and other Common Ailments", it listed down nine of the treatments. Firstly, people need to get up about the same time every day. Also, they need to go to bed only when they are sleepy. Then, people should relax themselves. For instance, it includes "warm bath, light bedtime snack, reading, or watching television" (Kimball, pg. 476). Another is to exercise regularly. For example, it includes "jogging or squash-in the late afternoon, and mild exercise-such as simple stretching or walking-two or three hours before bedtime" (Kimball, pg. 476). Once people get tired, they are exhausted. Next, people should never eat or drink caffeine. Caffeine and nicotine are bad at night time because they "are both stimulants" (Kimball, pg. 476). If it doesn't make the person sleep, it might trigger the mind or the body not to sleep. In addition, alcohol should never be allowed at bedtime. People can sleep, but "it can interfere with sound sleep through the night" (Kimball, pg. 476). In addition, they would snore in their sleep. Furthermore, do not nap. It can help people to rest, but later on, they can't sleep for another hour. Next, people should never worry at bedtime. For instance, they could "reserve another time of day for working on problems" (Kimball, pg. 476). If they have problems or anything to do, they could do it early, or another day. Last treatment is that if people can't sleep, get out of bed and go to another room. They must find a place where it is quiet and comfortable.</p> <p>In conclusion, insomnia is a bad habit for people. People would never get enough sleep because of the noise, heavy meals, and dream plans. These causes shouldn't appear at night, and people should avoid them. They must know all these treatments to cure insomnia. People must overcome insomnia, and people must have a good night's sleep.</p> <p>Work Cited  CDC. "Loud Noise Can Cause Hearing Loss."  <a href="https://www.cdc.gov">https://www.cdc.gov</a>, accessed November 24, 2020.  Kimball, Chad. "Colds, Flu, and other Common Ailments."  Detroit, Omnigraphics, 2001.  The Good Body. "Sleep Early Benefits."  <a href="https://www.Thegoodbody.com">https://www.Thegoodbody.com</a>, accessed September 8, 2022.</p> <p>Sample 10  Grade: A  Gender: male  Campus: Uliga  Negativity of Alcoholism</p> <p>Alcoholism can affect your health, school, work, and friends and family's surroundings. Alcohol is probably one of the most dangerous drinks out there. People drink alcohol thinking it helps them from whatever they're going through. Alcohol causes many things, especially hurting the health of an individual. It shortens the life of a person, especially if you have an addiction to drinking alcohol. Alcohol is supposed to be used for fun nights, taking only a few drinks. It's not supposed to be taken to the point where you can't control yourself, along with not remembering things while drunk. It can hurt you with school and work.</p>

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	<p>Alcohol is bad for you, it is not good for your health so don't take risks and drink alcohol to impress others because it will affect you in the long run. Drinking can cause injuries such as motor vehicle crashes, falls, drownings, and burns. Also causes violence, suicide, sexual assault, and beating of specific others. Takes away from you your well-shaped body. High blood pressure, heart disease, stroke, liver disease, and even digestive problems. Too much alcohol can lead to cancer of the breast, mouth, throat, voice box, liver, and rectum. Whenever a person drinks, he or she will wake up with a hangover. People go from healthy and well-built bodies to skinny, all from consuming too much alcohol. Drinking alcohol gives headaches, hurting your head for a good period of time. Alcoholism brings your life span down. With it affecting the inside of your body system to how you look physically. Take over your spirit to do things that you enjoy doing. Hangover can make you go for a long period of time without eating food. This is also not good for your body and causes more problems to your health. Drinking can cause you to stay up all night. Making your sleeping schedule all wrinkled up. This is bad because it is important that a person get enough sleep every night. In order to have a great day.</p> <p>With alcohol messing up sleeping schedules, this can affect an individual who works or goes to school. A person should get at least seven to nine hours of sleep every night. Though, alcohol for some people, gets them to sleep. It messes up the quality of the sleep making the person waking feeling tired and sluggish. Whenever a person has a hangover, he/she wants to stay in bed all day until the hangover eases down. With wanting to stay in bed, people usually make the decision to not attend class or not show up to work. This can cause a person to lose their job. If they are in school, they can get bad grades when finals come around or even fail their courses. All because of drinking alcohol when not supposed and having addiction to drinking alcohol. In all drinking is bad it causes bad sleep problems and losses of friends and families. The results are very obvious, drinking causes hangovers which leads to poor decision making, that leads to other poor decisions making.</p> <p>Last but not least, alcohol can cause you to lose friends and families, close ones. Drinking and going home late can affect your relationship with your families and friends. Women don't want a man who knows nothing but drinking. Your partner will get mad because you spend too much money on alcohol but not for your kids and other things that are worth purchasing. On top of that when you drink too much and your mind is not right. You can start a fight with your specific other causing a break up. Alcohol can cause you to go broke. This can lead to starvation, for both you and your family if you have one. Going broke, with no rent money, you can lose your job along with your belongings. Once the car is gone, then slowly every single one of your belongings will start to disappear from you. This is because with nothing left, a person has to find a way to make money, so they might sell their belongings in order to have pocket money. People eventually lose everything afterward. People have fun getting drunk and do crazy things such as drinking and driving. This can take away lives of the people in the vehicle if by any chance they get into an accident. Usually it's friends that are drinking and driving. So, they lose close friends because they chose to drink and drive. But no man is strong enough to fight alcohol once it is in your system.</p> <p>As you can see, alcoholism is very bad for you. Alcoholism can affect your health, school, work, and friends and family's surroundings. Alcohol is bad for you, it is not good for your health so don't take risks and drink alcohol to impress others because it will affect you in the long run. It will affect you both short term and long term. With alcohol messing up sleeping schedules, this can affect an individual who works or goes to school. Last but not least, alcohol can cause you to lose friends and families, close ones. Alcoholism is a problem and action should take place to help solve this problem. It's not easy letting go of an addiction but there are many ways to put the addiction to sleep. At first it will be hard but in order to have a good life and not be bothered by alcohol. You will have to go through the pain in order to put the addiction to sleep. I for one would not recommend drinking alcohol.</p> <p>People who consume alcoholism on the daily would say that drinking is good for you. They might believe that drinking cures stress and depression. This might be because when drunk your mindset is not normal so you tend to think and act differently. They feel good when they consume alcohol, their body probably feels pleasure. They feel relaxed with no stress or anxiety. They believe alcohol solves all their problems. In this case it's because it numbs that body and their mind from whatever they're stressing over. There are many reasons why people drink alcohol. Several of them are because they want to increase power, to escape problems, and for enjoyment. There are people who can handle</p>

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	<p>alcohol very well, and then there are the ones who are weak from alcohol.</p> <p>Work Cited  “Alcohol and sleep.” Drinkaware, <a href="https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/effects-on-the-body/alcohol-and-sleep">https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/effects-on-the-body/alcohol-and-sleep</a>. Accessed 2 March 2023.</p> <p>“Drinking too much alcohol can harm your health. Learn the facts   CDC.” Centers for Disease Control and Prevention, <a href="https://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm">https://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm</a>. Accessed 2 March 2023.</p> <p>“How Much Sleep Do We Really Need?” Sleep Foundation, <a href="https://www.sleepfoundation.org/how-sleep-works/how-much-sleep-do-we-really-need">https://www.sleepfoundation.org/how-sleep-works/how-much-sleep-do-we-really-need</a>. Accessed 2 March 2023.</p> <p>Sample 11  Grade: B+  Gender: female  Campus: Uliga  Alcoholism</p> <p>Alcoholism is one of the most common issues many teenagers are facing nowadays. It does not only affect teenagers but also elderly people as well. This essay will discuss the causes and effects of alcoholism and what we can do to minimize it. This problem can be defined as the inability to control drinking due to both a physical and emotional dependence on alcohol.</p> <p>To start off, stress relief is one the many causes of alcoholism. It can happen whether at home or at work or anywhere else. Many people rely on drinking alcohol to relieve them from their stress. For instance, a person can be stressed out due to school assignments, that person will drink some alcohol in order to find relaxation. It happens all over the world because alcohol can help people deal with their daily problems. According to London, “series studies have shown that alcoholics can learn to drink moderately and eventually quit” ( London 1995 ). Therefore, the effect of this problem is high blood pressure. Many alcoholics will experience high blood pressure due to the fact that alcohol runs through the veins or where the blood flows. It will lead to tragic things such as heart attack. Many people have died due to heart attacks which can be a result of being an alcoholic.</p> <p>In addition, personal choice is another cause of alcoholism. Some people drink alcohol as part of their hobbies. For example, people drink to either increase positive emotions or decrease negative tones. Specifically, people do it for enhancement because it is exciting or they will do it for celebration. According to Kitchener, “he did not understand how alcoholism affected him because he was only eight years old when his dad used to come straight home and beat his mom” ( Kitchener 1995 ). Alcoholism can affect every person in this world. Some say alcohol is a way of relaxation but others might see it as a way to abuse other people. Though, liver disease is another effect of this problem. Many alcoholics have suffered from liver disease. Their liver will no longer function as before which will lead them straight to the hospital. This illness is one of the many reasons why alcoholics die before they reach the age of 50. It does not affect alcoholics only but those who may want to try this substance.</p>

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	<p>Furthermore, the last common cause of alcoholism is mental health. Many people have mental illnesses who are depending on alcohol as a way of helping them calm their minds. It is risky for both alcoholics and the people around them because they might suddenly kill others for no reason. For example, a person with mental health issues might drink a bottle of liquor and eventually changes mood in just a blink of an eye. According to Abate, "If one could find a cure for alcoholism and addiction, this would be a huge benefit for society" (Abate 1999). Addiction is one the reasons many alcoholics can't get rid of their drinking habits. Their behavioral damage of drinking leads them to drink everyday nonstop. Therefore, another effect of this issue is stroke. Stroke is one of the most well-known illnesses that are caused by alcohol. Almost every person who drinks alcohol will experience a stroke in the future. They will end up regretting drinking alcohol for the rest of their lives.</p> <p>However, some individuals use alcohol as an advantage. They might gain their confidence in whatever they do by just drinking alcohol. Others may use these substances just for relaxation. The most common thing they take alcohol is to get away from anxiety and also from their daily problems.</p> <p>To conclude, alcoholism affect many people both physically and mentally which can lead to many crimes and suicides. It does not only affect alcoholics but also their friends and families as well. The main causes of alcoholism are stress relief, mental health, and personal choice. Therefore, the most common effects are high blood pressure, liver disease, and stroke. Alcoholism can't be stopped but it can be minimized by providing more strict laws. It is everybody's own choice to be an alcoholic or an alcoholic fre</p> <p>Work Cited  Abate, Tom. "TAKE A PILL -- GET OFF THE BOTTLE? / State pours millions into UCSF researcher's controversial quest for an alcoholism cure for Alcoholism: [FINAL Edition]." San Francisco Chronicle, Nov 22, 1999, pp. B, 1:2. ProQuest, <a href="https://www.proquest.com/newspapers/take-pill-get-off-bottle-state-pours-millions/docview/411385829/se-2">https://www.proquest.com/newspapers/take-pill-get-off-bottle-state-pours-millions/docview/411385829/se-2</a> .</p> <p>JEROME BURNE LONDON, OBSERVER S. "STUDIES DISPUTE DISEASE THEORY OF ALCOHOLISM DISEASE THEORY OF ALCOHOLISM DISPUTED: [FINAL / ALL EDITION]." The Plain Dealer, Feb 28, 1995, pp. 8E. ProQuest, <a href="https://www.proquest.com/newspapers/studies-dispute-disease-theory-alcoholism/docview/291649717/se">https://www.proquest.com/newspapers/studies-dispute-disease-theory-alcoholism/docview/291649717/se</a></p> <p>Miles Socha Kitchener-Waterloo Record. "Alcoholism Alateen: Self-help organization offers teenagers help in dealing with alcoholism among family, friends: [FINAL Edition]." The Windsor Star, Sep 14, 1995. ProQuest, <a href="https://www.proquest.com/newspapers/alcoholism-alateen-self-help-organization-offers/docview/254130044/se-2">https://www.proquest.com/newspapers/alcoholism-alateen-self-help-organization-offers/docview/254130044/se-2</a> .</p> <p>Sample 12  Grade: A  Gender: female  Campus: Uliga</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p style="text-align: center;">Insomnia</p> <p>Insomnia is something your advised to stay away from. It's a tough obstacle when all you're trying to do is sleep. With this sleep disorder you can experience difficulty going to sleep, staying asleep, and receiving good quality sleep. Even if you have all the time in the world and even the ideal atmosphere for a sound sleep, this obstacle can still occur depending on your situation. Your everyday tasks may be hindered by insomnia, which can also cause daytime sleepiness. Long-term cumulative sleep loss can have an impact on a person's physical and mental health. There are a number of factors that can cause insomnia but only three factors will be mentioned. Anxiety can play a huge part in triggering insomnia, drinking alcohol or caffeine before going to bed can also cause insomnia and the mental illness condition schizophrenia can also play a part in causing insomnia.</p> <p>Anxiety is a feeling that nobody ever wishes for. The feeling of worry, nervousness or even uneasiness isn't something you would want to go to sleep lingering around your thoughts. Whether you're worried about something in your personal life or at work when you go to bed feeling nervous, lying-in bed undisturbed allows your mind the space to keep replaying your anxieties. Your anxiety may increase as a result, triggering your body's fight reaction. In other words, mental hyper arousal. Jon Cooper states in article Anxiety vs. Insomnia: Which Comes First?, "Constant worry during the day often carries over into night. That can cause "mental hyperarousal," which can keep you from falling asleep." (Cooper, Jon). These changes in your system can overstimulate your body if your worry causes your fight or flight response while you're in bed, causing you to find it impossible to fall sleep. Resulting in causing insomnia brought on by anxiety which then can leave you exhausted, irritated, and even more nervous the next day. The next night, you might have trouble falling asleep again, which would set off the cycle once more. That's how anxiety can trigger insomnia.</p> <p>Since caffeine is a stimulant, it makes your brain and nervous system more active. It promotes the body's circulation of hormones like cortisol and adrenaline. Caffeine can help you feel alert and concentrated in modest quantities. Caffeine sounds like good idea for when you want to be alert and starting of the day full of energy however it's not the same case for when you want to sleep. Danielle Pacheco states in the article Caffeine and Sleep, "Caffeine affects the brain by blocking adenosine. Adenosine is a sleep-promoting chemical that is produced in the brain during our waking hours." (Pacheco, Danielle) Caffeine can cause sleep disruption up to six hours after use, costing you an hour or more of lost sleep. Caffeine consumption at night can cause nighttime concern leading to insomnia. Other subjective insomnia symptoms, such as shorter sleep duration overall, trouble falling asleep, more nocturnal awakenings, and daytime tiredness, will occur after the consumption of caffeine before you plan to sleep. That's how caffeine can cause insomnia.</p> <p>The mental illness condition schizophrenia is associated with the sleep disorder insomnia. Schizophrenia is a chronic brain disorder with symptoms including delusions, hallucinations, disorganized speech, trouble with thinking and lack of motivation. While there is no cure for Schizophrenia there are treatments that help treat this mental illness. People who have Schizophrenia tend to also suffer from insomnia. Stephanie Behring mentions in the article, How Schizophrenia Can Disrupt Your Sleep and What You Can Do about It, "When you first have Schizophrenia you might begin staying up all night, start being unable to sleep for more than an hour or two at a time&amp; suddenly have trouble falling asleep on schedule" (Behring, Stephanie). The delusions and hallucinations have affected their sleep schedule resulting in suffering from insomnia. That's how schizophrenia can lead to insomnia.</p> <p>Insomnia is something to be advised to avoid as much as possible. There are many factors that can cause insomnia however only three factors were mentioned. Constant anxiety can cause insomnia. Unhealthy intake of caffeine can cause insomnia. Schizophrenia can also lead to insomnia. These three factors are things that should be looked out for when avoiding getting insomnia. These are all factors that can have an impact on a person's physical and mental health.</p>



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Work Cited</p> <p>Cooper, Jon. Anxiety and Insomnia: Which Comes First? WebMD, March 5, 2023. <a href="https://www.webmd.com/sleep-disorders/anxiety-vs-insomnia">https://www.webmd.com/sleep-disorders/anxiety-vs-insomnia</a>.</p> <p>Pacheco, Danielle. Caffeine's Connection to Sleep Problems. Sleep Foundation, February 07, 2023. <a href="https://www.sleepfoundation.org/nutrition/caffeine-and-sleep">https://www.sleepfoundation.org/nutrition/caffeine-and-sleep</a>.</p> <p>Behring, Stephanie. How Schizophrenia Can Disrupt Your Sleep and What You Can Do About It. Healthline, March 30, 2022. <a href="https://www.healthline.com/health/schizophrenia/schizophrenia-and-sleep">https://www.healthline.com/health/schizophrenia/schizophrenia-and-sleep</a>.</p> <p>Sample 13  Grade: B  Gender: female  Campus: Uliga  Alcoholism</p> <p>Alcohol is very addictive. A lot of people seem to enjoy its bitter taste, and its effects after drinking a bottle or two. It has the capability to relieve stress and other unnecessary problems. Although, it has some side effects that not most people would like. In addition, there are some small methods for drinkers out there to use if they want to get rid of the alcohol from their systems. Some of these effects are blackouts, or loss of consciousness, and can easily cause unnecessary fights among drinkers. You are forgetful at times as well. In the end, it is safe to say that it is both a good and a bad drink.</p> <p>Alcoholism is mostly associated with people who are addicted to alcohol, or alcoholics and their attitudes towards it. According to drinkaware, people who are alcoholic, tend to be more aggressive towards something or someone. Especially when they could not get what they wanted. Consumption of alcohol is known for its relaxing effects on drinkers, resulting in the person to be more relaxed and stress free because when drinking, you develop the chemical called "dopamine," which is responsible for creating happiness in a person through the brain, said the article from alcoholchange.com. In fact, it is also known to be one of the most consumed drinks in the world. Its bitterness, yet addictive after taste, is something most drinkers are addicted to. However, large amounts of alcohol is not recommended for the body, but people still do way beyond that limit. Up to the point that their body could no longer handle, which could result in complete blackout, or sudden loss of consciousness. There are times drinkers get sent into ICU for breathing problems. According to asthma.org, consuming large amount of alcohol can make a person go breathless for long periods. Generally, It does not mean it is something serious, but it does not mean it is not fatal. According to Silver Pines Treatment Center, to get rid of the alcohol from your system, drink a lot of water so that it would help you flush the alcohol out. Furthermore, eating can help out as well because it balances the stuff you put in your body, which of course includes alcohol. If you are nauseous, start by eating crackers or bread. Then you try meat when you feel better. There is another way to get rid of it, however: that is by working out. According to Silver Pine Treatment Center, working out can flush out the alcohol from your system through sweats. Sometimes, hours of just resting is the best solution after experiencing these effects. Alcohol could also affect your friendships and isolate you from your family in most cases. However, the most known and most brutal of all these effects is cancer. It is no surprise when a drinker develops liver cancer and some other cancers at some point in their lives. "if you drink alcohol, you are more likely to get cancer than if you don't," stated by Cancer Research UK. Dementia, a condition when your brain cells die out unnaturally due to consumption of alcohol and some other factors. Through dementia, you would basically lose yourself. You would not control yourself and end up in a mentally unstable state forever.</p> <p>Alcohol can be a good thing, but not really. It does cause some problems in most cases. Both physically and mentally. However, there are some methods to use to get rid of alcohol in your system. You see, when a person drinks, they increase their probability of causing unnecessary fights with other people. Which could potentially lead to people hating you and decrease your chances of earning their respect. Which also means you will make yourself look bad in the eyes of others. In mental terms, drinking alcohol increases your chances of having liver cancer. Much worse,</p>

Make a Plan	Assessment Data & Analysis
	<p>dementia. A medical mental issue that eats up your brain, leaving you vulnerable to anything.</p> <p>Citations  Silver Pine Treatment Center. Dec/1/23. "How Can I Flush Alcohol Out of My System". <a href="#">How-can-i-flush-alcohol-out-of-my-system</a></p> <p>Cancer Research UK. Mar/33/21. "Does Alcohol Cause Cancer?". <a href="https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/alcohol-and-cancer/does-alcohol-cause-cancer">https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/alcohol-and-cancer/does-alcohol-cause-cancer</a></p> <p>Alcohol Change UK. N/A. "Alcohol and Your Mood: The High and Lows of Drinking". <a href="https://alcoholchange.org.uk/alcohol-facts/fact-sheets/alcohol-and-your-mood">https://alcoholchange.org.uk/alcohol-facts/fact-sheets/alcohol-and-your-mood</a></p> <p>Drinkaware. Sep/28/22. "Alcohol and Aggression". <a href="https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/mental-health/alcohol-and-aggression">https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/mental-health/alcohol-and-aggression</a></p> <p>Sample 14  Grade: A  Gender: male  Campus: Uliga</p> <p>Alcoholism  Alcohol can either be good or bad depending on how someone views it, because everyone has different perspectives and opinions. However, one thing we can certainly agree about alcohol is that it definitely has causes and changes once consumed. Alcohol itself is not entirely dangerous, but the impact that it has on one who consumes too much will be. Even if someone says alcohol is good, it won't deny the fact that alcohol is a drug. Alcohol is a drug, because it affects your brain and causes it to function slowly and differently just like every other drug. When you have had too much alcohol, it can shut down your brain and decrease your level of awareness to 0%.</p> <p>One of the definite causes of too much consumption of alcohol is that it will damage your liver. Heavy damage on the liver can have serious effects on your body and health. According to the National Cancer Institute, "there is a strong scientific consensus that alcohol drinking can cause several types of cancer." When you drink alcohol, even just for a few days, fat will start to store up in your liver. The more fat the liver stores, the higher the increase of your liver being damaged. People tend to overlook the fact that alcohol is a drug and can damage your body just like every other drug in existence. There are many different types of symptoms that can occur from alcohol related damaged liver such as weight loss, loss of appetite, or confusion and drowsiness. Alcohol is without a doubt a drug, but because it is most widely consumed during events or parties, it almost seems natural instead of dangerous. However, the side effects that come with it will eventually show sooner or later. There are many effects alcohol can have on someone. According to the NIH (National Institute on Alcohol Abuse and Alcoholism), "alcohol interferes with the brain's communication pathways, and can affect the way the brain looks and works. These disruptions can change mood and behavior, and make it harder to think clearly and move with coordination." If someone becomes an alcoholic and is addicted to alcohol, then there will definitely be consequences that will come. If one is an alcoholic, then that person will most likely always spend their money on alcohol instead of using their money for their families or other important needs. This is what happens when someone prioritizes alcohol over themselves,</p>

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	<p>they spend almost all of their earned money on alcohol and that sometimes leads to them being broke. Too much alcohol can also alter someone's personality and cause erratic changes in behavior once someone is under the influence of alcohol. This is also one of the causes of alcohol, when you take too much, you get drunk and the changes in your behavior quickly change.</p> <p>Someone who depends on alcohol too much will often place drinking above other important necessities such as work or family. According to the Alcohol Rehab Guide, "relying on alcohol to reduce daily life stressors can impact the likelihood of developing alcoholism." Some signs that show someone depends on alcohol include impaired control over alcohol use, giving increasing priority to alcohol, and unwanted physical or mental effects from drinking. However, alcohol dependence can be treated to help keep the dependence on alcohol to a minimum. Some ways that can be used are detoxification, mutual help groups, pharmacological treatments. Of course, just like in any other case, if someone were to stop taking a drug, that person will most likely experience withdrawal symptoms, and the same would go for someone if they tried putting a stop to drinking alcohol. Sometimes people become too careless with the amount of alcohol that they are taking, so in the end, they put themselves through a process that will take time for them to get through, until they eventually get better.</p> <p>Alcohol can be good for parties or events, but we need to remember that it's still a drug and it affects our bodies and health just as much as any other drug. Many people have gone crazy with alcohol such as people becoming alcoholics and losing everything from money to their families, or getting sick with their health declining due to non-stop consumption of alcohol. Some would say that alcohol isn't entirely bad, but with the obvious effects that it has on the body's health and mind, it would be easy to counter those in favor of alcohol not being a serious issue. Alcohol can cause a lot of rift between people and their families, some prioritize alcohol over themselves, some become alcoholics eventually throwing away everything in their lives just for a sip of alcohol, or some would get wasted and do things that they won't even be aware of. Alcohol isn't bad if we don't abuse it. If we use alcohol properly then nothing will turn out bad, but if we abuse alcohol then a lot of things can change</p> <p>Works Cited</p> <p>"Alcohol use disorder." Mayo Clinic, 18 May 2022, <a href="https://www.mayoclinic.org/diseases-conditions/alcohol-use-disorder/symptoms-causes">https://www.mayoclinic.org/diseases-conditions/alcohol-use-disorder/symptoms-causes</a>. Accessed 3 March 2023.</p> <p>"Alcohol's Effects on the body." National Institute on Alcohol Abuse and Alcoholism, 21 October 2021, <a href="https://www.niaaa.nih.gov/alcohols-effects-health/alcohols-effects-body">https://www.niaaa.nih.gov/alcohols-effects-health/alcohols-effects-body</a> Accessed 3 March 2023.</p> <p>"What is Alcoholism?" Alcohol Rehab Guide, 21 September 2022, <a href="https://www.alcoholrehabguide.org/alcohol">https://www.alcoholrehabguide.org/alcohol</a> Accessed 3 March 2023.</p> <p>"Alcoholism: signs, symptoms, and treatment." Drink Aware, 4 February 2022, <a href="https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/mental-health/alcoholism">https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/mental-health/alcoholism</a> Accessed 3 March 2023.</p> <p>Sample 15  Grade: B  Gender: male  Campus: Uliga  Insomnia</p> <p>Insomnia is a common sleep disorder. Is a common sleep disorder that can make it hard to fall asleep, hard to stay asleep, or cause you to wake up too early and not be able to get back to sleep. Insomnia can snap not only your energy level and mood but also your health, work performance and quality of life. All of us people need to sleep at least 7 to 8 hours a night. 'Insomnia is like a common disorder that can make you fall asleep easily or make it too hard to stay asleep' (omnipemf). Insomnia has a bad and good effect on us people. It has negative and</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>positive effects on us people when we are sleeping.</p> <p>There are many causes of insomnia and common effects on insomnia. For example, 'stress, depression, and poor sleeping habits'(Physicquide). Stress is the main cause of insomnia nowadays because stress includes work, school, financial, and even family and our work at home. This is why stress is the most common cause of insomnia. When we people are in a stressful situation it can lead to insomnia and make them have a bad sleeping habit or make them stay awake all night because of stress. 'The effect of stress can lead to many health problems such as high blood pressure and heart attack' (aqtaylorlautnakedpo). One way to avoid insomnia is to do something just to keep your mind active to avoid insomnia.</p> <p>The second cause of insomnia is depression. Depression is like a common serious mood disorder. 'Depression has no single cause and it can only occur for a variety of reasons and it has many different triggers'(MayoClinic). So this depression is also the cause of insomnia so we need to find a way to handle this cause of insomnia because if we won't find a way to solve this problem I think we will be able to affect our own body. Depression is emotional but it can also affect our life to become weaker and weaker than before. Depression doesn't just affect our brain, it can also affect our body.</p> <p>The last cause of insomnia is poor sleeping habits. Poor sleeping habits is also the cause of insomnia. Poor sleeping habits include an irregular bedtime schedule, naps, simulating activities before bed, an uncomfortable sleep environment, and using your bed for work, eating or watching TV. Computers, TVs, video games, smartphones to other screens just before bed can interfere with our sleep cycle. There are many causes of poor sleeping habits nowadays because of the many technologies that we use today to go online and chat with our friends. That way it can also lead us to have poor sleeping habits because we are not taking time to rest because we are going online just to avoid sleeping. The effect of poor sleeping habits is it can affect our body to have a high blood pressure, even heart attack. These are some of the causes and effects of poor sleeping habits. There are also many effect of poor sleeping habits nowadays we can get a lack of sleep and make our body weak because we never get enough sleep and even take a nap just to rest a little.</p> <p>The cause of insomnia is stress, depression, and poor sleeping habits. 'The effect of stress is it can play a part in problems such as headache, heart problem, diabetes, skin conditions, and high blood pressure. The reason why stress is the main cause is because stress is a concern about many things and it can make it fall asleep. The effect of depression is emotional but it can also affect our life to become weaker and weaker than before'(Hopkinsmedicine). This is why depression is a common mental disorder because it can cause our lives to weaken and will never be strong enough to fight it. The effect of poor sleeping habits is it can affect our body to have a high blood pressure, even heart attack. These are some of the causes and effects of poor sleeping habits. These are the effects of stress, depression, and poor sleeping habits that cause insomnia. There are many causes and effects of insomnia but these are the only things that I came up with. The most common cause of insomnia is stress, because stress is related to many thing and it can make us have a trouble sleeping or even waking up.</p> <p>In conclusion, insomnia is a common sleep disorder that can make it too hard for us to fall asleep. It is like a sickness that can make us weak because we even not to get a full sleep. Insomnia has many causes but I only bring three to this essay. Insomnia is the common disorder of sleeping. It causes stress, depression, and poor sleeping habits. It makes it hard to deal with insomnia because of many causes that may occur but there are also positive ways to deal with the cause of insomnia and do it the right way.</p> <p>Works Cited</p>

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	<p>“Causes and Effects of Depression: Emotional &amp; Physical Symptoms.” PsychGuides.com, <a href="https://www.psychguides.com/depression/">https://www.psychguides.com/depression/</a>. Accessed 2 March 2023.</p> <p>“Causes - Clinical depression.” NHS, <a href="https://www.nhs.uk/mental-health/conditions/clinical-depression/causes/">https://www.nhs.uk/mental-health/conditions/clinical-depression/causes/</a>. Accessed 2 March 2023.</p> <p>“Health Risks of Poor Sleep.” Johns Hopkins Medicine, <a href="https://www.hopkinsmedicine.org/health/wellness-and-prevention/health-risks-of-poor-sleep">https://www.hopkinsmedicine.org/health/wellness-and-prevention/health-risks-of-poor-sleep</a>. Accessed 2 March 2023.</p> <p>“Insomnia - Symptoms and causes.” Mayo Clinic, 15 October 2016, <a href="https://www.mayoclinic.org/diseases-conditions/insomnia/symptoms-causes/syc-20355167">https://www.mayoclinic.org/diseases-conditions/insomnia/symptoms-causes/syc-20355167</a>. Accessed 2 March 2023.</p> <p>Sample 16 Grade: C Gender: male Campus: Uliga</p> <p>Alcoholism</p> <p>When it comes to releasing stress, alcohol can be something people turn to as their last resort. The stress in people’s lives is caused by the amount of work they do in their daily lives. The question is, what are the other causes when an individual drinks alcohol on a daily basis, what are the effects alcohol can do to an individual, and what drives a person to turn to alcohol?</p> <p>According to a professional writer Allison Manolis, who has a B.A. in journalism and media studies from University of Rutgers and is a content contributor for alcoholrehabhelp, wrote about “Reasons why people drink alcohol.” Manolis’ writing was then reviewed by a physician assistant, Elena Borrelli. Borrelli has worked in healthcare for 20 years in a diverse clinical setting that includes, surgery, trauma, emergency medicine, primary care, women’s health, and quality management. Manolis states in her writing, “Some people start drinking or drink too much alcohol due to peer pressure. Young people, like high school and college students, are especially susceptible to peer pressure. Sometimes, young people begin drinking alcohol to “fit in (Allison Manolis).” She also stated that Alcohol is a depressant, which means it slows down the central nervous system (CNS). Depressants can induce feelings of relaxation (Allison Manolis).” She has written other causes of why people drink alcohol, such as positive past experiences. Which she states, “Positive and fun past experiences with alcohol may make someone drink again. On the other hand, a negative experience while drinking may have the opposite effect (Allison Manolis).” Another one she wrote is the environment, “The environment a person is in may make drinking more appealing. When alcohol is advertised on television, glorified in the media, or surrounding someone at college, it can become a habit to drink more often (Allison Manolis).” Her writing has many more reasons for why people start drinking alcohol, but what about the effect’s alcohol can bring?</p> <p>The NIAAA (National Institute On Alcohol Abuse and Alcoholism) states that “drinking too much alcohol on a single occasion or over time, can take a serious toll on an individual's health. It can affect the brain's communication passages and can change mood behavior, make it harder to think clearly and move with coordination (NIAAA).” More importantly, alcohol can also affect other organs, such as: The heart, liver and the pancreas. The heart is one of the most important organs we need to live. Drinking too much alcohol can damage the heart, causing major problems like: High blood sugar, stroke, irregular heartbeats, stretching and drooping of heart muscles, according to the NIAAA. The liver is another important vital organ that keeps the human body functioning. Fatty liver may occur when drinking too much alcohol and can cause your liver to fail. Finally, the pancreas is another organ that we need to digest food. “Alcohol causes the pancreas to produce toxic substances that can eventually lead to pancreatitis, a dangerous inflammation and swelling of the blood vessels in the pancreas that prevents proper digestion (NIAAA).” According to the National Cancer Institute, “The evidence indicates that the more alcohol a person drinks—particularly the more alcohol a person drinks regularly over time—the higher his or her risk of developing an alcohol-associated cancer. Even those who have no more</p>

Make a Plan	Assessment Data & Analysis
	<p>than one drink per day and people who binge drink (those who consume 4 or more drinks for women and 5 or more drinks for men in one sitting) have a modestly increased risk of some cancers. Based on data from 2009, an estimated 3.5% of cancer deaths in the United States (about 19,500 deaths were alcohol related.” Other types of cancer may occur when drinking too much alcohol, such as: Head and neck cancer, liver cancer and breast cancer. The immune system can be a major problem when drinking too much, and can be an easy target for diseases. (NIAAA).”</p> <p>In summary, we can say the causes of drinking alcohol (for most people) can be from peer pressure or from releasing stress, and the effects it gives is, the bodies health and the disruption of the organs and the immune systems. Drinking alcohol isn't bad, (if you know how to moderate your drinking). Binge drinking (the consumption of an excessive amount of alcohol in a short period of time), can lead to factors of problems to the human body and will cause your body to fail.</p> <p>SLO Analysis Assessment Data and Analysis</p> <ol style="list-style-type: none"> <li>1. Data Results <ol style="list-style-type: none"> <li>A) 41 total participants. The average of participants was 75% which exceeds the benchmark.</li> <li>B) 35 participates (85%) achieved the required benchmark. 6 participants (15%) were below the required benchmark.</li> </ol> </li> <li>2. Analysis <ol style="list-style-type: none"> <li>A) Student were able to meet the benchmark as the course is designed to offer a draft essay, revision work, and then the final version. The lower value percentages of the early assignments allow students the possibility of strengthening their writing ability as they see how and why essays are graded as they are before the higher value essay is submitted.</li> <li>B) There appears to be a correlation between students who use the Writing Center and improvements in writing.</li> <li>C) Student who do not meet benchmark often miss class or do not pay attention to comments on the early version of the essay. These student appear not to use the Writing Center.</li> <li>D) A few students, both those who reached the benchmark and those who did not, have expressed concern over computer access and internet access. It should be noted that not all computers in WH202 and WH203 work. That means issues for students trying to complete work during class time.</li> </ol> </li> </ol>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>3. Action</p> <p>A) While the benchmark for this specific assessment has been met, there is a recommended action for the first assessment. That assessment, known as the definition essay, is not a lineal match for the end of ENG111. The recommendation is to change the first assessment in ENG112 to a persuasive research essay to allow for a smoother transition between courses.</p> <p><b>Assessed By::</b> Kirk Layton  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Related Documents:</b>  <a href="#">ENG 112 SLO Assessment Samples and Assessment- Spring.docx</a>  <b>Additional Information</b>  <b>Action Due Date:</b> 06/16/2023  <b>Actions:</b> Disaggregation of Data by Gender and Location is missing per LA Department meeting requests.  <b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Just forgot to disaggregate data in analysis but it's quite descriptive. It is recommended that pictures of essay instead of text is put here like the last SLOs Kirk did. I also would recommend taking off the names of the students per FERPA concerns.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 06/16/2023</p>
<b>Assessment Tool Status</b> : Active	

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<b>Assessment Type:</b> Written Assignment or Essay <b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)	



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Assessment Tool:</b> The Evaluation Paper is the third type of paper learnt in the semester.</p> <p>The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>same source s.</p> <p>Style "</p> <p>The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.</p> <p>"</p> <p>The essay must</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
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	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>ONLY accept able font/si ze) and double space "</p> <p>The identifi cation and pagina tion of the essay should be correct (i.e. no extra space s, correct inform ation at the top, last name and page numbe r includ ed) "</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>The essay should be titled (something other than "Cause and Effect Essay")</p> <p>Write in paragraph form</p> <p>Be sure to use a spelling and grammar check</p> <p>Students will be required to</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.</p> <p>The essay must use and correctly cite at least four credible</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>e and relevant sources both in the text and in the Works Cited.</p> <p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections:</b> 5</p> <p><b>Benchmark Threshold:</b> 70</p>	



Make a Plan	Assessment Data & Analysis
<b>Benchmark:</b> 70% of the students should be able to get 70% (C grade) or better	

Make a Plan	Assessment Data & Analysis
<p><b>Notes:</b> 5 samples of the Evaluation Paper from each class will be assessed during the Norming session.</p> <p>A rubric will be used to grade both draft and final copies of the essay.</p> <p>The Evaluation Paper</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>is the third type of paper learnt in the semester, and students can apply the lessons learnt from Assignments 1 and 2.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Department Chair Feedback:</b> Assignment is clear, and it being the 3rd assignment, students should be able to reflect the requirements of this SLO, as it is a reflection of the continuous process of writing and asses	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>sing their own performance, facilitated by the instructor's feedback from Assignments 1 and 2.</p> <p><b>Department Chair Approval Status</b> : Approved</p> <p><b>Department Chair Approval Date:</b> 04/08/2024</p>	

**ENG 151: PACIFIC LITERATURE**

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

# 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. Approved by CAC on April 29, 2014. Re-approved by CC on August 29, 2021.

### SLO Outcome Status

Active

### SLO Assessment Cycle

2016 - 2017 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

### Start Date

04/29/2014

### Mapping

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

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

Program (LA) - Liberal Arts AA: *(X - Selected)*

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

Make a Plan	Assessment Data & Analysis
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Assessment Tool:</b> Essay <b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 1 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 70 <b>High Quality Assessment Plan:</b> Yes	<b>Assessment Data &amp; Analysis Date:</b> 12/06/2023 <b>Actual Benchmark Score:</b> 83

Make a Plan	Assessment Data & Analysis
	<p><b>Assessment Data &amp; Analysis:</b> Total Number of participants: 7  Average grade: 83%  While the benchmark was met, there was an issue of ability detected. Students entering with only ENG111 performed lower or stopped attending. Students with a higher writing level performed better. It may be needed to create two courses in the future. One class can act as a beginning level creative writing while a second can be for students with the higher ability or those who took the first level.</p> <p>Grade C+  Gender F  Location Uliga  The poem is a short poem written by a female author. The title of this poem is called, “How Do I Love Thee?” The name of the author is Elizabeth Barrett Browning and her poem revolves around faith and religion.  In this short poem the author is expressing her spiritual emotions. When she said “How Do I Love Thee?” and went on to say, “my soul can reach when feeling out of sight”. It’s referring to her praying silently to God. “For the ends of being and ideal grace. I love thee to the level of every day’s”, she’s referring the end of the world and still she will still keep her faith in God. “Most quiet night, by the sun and candle-light. I love thee freely, as men strive for right.” This part is tricky because it says most quiet night and then mentioned the sun. “In my old griefs, and with my childhood’s faith”, she is now talking about her faith. “I love thee with a love I seemed to lose”. Now this part she is referring to losing her faith but still continues to love her faith. “with my lost saints”, which means her friends or families that either dead or lost their belief in God. “I love thee with a breath, smiles, tears, of all my life; and if God choose, I shall but love thee better after death.” She not be mad or lose her faith if God chooses to take her loved ones.  In Conclusion, the poem is basically talking about the author expressing her religious faith. The main idea is keeping her faith in God regardless of the circumstances that she felt.</p> <p>Grade B+  Gender M  Location Uliga  How Do I Love Thee? (Sonnet 43) by Elizabeth Barrett Browning  The word Love can be defined and used in many ways. It can be meant for anyone or anything, whether it is the person you want to spend the rest of your life with or if it is your pet animal.  How Do I Love Thee? by Elizabeth Browning is a beautiful poem about the different ways this specific person loves their special someone, going in depth with how in love they are with them with such passion. Being “in love” with someone can put you in a place where you are free and</p>

Make a Plan	Assessment Data & Analysis
	<p>in a safe space. In an intimate relationship, loving someone can put two individuals in a different world of their own, a world where it is just the two of them, but that is only if those two individuals possess mutual feelings towards each other, which is the scary part of love. How Do I Love Thee? shows us readers a perspective of how loving another makes them feel and in which ways they do.</p> <p>This poem written by Elizabeth Browning describes the other individual as “thee”, but who could “thee” be “I love thee to the depth and breadth and height My soul can reach”, is one of the many ways or how they love “thee”. Being able to love a certain person at this level shows me how deeply in love they are with them. It also wants me to be able to love someone, other than myself, at that level. In my opinion, to be able to reach that level of love, is to be able to love ourselves before sharing it with others. Self care is my type of love during this stage of my life and people my age should be able to take care of themselves before others.</p> <p>“I love thee with the breath, Smiles, tears, of all my life;&amp;” I find it rare to find a relationship where both partners feel this way towards each other, but I don’t think it is impossible. “&amp;and, if God choose, I shall love thee better after death.” Choosing to, still, loving the same person after death really means something. It’s really hard finding your forever person, and this poem gives me a chance so that I can, one day, be able to possibly love someone as deep as this poem, and the same goes to my future partner. I pray everyone who truly in this cruel world finds their soulmate, for them to be capable of loving or be loved as close to this poem.</p> <p>How Do I Love Thee? by Elizabeth Barrett Browning has created a mindset of what true love is and how it makes someone feel. It’s special to have someone who possesses such feelings as written in this lustful poem. As hard love is in this world, this poem has opened my eyes to what true love can be, and it could mean the world to someone, and I pray someday, that someone is me.</p> <p>Grade A  Gender F  Location Uliga  Analysis of The Soldier</p> <p>The poem is takes on the tone of love, death and patriotism. It is written during the World War I. The Soldier is about a young patriotic young man in a war, who loves his country, is proud to be fighting in a war for his country England that he believes in and is willing to lie down his life</p>



Make a Plan	Assessment Data & Analysis
	<p>for his country.</p> <p>The poem starts out with the line “If I should die, think only this of me that there is some corner of a foreign field that is for ever England” what it shows here is the young man is contemplating his “inevitable death” in the war that he is fighting in and he wants the people to know that in the part of the world or land he is fighting in where he dies he claims it for England. It is a piece of dirt/land that will become England just because his body dies there. It’s like his decaying English body has claim that land for England.</p> <p>“There shall be in that rich earth a richer dust concealed: a dust whom England bore, shaped, made aware, gave, once her flowers to love her ways to roam” in these verse he figuratively talks of his being/existence being born to England, was nurture and shaped in the England climate and taught of its beliefs and its ways. He talks of roaming her ways meaning of childhood times of playing, running around in the fields, meadows or roads of England and exploring the woods and flowers to play amongst them. He was reminiscing of his childhood. It glorifies the country the country that he was born and raised in.</p> <p>A body of England’s, breathing English air washed by the rivers, blest by suns of home” it means that the body of the soldier is English, the body is from English that was breathing the English air, washed in the river, blest by the suns that everything that was England is all part of him. The bond that he had with his motherland is so deep that he shows his pride about England. It all reflects his pride and passion about England.</p> <p>And think, this heart, all evil shed away A pulse in the eternal mind, no less Gives somewhere back the thoughts by England given” hints at his death, that he cannot do evil anymore and in that moment he had a “flashback” of his life; through dying he gives back to England all that England has taught and shaped him to be .</p> <p>“Her sights and sounds; dreams happy as her day; And laughter, learnt of friends; and gentleness In hearts at peace, under an English heaven” hints of his life experiences whilst at England and the life he had lived from the time he was born to the time he left for war and also hints at his version of heaven an English heaven where he may experience again when he dies.</p> <p>All in all, though the poem may a little sad but yet it seems to be heartening in that it gives comfort to the ones who lost their loved ones in the war. In that it shows the patriotism of one soldier who is so passionate and loved his country so much that he is willing to sacrifice his life for it. He believes in that where he may perished it will belong to England for he has claim that land with his blood and dying breath.</p> <p><b>Assessed By:</b> Kirk Layton</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision. <b>Additional Information</b> <b>Action Due Date:</b> 01/14/2024 <b>Actions:</b> no actions needed <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 12/07/2023

## ENG 210: INTRODUCTION TO LITERATURE

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

## ENG 211: CHILDREN'S LITERATURE

### SLO 1\_Literary Elements

#### SLO

Identify the literary elements specific to genre. Approved by CC on November 20, 2017. Re-approved by CC on August 29, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

11/20/2017

#### Inactive Date

11/12/2023

#### Mapping

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

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

Program (EDU) - Elementary Education AS: (X - Selected)

- **PLO 1\_RMI Curriculum:** undefined (X)
- **PLO 4\_Classroom Management:** undefined (X)

Program (LA) - Liberal Arts AA: (X - Selected)

- **PLO 3\_Critical Thinking:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Presentation <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/07/2023 <b>Actual Benchmark Score:</b> 84</p>

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> Literary Elements and Criticism Analysis</p> <p>For 15 points, students will work collaboratively with a partner or team. After choosing a local children’s text (from any genre, the team will critically discuss at least three (3) literary features in them and apply an (one) appropriate literary criticism.</p> <p>The team will</p> <ol style="list-style-type: none"> <li>1. Choose a ‘local’ text/story for team discussion and presentation.</li> <li>2. Identify three (3) literary elements (for example – setting, characters, plot), rather than addressing them all. Analyze how effective these elements are reflected/conveyed in the chosen text. The team should not simply define and summarize the elements, but analyze it as well. Assessment will be based on the critical evaluation, and not the summary only. (Chapter 3 of the textbook addresses literary elements and criticisms)</li> <li>3. Identify and apply one literary criticism applicable to the text e.g. feminist criticism, and explain with clear supporting examples.</li> <li>4. Use at least two sources/ external sources to support discussions and analysis (and to be mentioned during the presentation).</li> </ol>	<p><b>Assessment Data &amp; Analysis:</b> Overall there were a total of 22 participants. The average grade was 84%. There was not really any difference between AP and regular sections. The SLO is effective and nothing needs to be changed.</p> <p>ENG 211 Group Presentation Marking Group 1. Rosemary, Anta, Morres, Sonji</p> <p>Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism Conclusion Story read in parts by the group. Good discussion on elements and Literary criticism. 10 Organization and participation of all group members 3 mks All members participated well. This is also shown in diorama of story. Jabro-The first Sail 3</p> <p>Use of external sources Use at least two sources 1 mk 1 external source cited 0.5 Grammar mechanics 1 mk Group edited work and few grammar mistakes 1 Overall Grade 14.05 /15</p> <p>ENG 211 Group Presentation Marking Group 2. Neki. Rollyann, Selma</p> <p>Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism Conclusion Story dramatized by group Literary elements/criticism discussed well. 10 Organization and participation of all group members 3 mks All members participated well This is also shown in diorama of story. Tobolar 3</p> <p>Use of external sources Use at least two sources 1 mk Research shown 2 Grammar mechanics 1 mk No mistakes displayed 1</p>

Make a Plan	Assessment Data & Analysis
<p>Style</p> <p>i. The presentation should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.</p> <p>ii. The presentation must use and correctly cite at least two sources both in the text and in a works cited page (works cited page is not part of the page count). You can access EBSCO or Google Scholar. Wikipedia sources will not be accepted.</p> <p>iii. The team can present the chosen local text as a song, accompanied by the strumming of the ukulele</p> <p>iv. The team can dress in costumes if so desired</p> <p>Mechanics</p> <p>" All members should participate</p> <p>" 10 minutes presentation</p> <p>" Key ideas to be discussed with instructor</p> <p>" Title presentation appropriately</p> <p>" Presentation in English (or key points of story translated for instructor, discussions of literary elements and criticism in English)</p> <p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections:</b> 3</p> <p><b>Benchmark Threshold:</b> 70</p>	<p>Overall Grade 15 /15</p> <p>ENG 211 Group Presentation Marking Group 3. Flomitha, Erickson, Tyree, Pinho</p> <p>Content/quality of analysis- 10 mks</p> <p>Recitation of story Literary Elements Literary Criticism Conclusion Story was read in parts by the members Literary elements/criticism discussed well 10 Organization and participation of all group members 3 mks All members participated well This is also shown in diorama of story. New Tides New Things 3</p> <p>Use of external sources Use at least two sources 1 mk No research stated Grammar mechanics 1 mk No mistakes displayed 1</p> <p>Overall Grade 14 /15</p> <p>ENG 211 Group Presentation Marking Group 4. Ersita, Joy Marcy</p> <p>Content/quality of analysis- 10 mks</p> <p>Recitation of story Literary Elements Literary Criticism Conclusion Story was read to the strumming of the ukulele Literary element needed more elaboration. Criticism not completed 5 Organization and participation of all group members 3 mks Group did not work well to complete parts of the assignment 1.5</p> <p>Use of external sources Use at least two sources 1 mk No research stated Grammar mechanics 1 mk No mistakes displayed 1</p> <p>Overall Grade 7.5 /15</p>

Make a Plan	Assessment Data & Analysis
<p><b>Benchmark:</b> 70% of the students should be able to get 70% (C grade) or better</p> <p><b>Notes:</b> A grading rubric will be used to assess the SLO, with attention to these elements:</p> <ul style="list-style-type: none"> <li>" Content – quality of ideas, discussions, analysis, specific examples from chosen text</li> <li>" Organisation and participation of all group members</li> <li>" Use of external sources</li> <li>" Grammar mechanics</li> </ul> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> The task clearly addresses the SLO - analysis of literary elements/devices. The use of local stories makes learning contextualised, of which students also learn that their stories, their voices matter. They work together in groups and present to the whole class. Samples from each class is used for the common analysis.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/14/2022</p> <p><b>Related Documents:</b> <a href="#">Assignment 2 - Rubric - Group Presentation.docx</a></p>	<p>Links to samples</p> <p><a href="https://mail.google.com/mail/u/0/#inbox/FMfcgzGwHxCpBIKVGIDjbmHmWrSzpML?projector=1&amp;messagePartId=0.2">https://mail.google.com/mail/u/0/#inbox/FMfcgzGwHxCpBIKVGIDjbmHmWrSzpML?projector=1&amp;messagePartId=0.2</a></p> <p><a href="https://mail.google.com/mail/u/0?ui=2&amp;ik=f8a44707a8&amp;attid=0.3&amp;permmsgid=msg-f:1784533123566852890&amp;th=18c3ef6bc81edb1a&amp;view=att&amp;disp=safe&amp;realattid=f_lptpfbnk2">https://mail.google.com/mail/u/0?ui=2&amp;ik=f8a44707a8&amp;attid=0.3&amp;permmsgid=msg-f:1784533123566852890&amp;th=18c3ef6bc81edb1a&amp;view=att&amp;disp=safe&amp;realattid=f_lptpfbnk2</a></p> <p><a href="https://mail.google.com/mail/u/0?ui=2&amp;ik=f8a44707a8&amp;attid=0.4&amp;permmsgid=msg-f:1784533123566852890&amp;th=18c3ef6bc81edb1a&amp;view=att&amp;disp=inline&amp;realattid=f_lptpgth53">https://mail.google.com/mail/u/0?ui=2&amp;ik=f8a44707a8&amp;attid=0.4&amp;permmsgid=msg-f:1784533123566852890&amp;th=18c3ef6bc81edb1a&amp;view=att&amp;disp=inline&amp;realattid=f_lptpgth53</a></p> <p>ENG 211: Children’s Literature – Fall 2023 Ana’s class – ENG 211-2 (AP Class) SLO 1: Identify the literary elements specific to genre Class of 9 students; all at Uliga Campus 4 groups – Three groups completed the task while 1 did not. Grades out of 15 points: One group (2 males) scored an A, the second group a B (3 females) and the third group a C (2 males, 1 female). All who completed the task scored a C (70%) or more. Grades</p>

Make a Plan	Assessment Data & Analysis
	<p>Male    Female</p> <p>A        2</p> <p>B                3</p> <p>C        2        1</p> <p>D</p> <p>F                1 (non-submission)</p> <p>Strengths of the assignment:</p> <p>"        All groups chose quality local stories that allowed them to analyze the literary elements and choose a literary device. Some of these stories were from Assignment 1, in which they summarized and learnt events described in the story from the past. There was a connection of assessments for the first and second assignment.</p> <p>"        Examples and evidence of the literary devices were discussed</p> <p>"        All members of each group participated, except for the one student</p> <p>Weaknesses of the assignment:</p> <p>"        Inclusion of research in the discussion was weak or not done at all. A group discussed some quotes but not embedded in the discussions.</p> <p>"        The group that got a C grade had literary criticism ideas that were not part of what was learnt. Perhaps that they did not understand the literary criticism connected or discussed in children's literature.</p> <p>Moving forward</p> <p>"        Retain the SLO</p> <p>Sample 1</p> <p>ENG 211 – Group Presentation Marking Rubric</p> <p>Comments    Grade</p> <p>Content/Quality of analysis (10 marks)</p> <p>"        Recitation of story (1)</p> <p>"        Literary elements Analysis (5)</p> <p>Literary criticism Analysis (3)</p> <p>"        Conclusion (1) Story is read clearly to the class – and also clearly projected on the power-point</p> <p>Discussion of the characters, setting and plot. –</p> <p>"        Characters - described with some evidence from the story. Further discussions could still have ensued.</p> <p>"        Setting – could mention whether the setting works for the story, and detail the 3 aspects</p> <p>"        Plot – discussed very well, with the analysis on the exposition, rising action, climax, falling action, and denouement</p>

Make a Plan	Assessment Data & Analysis
	<p>Feminist criticism is discussed – ideas are on the slides but could be discussed in detail to the class</p> <p>Clear summary towards the end      1</p> <p>4</p> <p>2.5</p> <p>1</p> <p>Organisation and Participation of all group members  (1)      Generally organised though there are instances where there could be better cohesion  0.5</p> <p>Use of External Sources  (2 marks)  "      Use of at least 2 sources  Use the sources in the analysis of the literary elements and criticism, not as a separate set of discussions  The support of discussion should be embedded in the key items of discussions, and so not a standalone  1.5</p> <p>Grammar mechanic  (2 marks)      Correctly used and followed  2</p> <p>Overall Grade    Great effort overall  12.5/ 15</p> <p>Sample 2  ENG 211 – Group Presentation Marking Rubric  Comments      Grade  Content/Quality of analysis (10 marks)  "      Recitation of story (1)  "      Literary elements Analysis (5)</p>



Make a Plan	Assessment Data & Analysis
	<p>Literary criticism Analysis (3)</p> <p>" Conclusion (1) The presentation is outlined clearly, with the assistance of a power-point presentation (note: ppt slides should not be used as reading notes), The story is read clearly to the class – good intonation used</p> <p>Discussion of the characters, setting and plot. –</p> <p>" Narrator – described, explained with evidence from the story and supported with research</p> <p>" Characters – explained and analysed with strong evidence from the story</p> <p>" Conflict – clearly explained, and with evidence, quotations from the story</p> <p>archetypal criticism is discussed – the need to relate qualities or characteristics too that a reader can identify with</p> <p>Clear summary towards the end            1</p> <p>5</p> <p>2.5</p> <p>1</p> <p>Organisation and Participation of all group members</p> <p>(1) Seamless flow and good reflection of team work</p> <p>1</p> <p>Use of External Sources</p> <p>(2 marks)</p> <p>" Use of at least 2 sources            Support from research for the discussions of the literary tools and criticism is strong and correctly done            2</p> <p>Grammar mechanic</p> <p>(2 marks)            Correctly used and followed</p> <p>2</p>

Make a Plan	Assessment Data & Analysis
	<p>Overall Grade Excellent effort 14.5/ 15</p> <p>Sample 3</p> <p>Comments Grade</p> <p>Content/Quality of analysis (10 marks)</p> <p>" Recitation of story (1)</p> <p>" Literary elements Analysis (5)</p> <p>" Literary criticism Analysis (3)</p> <p>" Conclusion (1)</p> <p>A local story is read out loudly and clearly, good intonation and consistent pace Setting, characters and plot were outlined. Descriptions were provided. Specific examples from the text and lines used as evidence could have been included too – not just describing but analyzing them too</p> <p>Historical (biographical and race theory? – which were not part of what we learnt)</p> <p>Presentation’s key ideas are summarized in the conclusion</p> <p>1</p> <p>3.5</p> <p>1.5</p> <p>1</p> <p>Organisation and Participation of all group members (1) Need to assist each other, be present during the working sessions and ensure you do your own share of the presentation, on time. .5</p> <p>Use of External Sources (2 marks)</p> <p>" Use of at least 2 sources</p> <p>Sources are used, though borrowed ideas could be more embedded in the discussions, and also credible academic sources used more (Cool Kids Fact – academic? - could use reports, journal articles instead)</p> <p>1.5</p>

Make a Plan	Assessment Data & Analysis
	<p>Grammar mechanic (2 marks) Presented grammatically</p> <p>2 Overall Grade</p> <p>&amp;&amp;11/ 15</p> <p><b>Assessed By::</b> Koroi, Rosie Bulavakarua, Ana <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision. <b>Additional Information</b> <b>Action Due Date:</b> 01/15/2024 <b>Actions:</b> no action needed <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 12/07/2023</p>

## ENG 220: WRITING RESEARCH PAPERS

### SLO 4\_Present Research Results

#### SLO

Present research results via a variety of media using appropriate documentation and audience-focused techniques. Approved by CAC on April 04, 2017. Re-Approved by CC on July 3, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

#### Start Date

04/03/2017

#### Mapping

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

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Written Assignment or Essay  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> ENG220 Photo Essay or Documentary Assignment</p> <p>For this assignment Students will create an essay using no less than six photos that students will take yourself. Please follow the following guidelines.</p> <p>" The essay will be on the topic Students have chosen for the term.</p> <p>" The photos will work together to tell a story that viewers can follow.</p> <p>" You can decide if students want to tell a large story or a smaller section of a larger story.</p> <p>" Students will begin with a thesis statement.</p> <p>" Students will then have at least six photos. The photos can be of various sizes as, like written paragraphs, they can vary in importance and content.</p> <p>" After the photos, students will have a short paragraph telling your intention of the photos followed by a concluding statement.</p> <p>" Students are also required to have correct MLA citation and a Works Cited for the photos.</p> <p>" During the week when submission is due, students will be required to post two photos on a Discussion Forum on Moodle before the end of Tuesday. From Wednesday to Friday, students will comment on other students' photos. This way, we can see if the messages in the photos are being understood without explanation.</p> <p><b>Assessment Approach:</b> Common Assessment  <b>Number of Sections:</b> 4  <b>Benchmark Threshold:</b> 70</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 06/17/2023  <b>Actual Benchmark Score:</b> 96  <b>Assessment Data &amp; Analysis:</b> SLO Analysis</p> <p>Assessment Data and Results</p> <p>1) Data Results</p> <p>A) 80 total participants. The average of participants was 80% which exceeds the benchmark.</p> <p>B) 77 participants (96%) achieved the required benchmark. 3 participants (4%) were below the required benchmark.</p> <p>2) Analysis</p> <p>A) Students were able to meet the benchmark, in part, as the assignment required use of simple technology: a cell phone with a camera. Students who were unsure how to put photos in a Word document found advice readily available at CMI.</p> <p>B) Students, although uncertain at first, were able to make a connection between a current form of expression and traditional Marshallese culture.</p> <p>C) Students who did not meet the benchmark missed class lectures and failed to follow written directions and examples on Moodle.</p> <p>3) Action</p> <p>The success of the assignment points to the words in the course title "Writing Research Papers" to have wider meanings. Both "writing" and "research" can be taught and demonstrated in assignments in non-traditional ways. Further discussions on methodologies used will take place between instructors prior to next semester.</p> <p>Please refer to Google Drive folder in the link below for samples.  <a href="https://drive.google.com/drive/folders/1VLauljAvUoo65E57kOCb2vQQEW1o7AW0?usp=drive_link">https://drive.google.com/drive/folders/1VLauljAvUoo65E57kOCb2vQQEW1o7AW0?usp=drive_link</a></p> <p><b>Assessed By::</b> Kirk Layton  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met</p>

<p><b>Make a Plan</b></p> <p><b>Benchmark:</b> 70% of the students should be able to get 70% (C grade) or better</p> <p><b>Notes:</b> Grading will be determined by the ability shown in creating discussions and explanations in a non-traditional essay style. The submission and discussion on Moodle will also count towards the assignment grade. A generic rubric will be used for the purpose of common report.</p> <p>3 samples from each section will be used for the analysis</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> The paper requires research which addresses the SLO objective and students are required to submit this assignment. The topics are contextualised, with the focus being chosen by the students themselves.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/14/2022</p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 06/23/2023</p> <p><b>Actions:</b> Graph data for better visualization and disaggregate day by gender and location (Liti)</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p> <p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> It seems very well put and I do agree with follow up actions on data disaggregation and use visual aids via graphs .</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 06/23/2023</p>
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Written Assignment or Essay</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> 70%</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 5</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70</p> <p><b>Notes:</b> This is a photo essay.</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/06/2023</p> <p><b>Actual Benchmark Score:</b> 85</p>

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	<p><b>Assessment Data &amp; Analysis:</b> The benchmark was met with an average of 85%.  The total number of participants was 43.  The photo essay is highly effective. The photos result in a large file, so examples have photos made smaller or missing to allow the file to be posted.</p> <p>Grade C  Gender F  Location Uliga  Environmental</p> <p>Something that I came up with is about how to improve our society to become healthy in nature. In Marshall Island, there are many kinds of waste that people throw wherever they are and cause damage to the environment. It is important to take care of the environment to protect the plants and animals both land and ocean. People cannot live in the environment if it's not wealthy and clean. People in Marshall Island are trying their best to upgrade their skills and knowledge to keep the environment clean and safe.</p> <p>Fig. 1. Kajidrik. Marshall Island Environment. 2023  People want the island to be like this. In figure 1, it shows how clean the Islands would become in the next generation. This place was cleaned by one of the celebrities in Marshall who owns his own business and has a lot of places to live. This man also owns plenty of apartments here in Majuro. He seems to care about Marshall Island because he helps a lot of people with their needs and also helps clean the community since he has machines such as dump trucks, loaders etc&amp;this is one of the photos I took at maan airport (aside of airport).</p> <p style="text-align: center;">Fig. 2. Kajidrik. Waste. 2023.</p> <p>Something I wanna change in my future generation is to keep the water safe from what humans do to make something like this. In this figure up here, it's shown how people throw trash everywhere around Marshall Islands. Another reason why people don't care is because they aren't responsible for cleaning the whole land. However, one of the biggest issues that causes damage to the environment is the lackness of education of RMI(Republic of the Marshall Island) people. Marshall Islands is a tiny island and people must think twice before it's too late.</p> <p style="text-align: center;">Fig. 3. Kajidrik. Area. 2023</p> <p>Everyone has their own right to do whatever they want to do to their environment. Here is a photo of plenty of leaves falling from the trees. Some</p>

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	<p>people throw them away to clean their area but other people believe that leaving them there will make the plants healthy while they are growing. Also, removing leaves will eliminate essential vital wildlife habitat. Moreover, in order to keep our environment more wealthy and safe, we must stop what we are doing and leave the areas everywhere around here in Marshall to make Marshall become healthier.</p> <p style="text-align: center;">Fig. 4. Kajidrik. Glass Waste(Lagoon side). 2023</p> <p>This glass will forever stay in the place where people throw them and never take it away. In the making of this glass, it might cause problems to humans and it's dangerous. This figure is telling and tries to catch the attention of people watching it and realize what would happen if this will destroy the peace of the environment. Fishers might get injured by this and the area and environment will also get hurt by stepping on it. People should keep encouraging each other to be more careful by throwing glasses because the lagoon side is where we get our fish and eat. Is where we can survive in order to look for food to feed our family and our loved ones.</p> <p style="text-align: center;">Fig. 5. Kajidrik. Trash. 2023</p> <p>The environment will never be wealthy in this kind of matter. This one should stay in its place where we have gathered all wastes in one place and put them far apart. It is called, dump and we all know that this is the only place to put all trash and throw it in there. When it comes to seeing something like this, the waves might take it away and kill some living things in the ocean. Our ocean is also important for us and we are very reliant on it because it's part of Marshallese resources.</p> <p style="text-align: center;">Fig. 6. Kajidrik. Marshallese house. 2023</p> <p>It is how every house looks like in this photo. This is our home and our environment. People of the Marshall Islands came from a tiny island and it is called the people of Micronesia because the Islands are too small than any Island in the world. Our environment is not perfect enough but hopefully everything will change in the future. This is my goal to keep Marshall Island clean and every house should change too and be comfy for us especially our elders. Additionally, the environment of the Marshall Island should be upgraded and safe by the people of RMI. We should stand together and unite in the way we cooperate with each other to do our part to keep Marshall Island healthy.</p>





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	<p>delicate ecosystems and vulnerable communities of these remote islands. Through a series of powerful images, the photo essay captures the heartbreaking sight of pristine beaches marred by piles of plastic waste, symbolizing the threat posed to the natural beauty that once defined these islands. The photographs depict marine life environments with debris, struggling to survive in an environment that has been contaminated by our careless consumption and disposal habits. They also portray the efforts of local communities to combat this crisis, showcasing individuals engaged in beach clean-ups and recycling initiatives. However, the essay does not shy away from the harsh reality that such local efforts alone are not enough to tackle the magnitude of the problem. Instead, it emphasizes the urgent need for global action, highlighting the responsibility of governments and industries to reduce plastic production and improve waste management systems. Ultimately, the photo essay serves as a wake-up call, compelling viewers to recognize the dire consequences of pollution in the Marshall Islands and inspiring them to take action in their own lives to protect the environment and ensure a sustainable future for these fragile island communities.</p> <p>Hawley. Overgrown Recycling Bins.</p> <p>Hawley. The Sad Transformation of a Once-Clean Beach.</p> <p>Hawley. Keep Majuro Clean!</p> <p>Hawley. Clean Coast, Happy Planet.</p> <p>Hawley. Trash in the Tides.</p> <p>Hawley. For the Sake of Our Future Generations.</p> <p style="text-align: right;">Works Cited</p> <p>Hawley, Nalio. Overgrown Recycle Bins. 14/09/23  Hawley, Nalio. The Sad Transformation of Once a Clean Beach. 14/09/23</p>

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	<p>Hawley, Nalio. Keep Majuro Clean! 14/09/23  Hawley, Nalio. Clean Coast, Happy Planet. 19/03/23  Hawley, Nalio. Trash in the Tides. 14/09/23  Hawley, Nalio. For the Sake of Our Future Generations. 14/09/23</p> <p>Grade A  Gender M  Location Uliga  Canned Foods  Canned foods are a staple here in the Marshall Islands, because of its prolonged shelf- life, and cheap affordable prices. Due to the excessive amounts of salts and oils used to preserve canned foods, Marshallese people have been prone to diabetes, and heart problems. Once our leaders make a change towards our diet then Marshallese people will succumb to better eating habits, and a healthier lifestyle.</p> <p>(Zebedy- Horiuchi, Shelf of Saba)      (Zebedy, Horiuchi, Shelf meat)</p> <p>(Zebedy- Horiuchi, Tunaaaaaa)</p> <p>(Zebedy- Horiuchi, Koolaid)</p> <p>(Zebedy- Horiuchi, Reese's)</p> <p>(Zebedy- Horiuchi, Shelf of Shasta)</p>

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	<p>(Zebedy- Horiuchi, Yummy Healthy Food)</p> <p>Works Cited</p> <p>Zebedy- Horiuchi, Tristen. "Koolaid." 12 September, 2023.  Zebedy- Horiuchi, Tristen. "Reese's." 12 September, 2023  Zebedy- Horiuchi, Tristen. "Shasta." 12 September, 2023.  Zebedy- Horiuchi, Tristen. "Shelf meat." 12 September, 2023.  Zebedy- Horiuchi, Tristen. "Shelf of Saba." 12 September, 2023.  Zebedy- Horiuchi, Tristen. "Shelf of Shasta." 12 September, 2023.  Zebedy- Horiuchi, Tristen. " Tunaaaaaa." 12 September, 2023.  Zebedy- Horiuchi, Tristen. "Yummy Healthy Food." 12 September, 2023.</p> <p>ENG 220: Section 1  FALL 2023  SLO: Ms. Liti Nabukabuka</p> <p>Sample 1:  Grade C  Female  Uliga Centre  Marshallese "Kemem" or 1st Birthday</p> <p>(Shiana, Birthday girl and parents, 28th Aug, 2020, 8:51PM)  In the Republic of the Marshall Islands, one of the things that is highly celebrated</p>

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	<p>by the Marshallese people is a child's first birthday also known as kemem. The idea of having a kemem started way back then when life was very complicated and medical care wasn't very stable. For that reason, it was considered a miracle when a child makes it through their first year of life. Even though majority of families who have already experienced or yet to experience what it's like to host a party for a huge amount of people, they would agree that the whole process of planning a kemem takes a lot of time, patience, and money. But in the end, it is a celebration that gathers and reunite family and friends from near and far.</p> <p>To have the perfect first birthday party, everything is planned out in advance. Some even start planning right after the child is born especially, if the child is a first born or the first grandchild also known as "Manje". People tend to have high expectations on the hosting family in which is not only why every immediate family member is to take part and volunteer things that is needed for the birthday celebration but it is also part of the culture to help out especially when it comes to your own family. Some will even go out of their way and take out loan or borrow money just so they can purchase more stuff for the big event. The hosting family has to make sure that everything goes accordingly to plan such as making sure that a theme has been decided so they know what kind of decorations to get. Wearing uniforms is also part of the big celebration and every family member or close friends need to wear one. Also, determine how much food and drinks is enough to make sure that everyone is fed. All of these are just some of the things that is planned up until the day of the party.</p> <p>The night before the actual birthday or the kemem celebration, there is a pre-celebration where different group of people goes to the home of the hosting family and sing birthday songs to the child who will be turning one year old. There, they are also given the chance to take whatever they want from the hosting family and the child known as "tobtob" in which they can't do anything about or refuse the requests of the guests. For instance, people can take things such as clothes, furniture, electronics, and more. The hosting family usually take this time to also say a few words and officially invite the guests for the anticipating big celebration.</p> <p>(Shiana, ladies preparing food, 28th Nov, 2014, midday)  When it comes to the actual day of the big celebration, preparations start early in the morning. Everybody comes together to help out the hosting family. Usually, all the cooking is the first thing to do since it takes longer and most of the time there are various kinds of foods with big proportions to make in limited amount of time. Right when the cooking is all done, the next thing to do is cleaning and</p>

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	<p>decorating the venue. Before anything such as foods and beverages are taken to the venue, there is an assigned team that has to make sure that the venue is ready. And all of this has to be done before the afternoon since that is when most Kemem start. And after everything is ready, the hosting family will start making their way to the venue before all the guests start to arrive.</p> <p>(Shiana, birthday emcee, 6th April, 2023, 8:00PM)  As soon as everybody make it to the venue, an emcee who was chosen specifically by the hosting family will officially start the celebration and say a few words to announce the sequence of the event so that the guests will know what to expect during the celebration. Right after that, the emcee will then ask for a Rikaki (pastor) to say his word of blessings for the child and everything that has to do with the Kemem.</p> <p>After the Rikaki's blessings, the band will play a few songs for the lakiakwe, which is the part where everybody who attended the event would have to shake hands with the hosting family, specifically the baby to show respect. Unlike every western parties where you bring gifts to the person that is being celebrated, in every kemem you have to offer money and it could be any amount that you are willing to give to the family. But the first people to do the lakiakwe are the chiefs, government leaders, church leaders, pretty much all those with important titles before anyone else. During the lakiakwe, not only the hosting family receives something from the guests, but the family also give out things like blankets, clothes, or literally anything as a way to show their gratitude for all the guests for attending the event.</p> <p>(Shiana, Children dance, 12th Dec, 2022, 10:30PM)  (Shiana, ladies serving food, 26th May, 2022, 9:00PM)  Once the lakiakwe is over, the food will be served starting off with the guests of honors and the elders. Everybody else is usually encouraged to get in line order to get their food and drink. Sometimes, the outrageous amount of food that is served to the guests is so big that the food has to be served in a food tray. While the food is being distributed to the guests, there are different groups or team who have prepared a dance or a song to perform as part of entertaining the event. As a result, even though party could start really early or on time it could also be over during the midnight.</p> <p>(shiana, party venue, 26th May, 2022, 5:12PM)  And finally, planning a Kemem is a lot of work. The family hosting a Kemem or 1st birthday party is willing to spend a lot of their time and money for a perfect</p>

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	<p>celebration. They have to make sure that there is a venue, figure out how much food and drink is enough for everyone, and more. But other than that, the good side of having a kemem is not only about remembering or creating memories but it is also about a celebration that brings happiness to a lot people.</p> <p>Work Cited  Relang, Shiana "Birthday girl and parents" August 28th, 2020  Relang, Shiana "Birthday decoration" June 6th, 2022  Relang, Shiana "Birthday group" November 25th, 2017  Relang, Shiana "Ladies preparing food" November 2th, 2014  Relang, Shiana "Birthday emcee" April 6th, 2023  Relang, Shiana "Band" October 2nd, 2019  Relang, Shiana "Ladies serving food" May 26th, 2022  Relang, Shiana "Children dance" December 12th, 2022  Relang, Shiana "May 26th, 2022"</p> <p>ENG220:</p> <p>Photo Essay Rubric  Element/Score Excellent (A) Above Avg. (B) Average  (C) Below Avg. (D) Unacceptable  (F) %</p> <p>Punctuality-Topic  (5) The essay was on time The essay was not on time  4</p> <p>Thesis statement and brief introduction  (5) The essay has a well-written thesis The essay has a thesis</p>

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	<p>The essay has a weak or missing thesis 2</p> <p>Content:  Photos were relevant and depicts the story-align with the topic  (10) Photo and quality of the source- 8 photo-originals Has at least 6 photos mostly taken by you Has at least 4 photos taken by you Has less than 4 photos were original All photos weren't original 7</p> <p>Content:  Discussion of each photos relevantly- flow in the story, photos are original  (10)  Detailed and clear discussion of all research objectives as sub topics in the essay body Discussion of all research objectives as sub topics in the essay body Discussion of research objectives as sub topics in the essay body but needs some revision Brief discussion s of research objectives No discussion of research objectives as subtopics in the essay body  8</p> <p>Content:  Organization, well structured, GPS, MLA format  (5)  Well organized essay with introduction, body and conclusion Organized essay with introduction, body and conclusion Organized essay with introduction, body and conclusion but needs some revision Organization no clear – disorganized  2</p> <p>Works Cited  (5) A correct works cited list is present A works cited is present but incorrect A works cited is not included 3</p> <p>Total 26/ 40 13/20</p> <p>Sample 2:  Grade B  Male  Ebay Campus</p> <p>Marshallese Traditional Coronation “Kailojloj”  Introduction:  The Marshall Islands has a very unique ceremony that not a lot of people or outsiders get to experience and witness. Our elders and their ancestors all acknowledged that the ceremony of a “kailojloj” is a very sacred ritual. It is the beauty, the strong might, a great cultural significant that marks a new reign of era</p>

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	<p>of a newly crowned paramount chief. It is very rare for a lot of people including the locals themselves to witness a Marshallese coronation since it takes years to wait for the next heir to the traditional paramount chief throne. The traditional coronation or “kailojloj” has been practiced for the past centuries from the first paramount chiefs who were Iroojlaplap Kabua Kabua the Great and Iroojlaplap Loeak. They were first traditional paramount chiefs until some of the islands in the Ratak Chain broke off and had their own territories and respective chiefs. In both the Ralik and Ratak Chains there is always a traditional paramount chief who oversees the islands/island they rule. The difference between the two chains in the Marshall Islands is that the Ralik Chain is overseen by four domains and the Ratak Chain has paramount chiefs for their own islands. The history behind the “kailojloj” is to give the blessing of the next irooj or chief to the higher title of Iroojlaplap or paramount chief.</p> <p>The traditional coronation is more than just a sacred ritual ceremony, it is also when landowners or alaps give their blessing over their new paramount chief and celebrate their ways of culture and tradition. It is the culture and the ways of the Marshallese ancestors that taught us carry on who we are as Marshallese people of the ancient Marshall Islands. To know who is next up in the blood line to the traditional paramount chief throne, they have to be a born descendent from a female blood line who in the royal family is also known as the queen/lady chief or known as lerooj. In Marshallese customs, they follow the women because every Marshallese local woman has ownership of everything. This would include family clans, land rights, title in the family, and much more. Women in the royal families hold higher titles but culturally they do not move around, do the talking during special occasions, and move the people of the land. They would appoint their Irooj or Iroojlaplap fathers, brothers, or sons to move around for them during special occasions. The women in Marshallese society are one of the most important key values in the Marshallese manit. As a queen or lerooj in the Marshallese royal family, the lerooj keeps the family in line, holds the family accountable, and holds the highest responsibility in representing not just her parents but also her brothers and sons who are the next ones in line to the paramount chief throne, and she represents the respective domain in which they fall under. Traditionally there is no coronation for the lerooj. As soon as the previous queen passes away the next up in line has already been blessed and given all the full responsibilities by the paramount chief.</p> <p>In the 21st century the Marshall Islands was very fortunate to witness 4 coronations or kailojloj. About around the 1970's Iroojlaplap Joba Kabua ascended the title representing the Jeimata Kabua domain, in 2017 Iroojlaplap</p>



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	<p>Kotak Loeak assumed the title of paramount chief representing the Loeak and Litokwa domains, in the 2022 Iroojlaplap Mike Lamanini Kabua assumed the title representing Jeimata Kabua domain, and the recent coronation that was held in November of 2023 was Iroojlaplap Christopher Jorebon Loeak who is the brother of late Iroojlaplap Kotak Loeak assumed the title of paramount chief replacing his late brother. As mentioned before that traditional royal kailojloj is very rare and not a lot of Marshallese get to witness it because we have to wait until the current paramount chief passes away and the must then prepare for the next coronation. It has been said that the Iroojlaplap Bweio Jeimata Kabua's domain waited 50 years to have Iroojlaplap Michael Kabua's kailojloj.</p> <p>In modern day today these traditional kailojloj have distinguished guests, friends from the neighboring islands, landowners, and other special guests get to witness how royal and colorful this special event is like. Everyone is more than welcome to attend. Coronations back in the ancient days were very sacred and according to our elders only privileged locals were allowed to witness the coronations of the chiefs. The privileged locals include in present of the coronation, the landowners of the chief, the warriors that protect the chief and his family, the servants, and other members of the traditional chief family. During those ancient days of the Marshall Islands, these coronations were usually held at night so that when the newly paramount chief is blessed, he is guided by his own "spirits" through his time of his reign. One of the three Senators of the Kwajalein Atoll, Senator David Paul stated that, "Iroojlaplap is the embodiment of our traditional leaders. The new paramount chief is there to ensure the traditional system of customs co-existed alongside modern-day democracy. Even though these systems contrast, they've been melded together." (bangkokpost.com). The kailojloj ceremonies also hold huge performances by different groups whom also work and ruled by the paramount chiefs and to show their appreciation they perform by either by dancing or singing to satisfy the traditional paramount chiefs after their blessings.</p> <p>The coronation ceremonies are well planned out by higher landowners who served under the previous paramount chiefs and only some are very privileged to be known as the paramount chief's right-hand person. The most important part of there ceremony is the crowning of the paramount chief or the iroojlaplap. During the crowing it's a family member or another royal blood from the royal family tree who has been bestowed and given the permission to crown the new paramount chief. In some occasion there are times where we see a queen crowning either her uncle, brother, or nephew. It depends on who comes next as the rightful heir to the blood line royal throne.</p>

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	<p>The Marshall Islands are ruled by traditional leaders whom oversee the islands and special territories within the islands they oversee and rule over. The special ritual of a coronation or kailojloj is one of the most sacred and important ceremonies that we owe and give our blessings to the next upcoming paramount chief by blood to the throne. During the special ceremony we hear ancient chants, seas that the paramount chiefs are from, legends from the elders, and the importance of our culture or manit. marshallese culture is the culture that brings joy to the Marshallese people, their ways of living, their lessons, their respect towards the traditional leaders, and their sacred ceremonies that keep the tradition going to the next generation and the generation after. The kailojloj is a symbol of manit, power, land rights, bravery, honor, respect, and most of all the iakwe upon the traditional leaders such as the lerooj, irooj, and lastly the irojlaplap. Without these pillars in the manit the Marshallese people would have been ruled differently. This is the kailojloj in what holds our paramount chiefs in line and for them to rule over the lands in which the Marshallese people stand.</p> <p>Works Cited</p> <p>“Culture of the Marshall Islands.” Wikipedia, <a href="https://en.wikipedia.org/wiki/Culture_of_the_Marshall_Islands">https://en.wikipedia.org/wiki/Culture_of_the_Marshall_Islands</a> .Accessed 29 November 2023.</p> <p>Johnson, Giff. “Mike Kabua Archives.” The Marshall Islands Journal, <a href="https://marshallislandsjournal.com/tag/mike-kabua/">https://marshallislandsjournal.com/tag/mike-kabua/</a>. Accessed 29 November 2023.</p> <p>“Marshall Islands celebrate first 'Iroojlaplap' chief coronation in 50 years.” New Straits Times, 22 July 2022, <a href="https://www.nst.com.my/world/world/2022/07/815754/marshall-islands-celebrate-first-iroojlaplap-chief-coronation-50-years">https://www.nst.com.my/world/world/2022/07/815754/marshall-islands-celebrate-first-iroojlaplap-chief-coronation-50-years</a>. Accessed 29 November 2023.</p> <p>“Marshall Islands celebrate first 'Iroojlaplap' in 50 years.” Bangkok Post, 22 July 2022, <a href="https://www.bangkokpost.com/world/2351926">https://www.bangkokpost.com/world/2351926</a>. Accessed 29 November 2023.</p>

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	<p>ENG220:</p> <p>Photo Essay Rubric  Element/Score Excellent (A) Above Avg. (B) Average  (C) Below Avg. (D) Unacceptable  (F) %</p> <p>Punctuality-Topic  (5) The essay was on time The essay was not on time 0</p> <p>Thesis statement and brief introduction  (5) The essay has a well-written thesis The essay has a thesis  The essay has a weak or missing thesis 3</p> <p>Content:  Photos were relevant and depicts the story-align with the topic  (10) Photo and quality of the source- 8 photo-originals Has at least 6 photos mostly taken by you Has at least 4 photos taken by you Has less than 4 photos were original All photos weren't original 8</p> <p>Content:  Discussion of each photos relevantly- flow in the story, photos are original  (10)  Detailed and clear discussion of all research objectives as sub topics in the essay body Discussion of all research objectives as sub topics in the essay body Discussion of research objectives as sub topics in the essay body but needs some revision Brief discussion s of research objectives No discussion of research objectives as subtopics in the essay body 8</p> <p>Content:  Organization, well structured, GPS, MLA format  (5)  Well organized essay with introduction, body and conclusion Organized essay with introduction, body and conclusion Organized essay with introduction, body and conclusion but needs some revision Organization no clear –</p>

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	<p>disorganized 3 Works Cited (5) A correct works cited list is present A works cited is present but incorrect A works cited is not included 3 Total 30 / 40 15/20</p> <p>Sample 3: Grade A Male Uluga Centre Our Milly's First Birth Day, "Kemem" Her name is Milly and she is now four and will be five on December 1st. Mill Jemwai was born in Haifa Israel on December 1st, 2018. This was a great moment for my wife and I. Our hearts were full of gratitude and happiness for having the first child born. Over one year from that, we learned a lot about being a parent. Many challenges and learning we go through as we raise our first kids. Being far away from family members was very hard we are thankful for the internet that can connect us and our parents' guide us from a distance. This photo shows the baby shower party at our home. Organized and decorated by our dear friends from different part of the world. (Jemwai, Freddy "photo of baby shower party" November 2018) That evening we surprised my wife with this baby shower celebration. She was in town when all of the preparation was taking place and when she got home we surprised her. We played many indoor games and of course, cut off the cake and ate our food together. That evening was a beautiful evening for all of us. Then a few weeks later after that baby shower my wife woke me up one morning. It was 5 am in the morning she woke me up and said "Freddy my stomach is hurting, wake up". I was so sleepy and didn't want to even get up. I asked her what the time was now. Is it 5 in the morning can you wake up, I say ok and continue sleeping. Finally, I got up but my brain was still sleeping, now the time was nearly 6 in the morning and she told me can you call our friends I need to go to the hospital right now. I think the baby is ready to come out and now my brain is awake and I don't know what to do, I was like in shock, to be honest. We both managed to call our friends and they came and picked us up and took us to the hospital. The hospital was about a 30 to 40-minute drive and we managed to get there very quickly because not much traffic around that time. We got there and the nurses and doctors rushed to take my wife to the room where she would be delivering and they told me I was not allowed to go in because it was an</p>

Make a Plan	Assessment Data & Analysis
	<p>emergency case. So, I waited in the waiting room and prayed and prayed that everything would go well. Thank God everything goes well. I was closing my eyes when one nurse called me “Sir your baby is here you can come we take her to clean her and put her some clothes” My heart and my world changed at that moment. That line saying by the nurse I will not forget it. A big chubby Milly lying in a baby bed and crying looking for food.</p> <p>(Jemwai, Freddy “Baby Milly’s 1st picture” December 1, 2018)  She was born around 7 am in the morning. All my sleepiness is gone and happiness kicks in and makes my heart so happy and full of thanks to God the All Mighty. Amelia was in the recovery room resting and getting her treatment by the doctors and nurses. We stayed in the hospital for some time recovering so the nurses could look after Milly and her mom and after some days we got discharged from the hospital. We went back to our home in Akka one of the historic cities in Israel. We have lived here for about one year since she was born. Our community visited us many times congratulated us and looked after our small family. These friend’s support makes our journey as a young family seem possible and easier.</p> <p>(John, Diana “Friends from the Pacific in Israel” December 2018)  Milly spent her 1st year in the Holy Land. Bahai Faith's holy places are in Haifa and Akko Israel. She was so lucky to be growing up in these places. She also visited some other holy places for other religions in Israel just as the Sea of Galilee and other places. She spent most of her 1st year in Haifa and Akko city. She was indirect with many friends from different cultures and backgrounds. This photo here is a picture of her mom carrying her in the Bahai Garden in Akko. At the end of this garden is located the Holy Spot for the Bahai Faith. Where Baha’u’llah’s resting place is at.</p> <p>We both have the bounty to be in these places and serve our Faith while we are raising this young beautiful soul. We are always grateful for all the time that we were here. Milly and build an unbreakable bond of friends with many friends from all around the globe. Milly’s cuteness and sweetness always bring joy to everybody with whom she is surrounded. We are always surrounded by many friends because of her. They love her and she loves them back in many ways she expresses her love in baby talk or baby walk. When her birthday was coming</p>

Make a Plan	Assessment Data & Analysis
	<p>closer we now have to decide how can we going to celebrate her birthday. Our departure date from Israel is also coming closer. So, we consulted with our family members about where would be a great place to celebrate Milly's birthday (kememem). At the end of the consultation is to confirm that we will celebrate Milly's birthday in the United States. So, we decided to do a kememem for Milly. Milly's birthday is on December 1 but we plan to do it US so we postpone to the 7th of December 2019. A few of our friends in the Akko and Haifa area planned a sweet birthday for her there. So, on the 1st of December 2019, we had a cake with her and also ate some pizza. A small and sweet birthday celebration. (Whippy, Alex "Milly's Sweet Birthday Akko" 1st Decemern December 3, 2019, we took our flight to America to celebrate Milly's kememem. it a long journey for the three of us especially for Milly dear? Our flight from Tel Aviv to Istanbul Turkey and from there we flew to Chicago. We met a lot of challenges but we overcame them all and finally made it to our destination Springdale Arkansas. We landed and we now have to start planning Milly's kememem. My mom made the menu and also looked for a big place for us to celebrate Milly's kememem. We were able to locate a place and also come up with the menu. Our friends and families come together to help cook and some volunteer to bring a dish and many other contributions from friends and families. That really helps us in the preparation for the kememem. On the day that we planned to do the birthday was a lot of work to do. A lot of cooking and decorating happening. That evening we all gather and celebrate her Birthday. Dancing by family members and friends took place and also a serving of food. Singing happy birthday songs and cutting of the cake also took place.</p> <p>( Jemwai, Freddy " Milly's birthday cake in Springdale AR" December 7th 2019)</p> <p>Works Cited</p> <p>Jemwai, Freddy. "Photo of baby shower party" November 2018</p> <p>Jemwai, Freddy. "Baby Milly's 1st picture" December 1, 2018</p> <p>Jemwai, Freddy. "Milly's Photo at the Hospital" December 2028</p> <p>Jemwai, Freddy. "Milly at Bahai Garden in Akko" 2019</p> <p>Jemwai, Freddy. "Milly's Birthday Cake in Arkansas USA" December 2019</p> <p>John, Diana. "Family photo in Haifa Garden Israel" 2019</p> <p>John, Diana. "Friends from the Pacific in Israel" December 2019</p> <p>Whippy, Alex "Milly's sweet birthday in Akko Israel" December 1, 2019</p>

Make a Plan	Assessment Data & Analysis
	<p>Element/Score Excellent (A) Above Avg. (B) Average  (C) Below Avg. (D) Unacceptable  (F) %</p> <p>Punctuality-Topic  (5) The essay was on time The essay was not on time 3  Thesis statement and brief introduction  (5) The essay has a well-written thesis The essay has a thesis  The essay has a weak or missing thesis 5  Content:  Photos were relevant and depicts the story-align with the topic  (10) Photo and quality of the source- 8 photo-originals Has at least 6 photos mostly taken by you Has at least 4 photos taken by you Has less than 4 photos been original All photos weren't original 9  Content:  Discussion of each photos relevantly- flow in the story, photos are original  (10)  Detailed and clear discussion of all research objectives as sub topics in the essay body Discussion of all research objectives as sub topics in the essay body Discussion of research objectives as sub topics in the essay body but needs some revision Brief discussion s of research objectives No discussion of research objectives as subtopics in the essay body  10  Content:  Organization, well structured, GPS, MLA format  (5)  Well organized essay with introduction, body and conclusion Organized essay with introduction, body and conclusion Organized essay with introduction, body and conclusion but needs some revision Organization no clear – disorganized  5  Works Cited</p>

Make a Plan	Assessment Data & Analysis
	<p>(5) A correct works cited list is present A works cited is present but incorrect A works cited is not included 5  Total 37/ 40 = 18.5 19/20</p> <p>Note: The photo essay is very well structured, the photos are authentic and original with a flow in the story to relate to each photo. However, there were a lot of grammar and punctuation marks error.</p> <p>Students Learning Outcome Report:  Assessment Tool Used- Students were expected and tasked to write a five to six (5-6) pages of a Photo Essay on a given topic (approved by the instructor) in which they incorporate 8 original photos that they have taken themselves. Students were given the theme based on Marshallese Culture, this is also a student learning outcome task (SLO). They get to Choose one from the 6 topics that were related to any Marshallese culture on herbal or traditional medicine, traditional Food &amp; Diet, traditional dress, moral ethics &amp; code of conduct, Language &amp; culture etc. It was highlighted from the very beginning that this Assignment is an SLO (student learning outcome) and thus they were required to read the outline and expectation of the task thoroughly and with precisions. Students were taught on the structure and outline of how to write a photo essay. They were asked to take the photo themselves and submit an academic essay of not less than 8 photos. During the 2 classes in Week 13 and Week 14, students were divided into groups of 3-4 students in each group and were given the choice to choose any Marshallese culture that they will be researching on, take a photo and write an essay about. There were 2 Mock presentation which went well and the students really had fun in the presentation. The students were also informed of the expectations from this Assignment. Rubric and a sample photo essay from previous semester was also given on Moodle for their references and</p>



**Make a Plan**

**Assessment Data & Analysis**

guidance in completing the task successfully and correctly. They were also required to write this Assignment with a clear introduction, an academic thesis; a body that explains, discusses, and supports the photos inserted; and a general conclusion. Each photo must be correctly cited both in the text and in the Works Cited page. Bench Mark: 70% of the students will score or more in the Assessment.

**Assessment Data & Analysis:**

**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		
1	16	7
	6	1
	6	1
	9	

**Assessment & Data Analysis Notes:**

Out of the 16 students that were enrolled in this course, ENG 220 section 1, 7 of these students attempt the task. The bench mark required pass rate for this SLO is 70%. There are 6 students who achieved above the 70%, making 86% scoring above the required bench mark. Out of the 86% percentage pass rate of students scoring above the 70%, 1 male student scored 100 %, 2 students scored above 90%, 2 male students scored above 80%, 1 male student scored 75% and the 1 student that did not meet the bench mark scored 65% in this task. She was the only female student that attempt the task and scored 65%. From the 6 students that scored above the bench mark, 5 were students from Uliga campus and a male student from Ebay, Kwajelen campus. Overall the Bench mark was met with 86% pass rate.

**Make a Plan****Assessment Data & Analysis**

**Assessed By::** Kirk Layton  
**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)  
**Benchmark Met:** Benchmark Met

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 01/15/2024</p> <p><b>Actions:</b> No actions needed.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 12/07/2023</p>
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Written Assignment or Essay</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> 70%</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 5</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> higher than 70%</p> <p><b>Notes:</b> This is a photo essay.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Presentation</p> <p><b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)</p>	

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> Power-point presentation</p> <p>Assignment 4- Power point presentation Expectation and Description of the Assignment Assignment 4: This is a buildup Assignment from the Assignment 1; thus, you will choose one from the two Articles that you have used in Assignment 1 to prepare for this Assignment. Prepare a PowerPoint presentation on your Article ( At least 8-10) slides with a Cover page, Introduction and Conclusion/Question slide). Also note to include the following information in your power point presentation slides;</p> <ul style="list-style-type: none"> <li>" What type of Article it is, whether it's a book review, book chapter, a thesis paper, magazine article, a journal etc.</li> <li>" Author/authors</li> <li>" Brief information about the authors</li> <li>" The theme and background information about the Article</li> <li>" Date/year of publication, volume, issue (if it's a Journal/ what type of Journal)</li> <li>" Summary of what the Article is about</li> <li>" Evaluate the article briefly</li> <li>" Reflect on how this article can be of use to you if you are carrying out a research in your community based on your research topic and theme</li> <li>" Identify some important information that stood out to you in the article, for example the research findings, Discussions, the author's recommendations etc</li> <li>" provide the link/ or the source from where the article is from.</li> </ul> <p>Map these requirements with the expectations for Assignment 1 Annotated Bibliography task where the 4 tasks are required;</p> <ol style="list-style-type: none"> <li>1.) Work cited entry- meaning that you will need to correctly cited the literature source in MLA format</li> <li>2) Summarize what the Article is about- Discuss in detail a short summary of what the journal is all about.</li> <li>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.</li> <li>4)Discuss how you might use the source's information in your research? In this section too, you will need to reflect on how practical</li> </ol>	

Make a Plan	Assessment Data & Analysis
<p>is the article to you, how similar of the situation is the research to your community and how can you assist using this information to eliminate the challenges in your society and community. Be very practical in the way you discuss these pointers.</p> <p>Note: This presentation is due at the end of Week 5</p> <p>The presentation day is Thursday of Week 5. Please be present as this are the only two days on which the presentation will be done. If you absent on the day in which your name is called then you are not given any chance to present. So please do try to provide your slides ready on the day in which you will be asked to present.</p> <p><b>Assessment Approach:</b> Common Assessment  <b>Number of Sections:</b> 4  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 70% of the students should be able to get 70% (C grade) or better  <b>Notes:</b>  Mechanics  " Use MLA format; Times New Roman, 12-point font is the only acceptable font/size  " The identification and pagination of your essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included)  " The bibliography must use third person for the summary, but may include first person for the analysis  " Assignment 3 should be titled Article Review Paper (Review Essay of an Article)  " 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</p> <p>Below is a sample of a PowerPoint presentation that you can use as a guideline on how the [presentation should be like;  <a href="https://elearning.cmi.edu/pluginfile.php/211046/course/section/66598/Joel%20W.pptx">https://elearning.cmi.edu/pluginfile.php/211046/course/section/66598/Joel%20W.pptx</a></p>	

Make a Plan	Assessment Data & Analysis
<b>High Quality Assessment Plan:</b> Yes <b>Department Chair Feedback:</b> Clear instructions. Aligns clearly to the SLO. A link to the sample is also provided, helping students know what is expected. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 04/08/2024	

## ENG 230: CRITICAL THINKING IN FILM

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

## ETH 101: ETHICS

### SLO 4\_Ethical Decision Making

#### SLO

Upon completion of this course, students will be able to formulate an approach to ethical decision making. Approved by CC on January 28, 2022.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

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)

Program (LA) - Liberal Arts AA: *(X - Selected)*

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

Make a Plan	Assessment Data & Analysis
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay	<b>Assessment Data &amp; Analysis Date:</b> 04/23/2023 <b>Actual Benchmark Score:</b> 100

<p><b>Make a Plan</b></p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Students will have to write a class reflection paper at the end of the semester that answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What has this class done for you? (e.g. Has this class made you a better thinker? Has this class helped you become a better person? Has this class made you change your mind on any ethical views you might have had before taking the class?) Explain your answer. [1-2 Paragraphs]</li> <li>2. What was the most interesting thing or things you learned in class? [1 Paragraph]</li> <li>3. Which ethical theory do you believe is the strongest? Why? [1 Paragraph]</li> <li>4. Which ethical theory do you believe is the weakest? Why? [1 Paragraph]</li> <li>5. Having now completed the class, what do you think justice is in society? Why? [1-2 Paragraphs]</li> <li>6. Finally, what do you think it means to be a good person? Why? [1-2 Paragraphs]</li> </ol> <p>So, at the end of the semester, students will be able to formulate their own approach in ethical decision making.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 2</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70% of the students who complete the assignment will earn 70% or higher.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> This Assessment Plan was done on time by Alex and approved by Ana in October 2022 but needed to be moved to an active SLO via the new nuventive software.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/22/2022</p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Assessment Data &amp; Analysis:</b> 100% (24 out of 24 students) earned 70% or higher. 14 students did not do the paper.</p> <p>100% (15 out of 15) of females earned more than 70%; 100% (9 out of 9) of males earned more than 70%.</p> <p>Students did an excellent job, and this was the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.</p> <p><b>Assessed By::</b> Alexander I. Velasquez</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>High Quality Assessment Results and Action:</b> No</p> <p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> The quantitative data doesn't read well. It should say out of the students that participated, 100 percent passed with a 70 percent or higher to showcae the 14 students who didn't do the paper. It's too brief and vague. Its vital to put the supporting documents of the 6 questions posed also and the rubric. However, the essentials are there.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 11/03/2023</p>
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Written Assignment or Essay</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/10/2023</p> <p><b>Actual Benchmark Score:</b> 100</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Students will have to write a class reflection paper at the end of the semester that answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What has this class done for you? (e.g. Has this class made you a better thinker? Has this class helped you become a better person? Has this class made you change your mind on any ethical views you might have had before taking the class?) Explain your answer. [1-2 Paragraphs]</li> <li>2. What was the most interesting thing or things you learned in class? [1 Paragraph]</li> <li>3. Which ethical theory do you believe is the strongest? Why? [1 Paragraph]</li> <li>4. Which ethical theory do you believe is the weakest? Why? [1 Paragraph]</li> <li>5. Having now completed the class, what do you think justice is in society? Why? [1-2 Paragraphs]</li> <li>6. Finally, what do you think it means to be a good person? Why? [1-2 Paragraphs]</li> </ol> <p>So, at the end of the semester, students will be able to formulate their own approach in ethical decision making.</p> <p><b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 2  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 70% of the students who complete the assignment will earn 70% or higher.  <b>High Quality Assessment Plan:</b> Yes</p>	<p><b>Assessment Data &amp; Analysis:</b> 96% (24 out of 25 students) earned 70% or higher. 12 students did not do the paper.</p> <p>100% (13 out of 14) of females earned more than 70%; 100% (11 out of 11) of males earned more than 70%.</p> <p>Students did an excellent job, and this was, once again, the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.</p> <p><b>Assessed By::</b> Alexander I. Velasquez  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 12/10/2023  <b>Actions:</b> Completed.  <b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Good job.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 12/31/2023</p>

## **GEO 110: INTRODUCTION TO GEOGRAPHY**

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

## **GEO 120: INTRODUCTION TO HUMAN GEOGRAPHY**



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

## GEO 121: GEOGRAPHY OF THE PACIFIC ISLANDS

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

## HIS 132: HISTORY OF MARSHALL ISLANDS

### SLO 2\_Colonization on the Marshall Islands

#### SLO

Upon completion of this course, students will be able to analyze the influence of the colonization on the Marshall Islands, including, but not limited to: the spread of Christianity, the economic desire for coconuts and the copra trade, and the impact of the West and East in shaping the formation of the Republic of the Marshall Islands through the framing of a Constitution in 1979. Approved by CC on June 6, 2024.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

MAPS Cycle 4 Group 1 (FA22 - FA23)

#### 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)
- **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: (X - Selected)

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

- **PLO 4\_Quantitative/Scientific Literacy:** undefined (X)
- **PLO 5\_Creative Process:** undefined (X)
- **PLO 6\_Independence:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Critique of Performance</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Students will write a short essay or provide a short response that will be measured by a holistic rubric analyzing the influence of the colonization, capitalism and Christianity on the Marshall Islands. Instructor will use the four dimensions of reading and listening being (e.g. Personal, Social, Cognitive, and Knowledge Building) to help aid the students understanding to better frame their responses. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70% of students</p> <p><b>Notes:</b> Students might be given examples of how the instructors views this issue to allocate better thought processing to promote higher order thinking skills and greater social and emotional learning. Students will have the option of communicating in either Marshallese or English or both. If you don't understand, how can you learn? Language is a barrier so I will translate accordingly and interpret more difficult concepts using examples to allow students to communicate their voice unfiltered based on their level of comprehension in both languages using both word banks of Marshallese and English.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Department Chair Feedback:</b> It seems rather practical given the realities of the Republic of the Marshall Islands. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 09/16/2023 <b>Related Documents:</b> <a href="#">combinepdf (2).pdf</a>	

## HIS 201: WORLD HISTORY I

### SLO 1\_Fuedal Empires

#### SLO

Upon completion of this course, students will be able to reflect on the emergence of modern man and his progression through the stages of civilization up to the feudal empires, while also critically classifying the history of the Marshall Islands. Approved by CC on June 6, 2024.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

04/12/2023

#### Mapping

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

- **The CMI graduate will be knowledgeable and respectful of their own culture, and respect the cultures of others.** : undefined (X)

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay	<b>Assessment Data &amp; Analysis Date:</b> 10/23/2023 <b>Actual Benchmark Score:</b> 70

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>																																													
<b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<p><b>Assessment Data &amp; Analysis:</b> They were 10 active students, who took the test and 6 or 60% of them obtain a grade of 70, while the other 4 failed the test. Therefore, the benchmark was not met.</p> <p>The possible reasons why students met or not meet the benchmark are varied. Basically, I have to remark that the 8-week rhythm is not suitable for this content and also not for this type of student. The process to getting to know each other need lasted 7 to 8 weeks. When the ice was broken and the group started to work and get involved in a more relaxed way, we found ourselves in the penultimate session.</p> <p>We need time to teach historical content and the students need time to understand it, analyze it and be able to reflect critically on all of this. We want to teach history from a different perspective without ending in a replay of memorized names. And this is just possible if it must be understood as a shared growth process. And for that we need time! The students who did well are those who have no basic language problems and are less shy to participate in class. And/or they neglected other lessons in order to get ahead with this lesson. (VUriona)</p> <p><b>Tables &amp; Graphs:</b>  <b>SLO Analysis: Fall 2023</b>  <b>HIS 201</b>  <b>Instructors: Dr. Viviana Uriona</b>  <b>Assessment Data and Analysis</b></p> <table border="1" data-bbox="499 844 1990 1458"> <thead> <tr> <th>Grade</th> <th>Frequency</th> <th>Percentage</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <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>4</td> <td>33,33</td> <td>1</td> <td>3</td> </tr> <tr> <td>C+</td> <td>1</td> <td>8,33</td> <td>0</td> <td>1</td> </tr> <tr> <td>C</td> <td>1</td> <td>8,33</td> <td>0</td> <td>1</td> </tr> <tr> <td>D</td> <td>1</td> <td>8,33</td> <td>1</td> <td>0</td> </tr> <tr> <td>F</td> <td>5</td> <td>41,66</td> <td>3</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>12</b></td> <td><b>100</b></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	Frequency	Percentage	Female	Male	A	0	0	0	0	B+	0	0	0	0	B	4	33,33	1	3	C+	1	8,33	0	1	C	1	8,33	0	1	D	1	8,33	1	0	F	5	41,66	3	2	<b>Total</b>	<b>12</b>	<b>100</b>		
Grade	Frequency	Percentage	Female	Male																																										
A	0	0	0	0																																										
B+	0	0	0	0																																										
B	4	33,33	1	3																																										
C+	1	8,33	0	1																																										
C	1	8,33	0	1																																										
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<b>Total</b>	<b>12</b>	<b>100</b>																																												

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> The exercise consists of writing an essay and its presentation about the history and the development of the Marshall Islands and its population (from prehistorical times until 2500 years ago). The essay must take into account the following parameters:</p> <ul style="list-style-type: none"> <li>*Explain your research skills (methods) and used literature</li> <li>*critical thinking in relation to what we saw in class (time frame: beginning of humanity until the fall of the Roman Empire)</li> <li>*sources (primary and secondary)</li> </ul> <p>Formalities: Your paper must be in Times New Roman, 12-point font, and double spaced. The paper and your presentation will be due on the date you have signed up for. You may use whatever citation style you want (MLA, APA, or Chicago-Manual). The project consists of two parts:</p> <ol style="list-style-type: none"> <li>1. A PowerPoint presentation (2.5% of your grade)</li> <li>2. A written work of 1 (full) to 2 pages [Times New Roman, 12-font, 1.5-spaced; the only thing in your header should</li> </ol>	<p>After the first 8 week HIS 201 and in comparison with my others courses, which are 16 weeks I can enphasly that World History is not good to teach in this short time. Neither for HIS 201 nor for HIS 202.</p> <p>I made the best of it and created a new concept. I did prepared for every appointment a handout. In the handout the students have a group of questions, which they need answer.</p> <p>The students has a time to work on the questions at the library and come than back to the class with the aswer and sometimes presentations.</p> <p>We discuss the content and the answers.</p> <p>This way was my possibility to introduce content and check and evaluate the SLOs, which were decided before me.</p> <p>The grade is the result of a sum of the submitted work and the participation in class.</p> <p>These were as follows: Two Test (Midterm and Final), one Essay and during the Semester every meeting was a compilat of reading handouts, answer the questions which the students find in the handouts, present the results and discussion. If the students stuck with it, getting a grade better than a C wasn't impossible.</p> <p>The Cs, Ds, or Fs basically result from the fact that the students invested little or not a minimum amount of reading and therefore did not participate in class or stayed away from it.</p> <p>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.</p> <p>Officially of the 100%, 50% of the students scored a C grade or better. Fifty (50%) is on a lower meet. In reality, there is 1 student who had to skip class because it was too intense for him and another student who was never present in my class. Which changes the previous percentage in 60% of the students scored a C grade or better and a 40% of the students scored a D or F.</p> <p><b>Actions</b></p> <p>It is recommended that:</p> <ol style="list-style-type: none"> <li>1. We need HIS 201 and HIS 202 in 16 Weeks. I am convinced that if we teach history in 16 weeks instead of 8 weeks, students will get more out of it and that will be reflected in the grades they will get at the end.</li> <li>2. We need more exchange of content in the faculty to know when the students are learning and practicing scientific work, presentations and homework.</li> <li>3. I need the posibility to check papers against plagiarism.</li> </ol>

Make a Plan	Assessment Data & Analysis
<p>be your name] (7.5% of your grade)</p> <p>(VU)</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70 % of the students obtain a grade of C or higher.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	<p><b>Related Documents</b></p> <p>Copies of the following is found on:  <a href="https://drive.google.com/drive/folders/1BrY67k2Q6jh5umleLqy7Nnnlphd7mAKc?usp=share_link">https://drive.google.com/drive/folders/1BrY67k2Q6jh5umleLqy7Nnnlphd7mAKc?usp=share_link</a></p> <ol style="list-style-type: none"> <li>1. A sample Assignment sheet</li> <li>2. A sample of handouts</li> <li>3. Sample of essays</li> <li>4. Record of Grades</li> </ol> <p>(VUriona)</p> <p><b>Assessed By::</b> Viviana Uriona</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b><u>Additional Information</u></b></p> <p><b>Action Due Date:</b> 01/01/2024</p> <p><b>Actions:</b> It is recommended that:</p> <p>We need HIS 201 and HIS 202 in 16 Weeks. I am convinced that if we teach history in 16 weeks instead of 8 weeks, students will get more out of it and that will be reflected in the grades they will get at the end.</p> <p>We need more exchange of content in the faculty to know when the students are learning and practicing scientific work, presentations and homework.</p> <p>I need the possibility to check papers against plagiarism.</p> <p>(VUriona)</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p> <p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Great work for a first attempt. Perhaps using graphs can better illustrate your point. Love the combination of Qualitative and Quantitative analysis. Disaggregation of data is also crucial.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 11/03/2023</p>

## HIS 202: WORLD HISTORY II

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

### **IDS 140: INTRODUCTION TO POPULAR CULTURE**

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

### **IDS 170: THE GENRE OF CLIMATE FICTION**

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

### **IDS 428: PERSONAL AND SOCIAL HEALTH SKILLS**

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

### **JPN 101: JAPANESE I**

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

### **JPN 201: JAPANESE II**

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

### **JPN 202: JAPANESE III**

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

### **LIN 201: INTRODUCTION TO LINGUISTICS**

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

### **MAR 101: MARSHALLESE I**

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

## MAR 102: MARSHALLESE II

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

## MAR 120: MARSHALLESE ORTHOGRAPHY

### SLO 1\_Use Alphabet

#### SLO

Use the Marshallese alphabet. Approved by CAC on November 3, 2014. Re-approved by CAC on June 20, 2019.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2016 - 2017 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 3 Group 1 (FA21 - FA22), MAPS Cycle 5 Group 1 (FA23 - FA24)

#### Start Date

11/03/2014

#### Mapping

Program (MAR) - Marshallese Language Arts CCT: (X - Selected)

- PLO 3\_Teaching Methods: undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p> <p><b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)</p> <p><b>Assessment Tool:</b> Test on writing a word using each of the alphabet letters</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 3</p> <p><b>Benchmark Threshold:</b> 80</p> <p><b>Benchmark:</b> 80 percent of the students should be able to achieve a 70% score or higher.</p> <p><b>Notes:</b> Students need to submit their works on time.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 03/31/2023</p> <p><b>Actual Benchmark Score:</b> 70</p> <p><b>Assessment Data &amp; Analysis:</b> There were 21 pupils registered for this course. 16 (76% ) out of 21pupils achieved 70% score or higher. 5(24%) out of 21 pupils got 69% or higher. One reason why 76% of the 21 pupils were met the Benchmark because they submitted their works on time. One reason why the rests didn't meet the Benchmark because they didn't do their assignments and always missed class.</p> <p><b>Assessed By::</b> Pruter Karben</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 04/01/2023</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p>



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Department Chair Feedback:</b> Okay to go. In the SLO assessments results, will need to explain more and write an analysis on the outcome.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 02/22/2023</p>	<p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 04/15/2023</p>
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Test on writing a word using each of the alphabet letters.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 4</p> <p><b>Benchmark Threshold:</b> 80</p> <p><b>Benchmark:</b> 80% of the students should be able to achieve a 70% score or higher.</p> <p><b>Notes:</b> One of the possible reasons why the students met the benchmark is because enough time was given to them to study. And the other possible reason why the student didn't meet the benchmark is because he or she missed class most of the time and didn't submit his or her assignment.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p> <p><b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)</p> <p><b>Assessment Tool:</b> Students will be given a test to show their skill in writing Marshallese words using the correct alphabet letters.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 3</p> <p><b>Benchmark Threshold:</b> 80</p> <p><b>Benchmark:</b> 80% of the students should be able to achieve a grade of 70 or higher</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	

# MAR 130: MARSHALLESE CULTURE

## SLO 1\_Heritage

### SLO

Demonstrate knowledge of the Marshallese historical culture and heritage. Approved by CAC on November 24, 2014. Re-approved by CAC on June 20, 2019.

### SLO Outcome Status

Active

### SLO Assessment Cycle

2016 - 2017 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 5 Group 1 (FA23 - FA24), MAPS Cycle 4 Group 1 (FA22 - FA23)

### Start Date

10/14/2013

### 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 (MAR) - Marshallese Social Studies CCT: (X - Selected)

- **PLO 1\_Marshallese Language:** undefined (X)
- **PLO 2\_Marshallese Culture:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Tests on environmental consequences and foreign influences effect Marshallese culture and society.</p> <p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections:</b> 8</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> Seventy percent of the students should be able to achieve 70 percent score or higher</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/05/2023</p> <p><b>Actual Benchmark Score:</b> 70</p> <p><b>Assessment Data &amp; Analysis:</b> There were 21 pupils officially registered for the course.12(57%) out of 21 pupils presented and documented their works and achieved 70 score or higher.9(33%) out of 21 pupils did not present and document their works and got 69% or lower score. 12 pupils passed this course because they came to class on time and submitted their report on time.</p> <p><b>Assessed By::</b> Pruter Karben</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 04/05/2023</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Notes:</b> Remind students to come to class every day, and submit their works on time. <b>High Quality Assessment Plan:</b> Yes	<b>Actions:</b> students should turn in their assignments on time. <b>High Quality Assessment Results and Action:</b> Yes
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Objective Type Exam/Quiz - In Course <b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25) <b>Assessment Tool:</b> Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot) <b>Assessment Approach:</b> Common Assessment <b>Number of Sections:</b> 7 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 70% of the students who will take the quiz will get a score of 70 or higher. <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 04/15/2024	

### SLO 3\_Research

#### SLO

Demonstrate ability to conduct research on Marshallese culture and critically think about it to construct a project. Approved by CAC on November 24, 2014. Re-approved by CAC on June 20, 2019.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2016 - 2017 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

11/24/2014

#### Mapping

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

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

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

Program (MAR) - Marshallese Social Studies CCT: (X - Selected)

- **PLO 1\_Marshallese Language:** undefined (X)
- **PLO 2\_Marshallese Culture:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Research Report  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 7  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> Students will get 70% or higher in their research report.  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Please upload rubric.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 10/14/2022</p>	

## MAR 140: MARSHALLESE GOVERNMENT

### SLO 3\_Branches

#### SLO

Compare the structures and functions of the executive branch, the judicial branch, the legislative (Nitijela) branch, and the Council of Irooj. Approved by CAC on November 19, 2014. Re-approved by CAC on June 20, 2019.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2016 - 2017 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

11/19/2014

## Mapping

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

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

Program (MAR) - Marshallese Social Studies CCT: (X - Selected)

- **PLO 1\_Marshallese Language:** undefined (X)
- **PLO 2\_Marshallese Culture:** undefined (X)
- **PLO 3\_Marshallese History:** undefined (X)
- **PLO 4\_Civic Engagement:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Objective Type Exam/Quiz - In Course <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Assessment Tool:</b> Students will be given an exam to test their knowledge on the three branches. <b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 4 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> Students will score 70% or higher in test <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 10/14/2022</p>	

## SLO 4\_Logistics

### SLO

Explain how a bill becomes a law and the difference between a bill and a resolution. Approved by CAC on November 19, 2014. Re-approved by CAC on June 20, 2019.

### SLO Outcome Status

Active

### SLO Assessment Cycle

2016 - 2017 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

### Start Date

11/19/2014

## Mapping

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

- **Communicate complex ideas and information effectively through writing, oral presentations and technological resources.:** undefined (X)
- **Demonstrate civic awareness and an understanding of multicultural perspectives.:** undefined (X)
- **Demonstrate quantitative literacy.:** undefined (X)
- **Use the scientific method to analyze information and solve problems.:** undefined (X)

Program (MAR) - Marshallese Social Studies CCT: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Assessment Tool:</b> Propose for a Bill <b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 1 <b>Benchmark Threshold:</b> 80 <b>Benchmark:</b> 80% of the students should be able to achieve 80% score or higher <b>Notes:</b> Students are to propose and explain how a Bill becomes a Law, and the difference between a bill and a resolution <b>High Quality Assessment Plan:</b> Yes</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/06/2023 <b>Actual Benchmark Score:</b> 80 <b>Assessment Data &amp; Analysis:</b> 80% of students participated achieved a 70% <b>Assessed By::</b> Risi Matthew <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Not Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> Yes. The SLO statement needs revision. <b>Additional Information</b> <b>Action Due Date:</b> 04/06/2023 <b>Actions:</b> MAR 140: Students have limited knowledge and understanding of the Marshallese History and Government. Limited resources is another contributing factors <b>High Quality Assessment Results and Action:</b> No <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 04/15/2023</p>

## MAR 150: MARSHALLESE COMPOSITION

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

## MAR 160: MARSHALLESE PUBLIC SPEAKING

### SLO 2\_Effective Speaking

#### SLO

Speak effectively in a public setting. Approved by CAC on March 30, 2015. Re-approved by CAC on June 20, 2019.

**SLO Outcome Status**

Active

**SLO Assessment Cycle**

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

**Start Date**

03/30/2015

**Mapping**

Program (MAR) - Marshallese Language Arts CCT: (X - Selected)

- **PLO 1\_Content:** undefined (X)
- **PLO 3\_Teaching Methods:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Critique speaking abilities of Marshallese speakers in various venues  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 80  <b>Benchmark:</b> 80% of students will be able to achieve a 80% score or higher. Of all ten students enrolled, only 6 students were able to do their presentation with their results of a passing grades. Out of the actual number one student officially withdrew with a W grade, the rest are considered disappeared!  <b>Notes:</b> Assessment conducted to assess students knowledge by applying the fundamental of Public Speaking at Funeral Settings. A invited Marshallese Faculty guest to the class for feedback on students' presentation.  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 03/20/2023</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/05/2023  <b>Actual Benchmark Score:</b> 80  <b>Assessment Data &amp; Analysis:</b> 80% of the students were able to present by following each of the seven fundamental of Public Speaking steps they have learned in class   <b>Assessed By::</b> Risi Matthew  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>                      No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 04/05/2023  <b>Actions:</b> Benchmark is met, and might have to consider other outcomes  <b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 04/15/2023</p>

**MAR 230: MARSHALLESE GRAMMAR**

## SLO 1\_Marshallese Sentence Grammar

### SLO

Apply proper Marshallese sentence grammar. Approved by CAC on January 28, 2015. Re-approved by CAC on June 20, 2019.

### SLO Outcome Status

Active

### SLO Assessment Cycle

2016 - 2017 (Fall), 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), 2016 - 2017 (Summer), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 5 Group 1 (FA23 - FA24)

### Start Date

10/14/2013

### Mapping

Program (MAR) - Marshallese Language Arts CCT: (X - Selected)

- **PLO 1\_Content:** undefined (X)
- **PLO 3\_Teaching Methods:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Objective Type Exam/Quiz - In Course  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> The students were tested on Marshallese subject and possessive proper nouns.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> Eighty percent of the students should be able to achieve 70% score or higher  <b>Notes:</b> I will make sure students to submit their assignments on time.</p> <p><b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 02/28/2023</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/05/2023  <b>Actual Benchmark Score:</b> 70  <b>Assessment Data &amp; Analysis:</b> Pupils graded by writing ten transitive and intransitive words in Marshallese grammar.  <b>Assessed By::</b> Pruter Karben  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>                      No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>High Quality Assessment Results and Action:</b> No  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> There is no clear analysis explaining the assignment.  <b>Department Chair Approval Status:</b> Needs Revision</p>
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p>	



Make a Plan	Assessment Data & Analysis
<p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> The students were tested on Marshallese subject and possessive proper nouns.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 80</p> <p><b>Benchmark:</b> 80% of the students should be able to achieve 70% score or higher.</p> <p><b>Notes:</b> One of the possible reasons why the students met the benchmark is because enough time was given to them to study.</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Written Assignment or Essay</p> <p><b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)</p> <p><b>Assessment Tool:</b> Students were demonstrate ability to apply standardized Marshallese spelling in their written essay.PK</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 80% of the students will standardized their spelling 70% of the students score higher.PK</p> <p><b>High Quality Assessment Plan:</b> Yes</p>	

## MAR 240: MARSHALLESE CREATIVE WRITING

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

## MAR 290: MARSHALLESE CAPSTONE

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

## MATH 102: SURVEY OF MATHEMATICS

### SLO 3\_Financial Math

#### SLO

Upon completion of this course, students will be able to calculate simple and compound interest, annuities, and loans, and utilize financial mathematics in personal financial decisions. Approved by CAC on April 16, 2018. Re-Approved by CC on June 11, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2018 - 2019 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

04/16/2018

#### Mapping

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

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

Make a Plan	Assessment Data & Analysis
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Project - Individual <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<b>Assessment Data &amp; Analysis Date:</b> 11/30/2023 <b>Actual Benchmark Score:</b> 86

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Assessment Tool:</b> Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.</p> <p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections:</b> 2</p> <p><b>Benchmark Threshold:</b> 70</p>	<p><b>Assessment Data &amp; Analysis:</b> In the 2023 Fall semester, of the 49 students enrolled for the MATH 102 sections 1 and 2, only 21 students (43%) submitted report for the project. Table 1 below shows the results of the students' scores for the ISLO 4 being assessed this semester.</p> <p>Benchmark: Exactly 86% the students (20 out of 28 students) score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met.</p> <p>Descriptive statistics were used to disaggregate by Gender, Major, level of English and level of Math on first registration at the College. The majority of the students are able to create new and unique ideas (innovative reasoning), use appropriate approaches to solve the problems (Solving Problems) and accessed relevant information using simple search strategies.</p> <p>In summary, the students who submitted projects for the assessment are mainly female (57%), from the Liberal Arts Department (71%), mostly at Credit level English (95%) and have passed through the developmental Math route (76%) before taking the course.</p> <p>There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Major, and level of English. However, 94% of those who came through Math developmental route met the benchmark while only 60% of those who placed directly to credit level Math met the benchmark.</p> <p>Reasons benchmark was met</p> <p>The topics and questions were reviewed while the assessment was taking place, sometimes on a one to one basis. Possible problem of reading comprehension was reduced by explaining the word problems during the review lessons allowing the students to better comprehend the real-world problems and translate them to mathematics. The first ten and 15 minutes of the next four classes after the project was introduced were dedicated to reviewing the students' progress, motivating them in their knowledge construction, working on some of the problems, and going deeper on the difficult concepts. The reviews were also recorded and made available to students in writing their proposals. All those who submitted their work on time received feedback of their progress though some didn't bother to use the feedback to improve their reports. The students were encouraged to work in groups but to make individual reports. The reports were evaluated using pre-established rubric which was shared with the students.</p> <p>The finance project includes assessments about the students' abilities to apply mathematical concepts in life after college.</p> <p>Validity and Reliability of the Assessment tool</p> <p>The assessment tool was a modified project from an internet source which has been used by many thus validating it. The tool was also shared with the Departmental Chair who approved it. The reliability of the quizzes was assured by the use of rubrics for assessing the projects which ensured that there was less variation in grading the quizzes.</p> <p>Qualitative Assessment:</p> <p>It was observed that many of the students who submitted reports consulted several sources including other Math instructors in understanding the tasks.</p> <p><b>Tables &amp; Graphs:</b></p>

Make a Plan	Assessment Data & Analysis					
<b>Benchmark:</b> At least 70% of the students who submit reports will score 70% or better in a project on using financial mathematics in personal financial decisions. It is also expected that there will be no statistically significant differences in the performances of the students as disaggregated by Gender, Major, level of English and level of Math on first registration at the College.	Number	PROJECT	Section	GENDER	ENG	MATH
	1	87	1	M	CRE	DEV
	2	94	1	F	CRE	DEV
	3	87	1	M	CRE	DEV
	4	75	2	M	CRE	DEV
	5	88	2	F	CRE	CRE
	6	75	2	F	CRE	DEV
	7	69	2	M	CRE	CRE
	8	92	2	M	CRE	CRE
	9	80	2	F	CRE	DEV
	10	75	2	M	CRE	DEV
	11	91	2	F	CRE	DEV
	12	63	2	F	DEV	CRE
	13	76	1	F	CRE	DEV
	14	81	1	M	CRE	DEV
15	91	2	F	CRE	DEV	

Make a Plan	Assessment Data & Analysis										
<b>Notes:</b> The Assessment will be in two parts. The first part deals with series of scenarios to do with compound interest calculations. The task was for the students to invest money in a savings account considering different investment options such as 1) interest rate 2) compounding periods (quarterly, monthly, or daily) and 3) length of contract (1 year, 2 year, etc.) and 4) make recommendations.	16	87	2	F	CRE	DEV					
	17	66	2	F	CRE	DEV					
	18	90	1	F	CRE	DEV					
	19	90	2	M	CRE	DEV					
	20	79	1	F	CRE	DEV					
	21	98	2	M	CRE	CRE					
	TOTAL	21									
		M	18	SE C1	7	I	12	CRE	20	CRE	
		N M	3	SE C2	14	I	9	DEV	1	DEV	
		86%		33%		57%		95%		24	
	14%		67%		43%		5%		76		
<p><b>Assessed By:</b> Adedayo Ogunmokun  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b></p>											

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>dations for choosing a savings plan to buy a used car after 3 years saving based on different scenarios. Students were required to present their solutions in a way that makes it easy for someone investing money to understand your results; clearly explain their reasoning at each stage and conclude with recommendations about interest rates,</p>	<p><b>Action Due Date:</b> 06/06/2024  <b>Actions:</b> Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings.</p> <p>Use the results of this assessment to develop targeted interventions in financial mathematics and its application to students' lived experiences.</p> <p>Embark on targeted qualitative feedback to collect information on students' perspective of their knowledge on the topic (Financial Mathematics) through questionnaires or interview guides.</p> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well - Develop, assessment data results shows BOTH of the following elements: (a) clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes; and (b) clearly reflects the SLO assessment plan.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 12/07/2023</p> <hr/> <p><b>Assessment Data &amp; Analysis Date:</b> 05/05/2023  <b>Actual Benchmark Score:</b> 71</p>

Make a Plan	Assessment Data & Analysis																																																		
<p>compounding periods, and length of contract. The project will be evaluated based on a 4-point rubric for elements dealing with mathematical reasoning and presentation, and for innovation.</p> <p>The second part of the project will ask the students to create their own scenario based on this: Determine what age you will like to retire and how much lump sum you</p>	<p><b>Assessment Data &amp; Analysis:</b> In the 2023 Spring semester, of the 56 students enrolled for the MATH 102 sections 1 and 2, 28 students (50%) submitted report for the project.</p> <p>Benchmark: Exactly 71% the students score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met.</p> <p>Analyses of variances were used to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Major, level of English and level of Math on first registration at the College. None of the tests shows any statistically significant different among the disaggregation.</p> <p>Gender: The gender ratio for those who submitted project report was even at 50% female and 50% male. Average scores are slightly higher for males (78%) than females (76%) but not significantly so. However, 79% of the females (11 out of 14) met the benchmark compared to 64% of the males (9 out of 14). In essence, the males that met the benchmark scored very high marks while the female marks were evenly spread.</p> <table border="1" data-bbox="262 721 760 813"> <thead> <tr> <th>Gender</th> <th>Count</th> <th>Average Score</th> <th>MET</th> <th>BM</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>14 (50%)</td> <td>76%</td> <td>79%</td> <td></td> </tr> <tr> <td>M</td> <td>14 (50%)</td> <td>78%</td> <td>64%</td> <td></td> </tr> </tbody> </table> <p>MAJOR: The majority of the students who submitted the SLO report are from Business (47%) and LA (47%) with only 1 student each from Agroforestry and Nursing. The average score for Business major is 79% with 11 out of 13 (85%) students meeting the benchmark while the average score for LA is 73% with only 7 out of 13 (54%) students meeting the benchmark. No comparison was made with Nursing and Agroforestry Education since there is only one student for each program. That more of the Business students meet the benchmark is not unexpected as most of their courses are Finance based.</p> <table border="1" data-bbox="262 1008 945 1166"> <thead> <tr> <th>MAJOR</th> <th>Count</th> <th>Average Score</th> <th>Met Benchmark</th> </tr> </thead> <tbody> <tr> <td>BUS</td> <td>13 (47%)</td> <td>79%</td> <td>85%</td> </tr> <tr> <td>LA</td> <td>13 (47%)</td> <td>73%</td> <td>54%</td> </tr> <tr> <td>NURS</td> <td>1 (3%)</td> <td></td> <td></td> </tr> <tr> <td>AGRO</td> <td>1 (3%)</td> <td></td> <td></td> </tr> </tbody> </table> <p>ENGLISH LEVEL: The majority (86%) of the students were at English credit level while 14% were at English developmental level. The average score for those at English credit level (77%) is not significantly different from the average score of those at developmental English levels (74%). Also, 71% of those at English Credit level met the benchmark which is not different from the 75% of those at the Developmental English who met the benchmark.</p> <table border="1" data-bbox="262 1325 951 1417"> <thead> <tr> <th>ENG Level</th> <th>Count (%)</th> <th>Average Score</th> <th>MET</th> <th>BM</th> </tr> </thead> <tbody> <tr> <td>CRE</td> <td>24 (86%)</td> <td>77%</td> <td>71%</td> <td></td> </tr> <tr> <td>DEV</td> <td>4 (14%)</td> <td>74%</td> <td>75%</td> <td></td> </tr> </tbody> </table> <p>MATH LEVEL ON FIRST REGISTRATION AT COLLEGE: Sixty percent (60%) of those who submitted the SLO report passed through the</p>	Gender	Count	Average Score	MET	BM	F	14 (50%)	76%	79%		M	14 (50%)	78%	64%		MAJOR	Count	Average Score	Met Benchmark	BUS	13 (47%)	79%	85%	LA	13 (47%)	73%	54%	NURS	1 (3%)			AGRO	1 (3%)			ENG Level	Count (%)	Average Score	MET	BM	CRE	24 (86%)	77%	71%		DEV	4 (14%)	74%	75%	
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Make a Plan	Assessment Data & Analysis																																			
<p>will like to have by that age. Calculate how much you need to invest periodically (quarterly or monthly) to achieve your goal. Write a report using MLA format or PowerPoint presentation on your scenario. Be innovative in presenting your result. Make sure you reference properly. Look at the annuity examples in the attached presentation. A rubric will be used to</p>	<p>developmental route before placing into the course while those who placed directly were 40%. The average score was higher (at 81%) among those who placed directly to Math 102 compared to 74% among those who passed through developmental stages. Also 81% of those who placed directly to credit level passed with 70% or higher (benchmark met) while only 64% of those who came through developmental passed with 70% or more meaning the benchmark was not met among them.</p> <table border="1" data-bbox="262 370 856 467"> <thead> <tr> <th>MATH Level</th> <th>Count</th> <th>Average Score</th> <th>MET</th> <th>BM</th> </tr> </thead> <tbody> <tr> <td>CREDIT</td> <td>11 (40%)</td> <td>81%</td> <td>81%</td> <td></td> </tr> <tr> <td>DEVE</td> <td>17 (60%)</td> <td>74%</td> <td>64%</td> <td></td> </tr> </tbody> </table> <p>Reasons benchmark was met The topics and questions were reviewed while the assessment was taking place, sometimes on a one to one basis. Possible problem of reading comprehension was reduced by explaining the word problems during the review lessons allowing the students to better comprehend the real-world problems and translate them to mathematics. The first ten and 15 minutes of the next four classes after the project was introduced were dedicated to reviewing the students' progress, motivating them in their knowledge construction, working on some of the problems, and going deeper on the difficult concepts. All those who submitted their work on time received feedback of their progress though some didn't bother to use the feedback to improve their reports. The students were encouraged to work in groups but to make individual reports. The reports were evaluated using pre-established rubric which was shared with the students. The finance project includes assessments about the students' abilities to apply mathematical concepts in life after college.</p> <p>Validity and Reliability of the Assessment tool The assessment tool was a modified project from an internet source which has been used by many thus validating it. The tool was also shared with the Departmental Chair who approved it. The reliability of the quizzes was assured by the use of a 5-point rubric for assessing the quizzes which ensured that there was less variation in grading the quizzes.</p> <p>Qualitative Assessment: It was observed that many of the students who submitted reports consulted several sources including other Math instructors in understanding the tasks.</p> <p><b>Tables &amp; Graphs:</b></p>								MATH Level	Count	Average Score	MET	BM	CREDIT	11 (40%)	81%	81%		DEVE	17 (60%)	74%	64%														
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<table border="1"> <thead> <tr> <th>Nu mb er</th> <th>PROJE CT 1</th> <th>PROJE CT 2</th> <th>Group</th> <th>Gen de r</th> <th>ENG</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>85</td> <td>80</td> <td>1</td> <td>F</td> <td>DEV</td> <td>DEV</td> </tr> <tr> <td>2</td> <td>90</td> <td>90</td> <td>1</td> <td>F</td> <td>CRE</td> <td>CRE</td> </tr> <tr> <td>3</td> <td>95</td> <td>90</td> <td>2</td> <td>M</td> <td>CRE</td> <td>CRE</td> </tr> </tbody> </table>									Nu mb er	PROJE CT 1	PROJE CT 2	Group	Gen de r	ENG	MATH	1	85	80	1	F	DEV	DEV	2	90	90	1	F	CRE	CRE	3	95	90	2	M	CRE	CRE
Nu mb er	PROJE CT 1	PROJE CT 2	Group	Gen de r	ENG	MATH																														
1	85	80	1	F	DEV	DEV																														
2	90	90	1	F	CRE	CRE																														
3	95	90	2	M	CRE	CRE																														



Make a Plan	Assessment Data & Analysis						
grade the project. The results will be disaggregated by Gender, Major, level of English and level of Math on first registration at the College. <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Feedback:</b> Well developed plan <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 01/23/2023	4	88	90	1	M	CRE	DEV
	5	98	90	1	M	CRE	CRE
	6	97	93	1	F	CRE	CRE
	7	93	95	1	M	CRE	DEV
	8	96	95	2	M	CRE	DEV
	9	61	-	1	F	CRE	CRE
	10	61	-	2	F	CRE	DEV
	11	54	-	1	M	CRE	DEV
	12	72	-	2	F	CRE	DEV
	13	79	-	2	F	CRE	DEV
	14	67	-	2	M	CRE	DEV
	15	85	-	1	M	DEV	DEV
	16	55	-	2	F	DEV	DEV
17	76	-	1	M	CRE	DEV	
18	71	-	2	F	CRE	CRE	
19	74	-	1	M	CRE	DEV	
20	66	-	1	M	CRE	DEV	



Make a Plan	Assessment Data & Analysis												
		M	F	M	F	S E C 2				D E V		D E V	
		71%	100%	54%	50%	86%	39						
		29%	0%	46%	50%	14%	61						
<p><b>Assessed By:</b> Adedayo Ogunmokun  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Actions:</b> Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings.</p> <p>Use the results of this SLO to develop targeted interventions in cfinancial mathematics and its application to students' lived experiences.</p> <p>Embark on targeted qualitative feedback where all Instructors will collect information on students' perspective of their knowledge on the SLO topics through questionnaires or interview guides.  <b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 07/20/2023</p>													

## MATH 111: COLLEGE ALGEBRA

### SLO 3\_Graphing Techniques

#### SLO

Graph functions to show the relationship between graphs and equations. Approved by CC on June 6, 2024.

**SLO Outcome Status**

Active

**SLO Assessment Cycle**

2016 - 2017 (Fall), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23)

**Start Date**

04/15/2015

**Mapping**

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

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Objective Type Exam/Quiz - In Course  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines  <b>Assessment Approach:</b> Common Assessment  <b>Number of Sections:</b> 3  <b>Benchmark Threshold:</b> 100  <b>Benchmark:</b> 70% of the students who take quiz will score 70% or higher.</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/13/2023  <b>Actual Benchmark Score:</b> 70  <b>Assessment Data &amp; Analysis:</b> The Fall 2023 result from the three sections is provided:  Math 111-01, 8 out of 10 students (80%) scored 70% or better.  Math 111-02, 12 out of 12 students (100%) scored 70% or better.  Math 111-03, 8 out of 8 students (100%) scored 70% or better.  The overall result shows that 28 students out of 30 (93.3%) scored above 70% which indicates that the benchmark was met.</p> <p>Following Spring 2023 plan, there were no data disaggregation based on age, gender, major, and English level as these factors does not play significant role in predicting students' performance. Math 111 section 3 is an accelerated cohort. However, data records show that females (100%) performs better than males (88.9%) and in terms of majors Business studies records a 100% performance rate while LA majors had 92% pass rate.</p> <p>In general, attendance is rated highly to have an impact on students' performance. Sections 1 and 2 had a total of 21 students in each section but only 10 and 12 shows up to the quiz. The work on parallel and perpendicular lines are discussed in section 2.4 More on Slope and it usually takes one meeting to go through the entire concepts. If a student missed the class, it will affect their performance, and for those that managed to attend will have a clear understanding of the problem and be able to meet the benchmark. The concept on graphing is an extension of what they have learnt in elementary algebra (graphing linear equation in two variables) and intermediate algebra (solving systems on linear equations by graphing) which are necessary skills in the study of calculus.</p> <p><b>Assessed By::</b> Rosalinda Sumaoang, Edward Alfonso, Waisiki Baleikorocau  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met</p>

<p><b>Make a Plan</b></p> <p><b>Notes:</b> A quiz consisting of four problems involving Parallel Lines and Perpendicular Lines (#1 and #2 Parallel Lines and #3 and #4 Perpendicular Lines) will be administered by Math 111 instructors once Sections 2.3 and 2.4 are fully covered.</p> <p>Each problem should be graded from 0 – 5 points. The rubric is as follows:</p> <p>0 points will be given if the problem is left blank.</p> <p>1 point will be given if the problem is attempted.</p> <p>2 points will be given when the slope of the line is determined.</p> <p>3 points will be given when the equation of the line is determined.</p> <p>4 points will be given when the graph of the first line is drawn correctly.</p> <p>5 points will be given when the graph of the second line is drawn correctly.</p> <p><b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Well developed plan.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/24/2023  <b>Related Documents:</b>  <a href="#">MA111 Assessment Tool (03 Graphing Techniques-Parallel vs Perpendicular Lines) SY22-23.docx</a></p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>  No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b>  <a href="#">Math 111 SLO Report Fall 2023.pdf</a></p> <p><b>Additional Information</b>  <b>Action Due Date:</b> 12/13/2023</p> <p><b>Actions:</b> The prerequisite for Math 111 College Algebra should only be Math 098 Intermediate Algebra and not Math 099 Fundamentals of Mathematics. Some students were able to enrolled in the math 111 class without taking Math 098, which means that the students did math 099. An update in the course outline for Math 111 should reflect this Math 098 prerequisite so that students who took Math 099 will not be allowed to take Math 111. All pre-requisite should be clearly expressed in the course outlines.</p> <p>Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest.</p> <p>Attendance is one of the major challenges that have huge impact on students' performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue.</p> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well-Develop, in term of Action shows the following elements such as clearly tied to the analysis of data results; and clearly provides a rationale for keeping or changing the current SLO.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 12/13/2023</p> <hr/> <p><b>Assessment Data &amp; Analysis Date:</b> 05/06/2023  <b>Actual Benchmark Score:</b> 70</p>
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Make a Plan	Assessment Data & Analysis
	<p><b>Assessment Data &amp; Analysis:</b> For the Spring 2023 semester, there were four sections of Math 111 College Algebra. The assessment tool was given by all four instructors. The results are as follows:</p> <p>In Math 111-01, 9 out of 10 students (90%) scored 70% or more.  In Math 111-02, 10 out of 13 students (77%) scored 70% or more.  In Math 111-03, 9 out of 10 students (90%) scored 70% or more.  In Math 111-04, 8 out of 10 students (80%) scored 70% or more.</p> <p>Therefore, benchmark was met in all four sections of Math 111.</p> <p>If we were to combine all the students in all four sections of Math 111, there would be a total of 43 students who took the quiz (i.e. the assessment tool). Hence, 36 out of the 43 students (84%) scored 70% or more.</p> <p>In other words, benchmark was fully met in Math 111.</p> <p>There was some attempt to aggregate data according to age range, gender, major, and English level. However, it was determined that neither one of these factors truly plays a role in predicting whether the performance of the students would depend on any one of these factors.</p> <p>After further observation of our own attendance records, it was clear that attendance does play a role in the performance of the students in Math 111 on the assessment tool. Some classes will spend at least two days covering the topic of linear functions which are covered in Section 2.3 Linear Functions and Slopes and Section 2.4 More on Slope. If a student missed any of these two days, it was clear that it affected the student's performance, and for those students who managed to attend all sessions, it was clear that these students were able to meet the benchmark.</p> <p>The school really needs to investigate why students are absent so much. Power outages throughout the semester were not helping the situation. Has the concept of online delivery affected students' attendance and performance? What have most instructors accepted as their main delivery of instruction nowadays? Face-to-face? Online? Or hybrid? In the future, aggregating the type of delivery of instruction might prove to be more useful than other factors such as age range, gender, major, and English level. For example, does face-to-face instruction produce better performance? Or does hybrid and/or online instruction produce better performance?</p> <p>In the future, it would also be more beneficial to know the initial placement of students. In other words, determining what math level the students started with would be much better information</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>than age range, gender, major, and English level. Knowing whether the students were placed at Math 068 (Level 1), Math 088 (Level 2), and Math 098/099 (Level 3) would prove more valuable information than the students' age range, gender, major, and English level. Unfortunately, with our new SONIS system, instructors cannot determine what math level students were initially placed at.</p> <p>In addition, instructors can no longer view transcripts to determine past performance in previous classes. With our previous SIS (i-Navigator), we can view the transcripts of our current students. Unfortunately, with our new SONIS system, instructors can no longer view the previous performance of our students in previous classes such as Math 068, Math 088, and Math 098.</p> <p>It was also determined near the middle of the semester that some of our Math 111 students took Math 099 Fundamentals of Mathematics rather than Math 098 Intermediate Algebra. Math 111 was not meant for students who took Math 099. Students who took Math 099 should only take Math 102 Survey of Math and Math 160 Elementary Statistics.</p> <p>Fortunately, Math 099 does cover the equation of the line. In addition, Math 099 does cover the graphing of the line. Therefore, the equation of the line and the graphing of the line has not been an issue for some students who took Math 099.</p> <p><b>Assessed By:</b> Ernest Canonigo  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>  No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 09/25/2023</p>

Make a Plan	Assessment Data & Analysis
	<p><b>Actions:</b> Since the students performed very well in all four sections of Math 111, the graphing of parallel lines versus perpendicular lines proved to be a somewhat easy challenge for majority of the students taking Math 111 College Algebra.</p> <p>Perhaps, sometime in the future, when the Math 111 instructors attempt SLO #03 (Graphing Techniques) again, it might be best to attempt a more difficult activity such as the graphing of quadratic functions and the application of quadratic functions.</p> <p>As for other steps for improvement, the prerequisite for Math 111 College Algebra should only be Math 098 Intermediate Algebra and not Math 099 Fundamentals of Mathematics. An update in the course outline for Math 111 should reflect this Math 098 prerequisite so that students who took Math 099 will not be allowed to take Math 111.</p> <p>In addition to the revision of the Math 111 course outline, advisors should be informed that students who took Math 099 should not take Math 111. Advisors should be informed that students who took Math 099 should only take Math 102 and Math 160, and not Math 111.</p> <p>Overall, the graphing of a line is a topic that is already covered in Math 088 Introductory Algebra and reinforced in Math 098 Intermediate Algebra. The graphing of a line is also covered in Math 099 Fundamentals of Math. For those students who placed at credit level math, the topic of graphing of a line is already covered in Algebra I and Algebra II, which are classes many of our students took back in high school. Therefore, the graphing of a line is simply a review for many of our students who currently take Math 111 College Algebra.</p> <p>However, College Algebra is supposed to be the foundation for Calculus I. For example, without the knowledge of parallel lines and perpendicular lines that are covered in College Algebra, students would have a difficult time understanding the concept of tangent lines and normal lines in Calculus I.</p> <p>We are barely touching the surface when we simply cover linear functions. Other functions such as quadratic functions, polynomial functions, rational functions, absolute value functions, etc. need to be studied in College Algebra.</p> <p>At most colleges and universities, College Algebra is the prerequisite for many math and science related programs, which would include business and nursing programs. However, at CMI, Math 160 Elementary Statistics has become the current prerequisite for both our business and nursing programs. Students interested in social science and humanities related programs, which would be majority of our Liberal Art students at CMI, should not take College Algebra. However, many of our Liberal Arts students are enrolled in and attempting College Algebra, and of course, at the same time, performing very poorly in College Algebra. In the future, there</p>



Make a Plan	Assessment Data & Analysis
	<p>needs to be a better guide to assist all of our students when taking the appropriate math courses.</p> <p>The goal for the STEM department is to have Math 111 College Algebra, Math 121 College Trigonometry, Math 201 Calculus 1, and Math 202 Calculus 2 as the foundation for its Associates degree in STEM program. If we look at math and science programs at other colleges and universities, we can see that students would need at least one year of calculus, which would include Calculus 1 and Calculus 2. In other words, Calculus 2 is just the minimum. Some programs will obviously require more math courses such as Calculus 3, Calculus 4, Multivariable Calculus, Differential Equations, etc.</p> <p>This is the reason why Math 111 College Algebra needs to be the foundation for math and science programs. Currently, it seems as if Math 111 College Algebra is the last math class for many students attending the College of the Marshall Islands (CMI). Rather than being the first math class for students attending CMI like at many other colleges and universities, it has become the last math class. Does anybody else see something wrong with this situation?</p> <p>One of the goals of the STEM department is to establish a degree program. However, if most students at CMI are placed at developmental level, will it be possible for some students to participate in a degree program related to STEM? Currently, the STEM department has Accelerated Programs in Math 088/098 and Math 098/111. Obviously, this helps with the completion rate of our students. However, does the completion rate determine the success rate of our programs?</p> <p>First of all, how do we measure success? Do we simply measure success just because our students are completing classes? Normally, we will measure the success of a class based on the performance of students in following classes such as Math 121 College Trigonometry and Math 201 Calculus I. However, since rarely, or almost never, do we have students taking either Math 121 or Math 201 at CMI, it truly is difficult to measure the success rate of Math 111.</p> <p>In the future, it would be beneficial for the college and the STEM department to determine the success rate of its program by evaluating students' academic and career paths after leaving CMI. Are students transferring to colleges and universities? If so, what majors are they choosing when leaving CMI? Are students attending math or science related programs? If so, are they receiving their bachelor's degree in math or science related fields? Once these numbers can be determined, I believe that it would be possible to determine the success rate of Math 111. We should always focus on quality rather than quantity.</p> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed.</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 07/20/2023

## MATH 121: COLLEGE TRIGONOMETRY

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

## MATH 140: PRE-CALCULUS

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

## MATH 160: ELEMENTARY STATISTICS

### SLO 3\_Probability

#### SLO

Calculate probabilities of dependent and independent events. Approved by CAC on January 16, 2013.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

2016 - 2017 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2015 - 2016 (Spring), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

01/16/2013

#### Mapping

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

- **Demonstrate quantitative literacy.:** 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 (BUS) - Business AA: (X - Selected)

- **PLO 3\_Ethics:** undefined (X)
- **PLO 4\_Goals:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events</p> <p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections:</b> 2</p> <p><b>Benchmark Threshold:</b> 100</p> <p><b>Benchmark:</b> 70% of the students who take quiz will score 70% or higher.</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 11/20/2023</p> <p><b>Actual Benchmark Score:</b> 75</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Notes:</b> Quiz for Section 4.3 Dependent vs. Independent Events</p> <p>A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered.</p> <p>Each problem should be graded from 0 – 5 points. The rubric is as follows:</p> <p>0 points will be given if the problem is left blank.</p> <p>1 point will be given if the problem is attempted.</p> <p>2 points will be given if the set-up is correct. However, final answer is not correct.</p> <p>3 points will be given when final answer is calculated correctly.</p> <p>4 points will be given if the student can determine whether the events were dependent events or independent events.</p> <p>5 points will be given when student can give correct definition of dependent and independent events.</p> <p><b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Well developed plan  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/24/2023  <b>Related Documents:</b>  <a href="#">MA160 Assessment Tool (03 Independent vs Dependent Events).docx</a></p>	<p><b>Assessment Data &amp; Analysis:</b> Outcome Assessed For the Fall 2023 – Spring 2024 semesters, the math instructors who currently teach Math 160 Elementary Statistics chose the following Student Learning Outcome (SLO) to analyze:</p> <p>3. Calculate probabilities of dependent and independent events</p> <p>The book which was used for our Math 160 Elementary Statistics courses during the Fall 2022 – Spring 2023 semesters was Elementary Statistics: A Step by Step Approach 10th Edition by Allen G. Bluman. The sections needed for this SLO would be the following:</p> <p>" Section 4.1: Sample Space and Probability  " Section 4.3: Multiplication Rules and Conditional Probability</p> <p>Assessment Tool Used Quiz for Section 4.3 Dependent vs. Independent Events</p> <p>A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered.</p> <p>Each problem should be graded from 0 – 5 points. The rubric is as follows:</p> <p>0 points will be given if the problem is left blank.</p> <p>1 point will be given if the problem is attempted.</p> <p>2 points will be given if the set-up is correct. However, final answer is not correct.</p> <p>3 points will be given when final answer is calculated correctly.</p> <p>4 points will be given if the student can determine whether the events were dependent events or independent events.</p> <p>5 points will be given when student can give correct definition of dependent and independent events.</p> <p>Performance Benchmarks      75% of the students who take quiz will score 75% or higher.</p> <p>Assessment Data:</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Results according to enrolment:</p> <ol style="list-style-type: none"> <li>1. 45 students out of 79 Math 160 enrolled students or 62.02% took the assessment.</li> <li>2. 41 students out of 45 Math 160 students who took the assessment or 91.11% achieved 75% or better grade in the assessment.</li> </ol> <p>Therefore, the benchmark is met.</p> <p>Results according to Gender:</p> <ol style="list-style-type: none"> <li>3. 28 male students out of 79 Math 160 enrolled students or 35.44% took the assessment.</li> <li>4. 28 male students out of 45 Math 160 who took the assessment or 62.22% took the assessment.</li> <li>5. 26 male students out of 45 Math 160 male students or 57.78% of the male students who took the assessment got 75% mark or better grade.</li> <li>6. 26 male students out of 28 Math 160 male students or 92.86%% of the male students who took the assessment got 75% mark or better grade.</li> <li>7. 17 female students out of 79 Math 160 enrolled students or 21.52% took the assessment.</li> <li>8. 17 female students out of 45 Math 160 who took the assessment or 37.78% took the assessment.</li> <li>9. 15 female students out of 45 Math 160 who took the assessment or 33.33% got 75% mark or better grade.</li> <li>10. 15 female students out of 17 Math 160 female students who took the assessment or 88.24% got 75% mark or better grade.</li> </ol> <p>Results according to Major:</p> <ol style="list-style-type: none"> <li>11. 32 Business major students of 79 Math 160 enrolled students or 40.50% took the assessment.</li> <li>12. 32 Business major students of 45 Math 160 students who took the assessment 71.1%took the assessment.</li> <li>13. 30 Business major students of 45 Math 160 students who took</li> </ol>

Make a Plan	Assessment Data & Analysis
	<p>the assessment or 73.17% got 75% mark or better grade.</p> <p>14. 30 Business major students of 32 Math 160 Business major students who took the assessment of 93.75% got 75% or better grade.</p> <p>15. 7 LA major students of 79 Math 160 enrolled students or 8.86% took the assessment.</p> <p>16. 7 LA major students of 45 Math 160 enrolled students who took the assessment or 15.56% took the assessment.</p> <p>17. 7 LA major students out of 45 Math 160 enrolled students who took the assessment or 15.56% who took the assessment got 15.56% got 75% or better grade.</p> <p>18. 7 LA major students out of 7 Math 160 LA major students who took the assessment or 100% got 75% or better grade.</p> <p>19. 6 Nursing major students of 79 Math 160 enrolled students or 7.59% took the assessment.</p> <p>20. 5 Nursing major students out of 6 Nursing major students or 83.33% got 75% or better grade.</p> <p>Benchmark was Met.</p> <p>Assessment Analysis:</p> <p>This can be further analyzed as follows:</p> <ol style="list-style-type: none"> <li>1. The Math 160 male students achieve better than the female students in Math 160 assessment test.</li> <li>2. That there are more male students who are enrolled in Math 160 for this Fall 2023 semester.</li> <li>3. That there are more male students who took the assessment test.</li> <li>4. That the Math 160 Business major students achieve better with the other majors which is 93.75% who got 75% or better grade with respect to the number of students.</li> <li>5. That the Math 160 Nursing major students perform excellently by achieving 100% passers and got 75% or better grades.</li> <li>6. The quiz was given about five weeks after the topic was covered but all the students who are regular in attending classes met the benchmark</li> </ol>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>7 The 4 students who did not meet the benchmark missed classes regularly and were in fact absent during the week the topic was taught.</p> <p>8 This reflects the role attendance plays in students' performance and their abilities to meet or not meet benchmarks. More efforts should be made at discouraging tardiness.</p> <p>9. In most cases, students were able to distinguish between independent and dependent events, label them correctly and give plausible reasons for the identification.</p> <p>10. Most mistakes occur in the actual calculation of the probabilities.</p> <p>11. The data shows consistency of students' performance from Question 1 up to Question 4. The average shows that most of the students was able to solve the problem.</p> <p>12. The result shows that only minimal errors are committed by the students like in the arithmetic side.</p> <p>13. The total average is 18.378 which shows that the equivalent grade is 90% or better which is clearly showed that 91.11% of the students got 75% or better grades.</p>

**Make a Plan****Assessment Data & Analysis****Tables & Graphs:**

Math 160 Overall Result for SLO (3) Assessment for Fall 2023

Students	Last Name	First Name	Question 1	Question 2	Question 3	Question
4	Total	% Grade	Gender	Major		
1	Atadrik	Aine	5 3 5 4	17	85%	B+ M BUS
2	Kerong	Benny	3 3 3 5	14	70%	C M BUS
3	Jemwai	Freddy	5 5 5 5	20	100%	A M BUS
4	Bobo	Dave	3 4 4 2	13	65%	D+ M NUR
5	Aitab	Kimra	3 3 3 5	14	70%	C M LA
6	Aloka	Hershina	3 4 5 0	12	60%	D F BUS
7	Kosam	Jasmine	3 4 5 3	15	75%	C+ F NUR
8	Bilimon	Azer	5 5 5 5	20	100%	A M LA
9	Billmon	Junior	3 3 5 3	14	70%	C M BUS
10	Silk	Xyrus	5 5 5 5	20	100%	A M LA
11		4 5 5 4	18	90	A F	Nursing
12		5 5 5 4	19	95	A M	Business
13		5 5 5 5	20	100	A F	Business
14		5 5 5 5	20	100	A M	Business
15		5 5 5 4	19	95	A M	LA
16		5 5 5 5	20	100	A M	Business
17		4 4 4 4	16	80	B F	Business
18		5 5 5 5	20	100	A F	Business
19		5 5 5 5	20	100	A F	Business
20		4 4 4 4	16	80	B M	Nursing
21		3 5 0 5	13	65	D+ M	Business
22		5 5 5 5	20	100	A M	Business
23		5 5 5 5	20	100	A M	LA
24		5 5 5 5	20	100	A M	LA



Make a Plan	Assessment Data & Analysis
	25 4 5 4 5 18 90 A M Business
	26 4 5 5 4 18 90 A F Nursing
	27 5 5 5 4 19 95 A M Business
	28 5 5 5 5 20 100 A F Business
	29 5 5 5 5 20 100 A M Business
	30 5 5 5 4 19 95 A M LA
	31 5 5 5 5 20 100 A M Business
	32 4 4 4 4 16 80 A F Business
	33 JAMORE Kyle 5 5 3 5 18 90 A M Bus
	34 JEKKAR, Bryan 4 5 3 5 17 85 B+ M Bus
	35 JOASH, Arlyn 3 2 2 5 12 60 D F Bus
	36 JOHNSON, Wison 5 5 5 5 20 100 A M Nursing
	37 KERONG Herty 5 3 5 5 18 90 A F Bus
	38 LAIK, Laikin 4 3 4 4 15 75 C+ M Bus
	39 LANGBATA, Crystal 4 5 5 4 18 90 A F Bus
	40 LATRICK, Stacelyn 4 4 5 3 16 80 B F Bus
	41 LAZARUS, Wayne 4 5 5 5 19 95 A M Bus
	42 PAUL, Myia 5 5 3 5 18 90 A F Bus
	43 RUBON, Pearson 5 5 4 5 19 95 A M Bus
	44 SHIKIKO, Marshiana 5 5 5 3 18 90 A F Bus
	45 WHITE, Jamianna 5 4 5 5 19 95 A F Bus
	Average 4.533 4.667 4.667 4.511 18.378
	<p>Results according to enrolment  45 students out of 79 Math 160 enrolled students or 62.02% took the assessment.  41 students out of 45 Math 160 students who took the assessment or 91.11% achieved 75% or better grade in the assessment.  Therefore, the benchmark is met.</p> <p>Results according to Gender  28 male students out of 79 Math 160 enrolled students or 35.44% took the assessment.  28 male students out of 45 Math 160 who took the assessment or 62.22% took the assessment.  26 male students out of 45 Math 160 male students or 57.78% of the male students who took the assessment got 75% mark or better grade.  26 male students out of 28 Math 160 male students or 92.86%% of the male students who took the assessment got 75% mark or better grade.</p>

Make a Plan	Assessment Data & Analysis
	<p>17 female students out of 79 Math 160 enrolled students or 21.52% took the assessment.</p> <p>17 female students out of 45 Math 160 who took the assessment or 37.78% took the assessment.</p> <p>15 female students out of 45 Math 160 who took the assessment or 33.33% got 75% mark or better grade.</p> <p>15 female students out of 17 Math 160 female students who took the assessment or 88.24% got 75% mark or better grade.</p> <p>Results according to Major</p> <p>32 Business major students of 79 Math 160 enrolled students or 40.50% took the assessment.</p> <p>32 Business major students of 45 Math 160 students who took the assessment 71.1% took the assessment.</p> <p>30 Business major students of 45 Math 160 students who took the assessment or 73.17% got 75% mark or better grade.</p> <p>30 Business major students of 32 Math 160 Business major students who took the assessment or 93.75% got 75% or better grade.</p> <p>7 LA major students of 79 Math 160 enrolled students or 8.86% took the assessment.</p> <p>7 LA major students of 45 Math 160 enrolled students who took the assessment or 15.56% took the assessment.</p> <p>7 LA major students out of 45 Math 160 enrolled students who took the assessment or 15.56% who took the assessment got 15.56% got 75% or better grade.</p> <p>7 LA major students out of 7 Math 160 LA major students who took the assessment or 100% got 75% or better grade.</p> <p>6 Nursing major students of 79 Math 160 enrolled students or 7.59% took the assessment.</p> <p>5 Nursing major students out of 6 Nursing major students or 83.33% got 75% or better grade.</p> <p>Analyses:</p> <ol style="list-style-type: none"> <li>1. The Math 160 male students achieve better than the female students in Math 160 assessment test.</li> <li>2. That there are more male students who are enrolled in Math 160 for this Fall 2023 semester.</li> <li>3. That there are more male students who took the assessment test.</li> <li>4. That the Math 160 Business major students achieve better with the other majors which is 93.75% who got 75% or better grade with respect to the number of</li> </ol>

Make a Plan	Assessment Data & Analysis
	<p>students.</p> <p>5. That the Math 160 Nursing major students perform excellently by achieving 100% passers ang got 75% or better grades.</p> <p>6. The quiz was given about five weeks after the topic was covered but all the students who are regular in attending classes met the benchmark</p> <p>7 The 4 students who did not meet the benchmark missed classes regularly and were in fact absent during the week the topic was taught.</p> <p>8 This reflects the role attendance plays in students' performance and their abilities to meet or not meet benchmarks. More efforts should be made at discouraging tardiness.</p> <p>9. In most cases, students were able to distinguish between independent and dependent events, label them correctly and give plausible reasons for the identification.</p> <p>10. Most mistakes occur in the actual calculation of the probabilities.</p> <p>11. The data shows consistency of students' performance from Question 1 up to Question 4. The average shows that most of the students was able to solve the problem.</p> <p>12. The result shows that only minimal errors are committed by the students like in the arithmetic side.</p> <p>13. The total average is 18.378 which shows that the equivalent grade is 90% or better which is clearly showed that 91.11% of the students got 75% or better grades.</p> <p><b>Assessed By:</b> Dr. Rosalinda Sumaoang, Dr. Adedayo Ogunmokun, Edward M. Alfonso  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>  No. The SLO statement doesn't need revision.</p> <p><b><u>Additional Information</u></b>  <b>Action Due Date:</b> 05/30/2024</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Actions:</b> The suggested improvement to be undertaken are the following:</p> <ol style="list-style-type: none"> <li>1. One of the causes of students' poor performance is his/her attendance. Students have all the reasons not to be in the class. I strongly believe these students shall be given a number of percentage from class attendance that he/she can be absent. Too much freedom of when to attend class will ruin students' will to be present in the class.</li> <li>2. Since SLO # 3 is achieved with high performance, next evaluation period, another SLO shall be assessed.</li> <li>3. That each teacher shall be given a number of calculators so that every class meeting he/she will bring it in class. The students shall borrow from the teacher and return after class. This shall give students the experience to compute the problem by himself/herself.</li> </ol> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well Develop because the data results clearly reflect the SLO Assessment plan.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 11/23/2023</p>
	<p><b>Assessment Data &amp; Analysis Date:</b> 04/26/2023  <b>Actual Benchmark Score:</b> 70</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Assessment Data &amp; Analysis:</b> The results of the students' performance on the assessment tool were as follows:</p> <p>9 out of the 17 students (53%) from Math 160 Section 01 who took quiz scored 70% or more.</p> <p>16 out of the 21 students (76%) from Math 160 Section 02 who took quiz scored 70% or more.</p> <p>Altogether, 25 out of 38 students (66%) who took quiz scored 70% or more.</p> <p>Therefore, benchmark was not met.</p> <p>It is difficult to determine whether students understood the difference between independent events versus a dependent events. There were very few good explanations (or definitions) on why they would determine events were independent versus events that were dependent.</p> <p>The multiplication rules for probability are covered in Section 4.3. In Section 4.3, this is where students will learn the differences between independent events versus dependent events. However, the topic of probability was already covered in Section 4.1 Probability and Sample Spaces. In Section 4.1, they already learned about the probability of cards, dice, etc. However, for some students, it seems like a brand-new topic when we cover Section 4.3. There is some evidence that students with higher English levels will perform better on probability. In addition, it is also clear that students who have taken Math 102 Survey of Math will perform better on probability since the topic of probability is already covered in Math 102.</p> <p>With our current SONIS system, it is difficult to determine what classes our students took prior to taking Math 160. With our previous SIS (i-Navagitor), instructors were able to look up previous math and English courses. In addition, we could also look at students' initial placements in math and English. This information is quite helpful when teaching a course such as Math 160 since both math and English levels are crucial in statistics.</p> <p>In addition, our current SONIS system does not give us any information on majors. We can no longer distinguish who are our Business majors, Nursing majors, and Liberal Art majors. Again, this kind of information can be quite helpful when teaching a class such as Math 160.</p> <p>There are currently too many students enrolled in Math 160 Section 01 and Math Section 02. Usually, we will only have at most 20 students enrolled in our Math 160 courses. Currently, there are 27 students enrolled in Math 160 Section 01 (an overload of 7 students), and there are 31 students enrolled in Math 160 Section 02 (an overload of 11 students). If the overloads were combined (i.e. 7+11), this would give us 18 students, which would be enough for one class.</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>Overloaded classes can affect the performance of our students. It has been mentioned that the reason why some of our students do not physically attend classes is because they fear that they will not have a seat. So, this is the main reason why they will attend classes online rather than attend classes face-to-face.</p> <p>In addition, a good number of our students still desire to attend classes online. It is difficult to determine whether attending classes online does affect the performance of some of our students since there are some students who do attend online and manage to do well in the course. However, on the other hand, there are some students who almost always attend classes online, but rarely, or almost never, turn in assignments or come to class in person to take their quizzes. In other words, these students are not performing well at all.</p> <p><b>Assessed By:</b> Ernest Canonigo  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Not Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>  Yes. The SLO statement needs revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 09/01/2023</p>

Make a Plan	Assessment Data & Analysis
	<p><b>Actions:</b> Since the topic of probability is already covered in Math 099 Fundamentals of Math and Math 102 Survey of Math, it is questionable how much probability needs to be covered in Math 160 Elementary Statistics. Basically, some rules of probability need to be understood before performing some problems in statistics.</p> <p>For example, whenever calculating probability, probability needs to be between 0 and 1. In other words, probability cannot be a negative number. In addition, probability cannot be a number greater than one.</p> <p>Another example would be that sum of all probability needs to sum up to 1. This concept can be proven to be quite useful especially in Chapter 5 Discrete Probability Distribution and Chapter 6 The Normal Distribution.</p> <p>Therefore, Chapter 4 Probability and Counting needs to be studied before approaching Chapter 5 and Chapter 6, especially since Math 099 Fundamentals of Math and Math 102 Survey of Math are currently not prerequisites for Math 160 Elementary Statistics.</p> <p>However, it is questionable whether students who take Math 160 need to fully understand the differences between independent events versus dependent events. In my opinion, I would recommend that the current Student Learning Outcome (SLO 03) which states, “Calculate probabilities of dependent and independent events,” be removed and replaced.</p> <p>Probability still needs to be understood by students who take Math 160, but it is not necessary for Math 160 students to know the difference between independent and dependent events. Basic properties of probability are still necessary, such as probability should be between 0 and 1 and the sum of all probability should add up to 1, but knowing the difference between independent and dependent events is not necessary.</p> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 07/20/2023</p>

## MATH 201: CALCULUS I

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

# MICR 101: INTRODUCTION TO MICROBIOLOGY

## SLO 1\_Analyze

### SLO

Upon completion of this course, students will be able to analyze a variety of microorganisms. Approved by CC on November 01, 2021.

### SLO Outcome Status

Active

### SLO Assessment Cycle

MAPS Cycle 4 Group 1 (FA22 - FA23)

### Start Date

11/01/2021

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Objective Type Exam/Quiz - In Course</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 75% of the students will attain a C grade or better</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 07/22/2023</p> <p><b>Actual Benchmark Score:</b> 83.3</p> <p><b>Assessment Data &amp; Analysis:</b> Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.</p> <p><b>Assessed By:</b> Nating Dako</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b>  <a href="#">MICR101SP23LabTest-HelminthesLuckyLuck.pdf</a></p> <p><b>Additional Information</b></p> <p><b>Actions:</b> Closed test was always an issue with most of the science students. However, with regular reviews, pre-lab test exercises coupled with additional tutoring boosted their confidence giving rise to a satisfactory overall test result.</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p>



<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<b>Notes:</b> Plan created by Dako Nating <b>High Quality Assessment Plan:</b> Yes <b>Department Chair Feedback:</b> Well developed plan <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 01/27/2023	<b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 07/25/2023

## MUS 101: MUSIC APPRECIATION

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

## NURS 256: COMMUNITY AND MENTAL HEALTH NURSING

### SLO 3\_Therapeutic CommunicationTechniques

#### SLO

Upon completion of this course, students will be able to apply therapeutic communication techniques in psychiatric and community nursing care. Approved by CAC on February 13, 2013. Re-approved by CC on October 04, 2021.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 3 Group 1 (FA21 - FA22)

#### Start Date

09/27/2021

#### Mapping

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

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

Program (NURS) - Nursing AS: *(X - Selected)*

- **PLO 2\_Ethics, Civic Responsibility:** undefined (X)

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>				
<b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Skill Performance <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)	<b>Assessment Data &amp; Analysis Date:</b> 04/15/2023 <b>Actual Benchmark Score:</b> 85 <b>Assessment Data &amp; Analysis:</b> Students participated on each scenario assigned to, to deliver effective Therapeutic Communication Skills in role play. <b>Tables &amp; Graphs:</b>				
	Case Scenario	Excellent	Written	Time Frame	Personel

Make a Plan	Assessment Data & Analysis																							
<p><b>Assessment Tool:</b> After students are taught in class, they will be given scenario to apply therapeutic communication skills technique, this they will role play to apply the therapeutic technique appropriate to the scenario given. A check list used to assess the performance. Check list criteria: a. Appropriate communication technique skills use in role play. b. role play within the time frame. c. presenting participants are clear while participating. d. termination phase is appropriate.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70% of the students will get a grade of 70 or higher. Students will be competent in skills provided for better nursing care outcome.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> Good assessment, where students are given to practice on the skills .</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 02/06/2023</p>	<table border="1" data-bbox="810 214 1957 483"> <thead> <tr> <th></th> <th>VerbalCommunication</th> <th>Communication</th> <th></th> <th>Connection</th> </tr> </thead> <tbody> <tr> <td>Heart Attack</td> <td>25%</td> <td>30%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>Retinopathy</td> <td>30%</td> <td>30%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>Kidney Disease</td> <td>35%</td> <td>25%</td> <td>10%</td> <td>15%</td> </tr> </tbody> </table> <p><b>Assessed By::</b> Marica Rainbogi</p> <p><b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Actions:</b> Due Date: 04/15/2023</p> <p>Action: Repeat this assessment and include all elements of the SLO assessment rubric</p> <p>Due Date: 04/15/2023</p> <p>Action: Extension of day to repeat this assignment, provide more examples of therapeutic communication questions throughout the semester using review questions from online and other open learning resources. Students who attend classes regularly do better in class assignments, therefore, provide more chance for student to do practical presentations during class time and outreach program involved.</p> <p><b>High Quality Assessment Results and Action:</b> No</p> <p><b>Department Chair Approval Status:</b> Approved</p>					VerbalCommunication	Communication		Connection	Heart Attack	25%	30%	15%	15%	Retinopathy	30%	30%	10%	15%	Kidney Disease	35%	25%	10%	15%
	VerbalCommunication	Communication		Connection																				
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Retinopathy	30%	30%	10%	15%																				
Kidney Disease	35%	25%	10%	15%																				

## PHIL 101: INTRODUCTION TO PHILOSOPHY

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

## PI 122: ISSUES IN THE PACIFIC STUDIES

### SLO 4\_Economic Development vs Political Independence

#### SLO

Upon completion of this course, students will be able to compare the relationship between economic development and political independence to understand how economic self-sufficiency operates. Approved by CC on November 10, 2022.

10/21/2024

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**SLO Outcome Status**

Active

**SLO Assessment Cycle**

MAPS Cycle 4 Group 1 (FA22 - FA23)

**Start Date**

11/11/2022

**Mapping**

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Written Assignment or Essay  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/01/2023  <b>Actual Benchmark Score:</b> 100  <b>Assessment Data &amp; Analysis:</b> Out of 37 PI122 students, 19 chose to participate in the short essay assessment exercise. However, 100% of students passed with a 70 percent or higher by responding and communicating their viewpoints using the materials learnt in class. 33.33% (2) of PI122-1 participants were female and 66.67% (6) were male. In a striking contrast, 4 (36.37%) of PI122-2 students were male and 7 (63.63%) were girls. In total 9 out of 19 of the participants were female showcasing female representation at 47.63% through 9 girls and 11 boys. The data is reflected in a much fuller narrative through the graphs below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Essay was an easy passable item because it was supplemented by lectures, video content, and reading assignments that supplemented student understanding.  <b>Tables &amp; Graphs:</b></p>

**Make a Plan**

**Assessment Tool:** Examine and evaluate good governance by evaluating political statuses that have evolved over the century to lead up to the present situation.

- a. Comparing the political development and the concept of nation as it relates to the Pacific region
- b. Comparing the relationship between economic development and independence.

Approved by CAC on October 14, 2009

Students will write a short essay describing the political status of a Pacific Island nation (e.g. RMI/COFA, Hawaii/State, Guam/Territory, Independent/Fiji), or the Pacific at large to assess whether they view it as sustainable considering the fact that food independence is political independence. Students will be measured via a holistic rubric. Basically, students will Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates

**Assessment Approach:** Individual Assessment

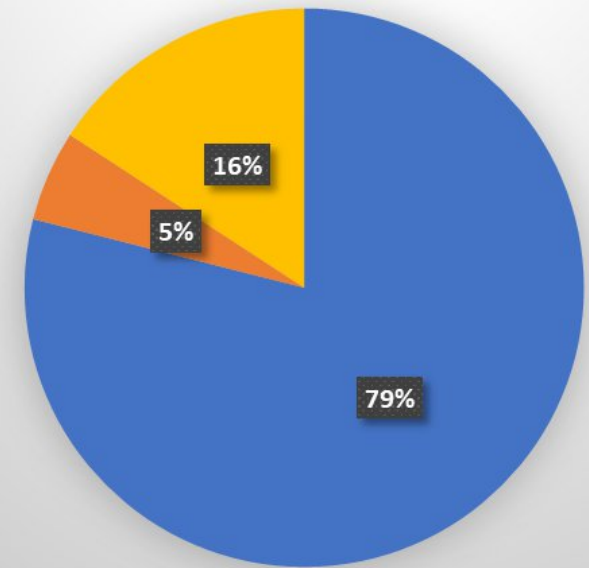
**Number of Sections:** 2

**Benchmark Threshold:** 70

**Benchmark:** 70 percent of students who participated scored a 70 percent or higher

**Assessment Data & Analysis**

**PI122 Grades**



**Make a Plan**

**Notes:** Examine and evaluate good governance by evaluating political statuses that have evolved over the century to lead up to the present situation.  
a. Comparing the political development and the concept of nation as it relates to the Pacific region  
b. Comparing the relationship between economic development and independence.  
Approved by CAC on October 14, 2009

Students will write a short essay describing the political status of a Pacific Island nation (e.g. RMI/COFA, Hawaii/State, Guam/Territory, Independent/Fiji), or the Pacific at large to assess whether they view it as sustainable considering the fact that food independence is political independence. Students will be measured via a holistic rubric. Basically, students will Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates

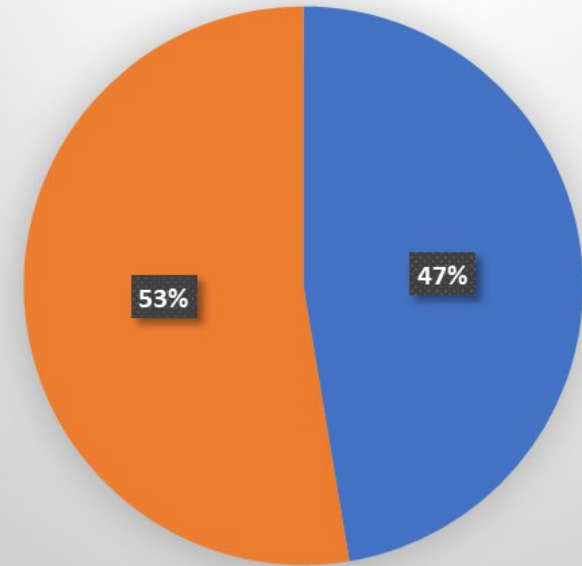
They will be measured via a holistic rubric given below.  
[https://docs.google.com/document/d/1pDe0-7e7IVXIfse5pLIEeVxhL3XI4K25/edit?usp=share\\_link&oid=116058295816982232791&rtpof=true&sd=true](https://docs.google.com/document/d/1pDe0-7e7IVXIfse5pLIEeVxhL3XI4K25/edit?usp=share_link&oid=116058295816982232791&rtpof=true&sd=true)

**High Quality Assessment Plan:** Yes

**Department Chair Feedback:** This was already added but was accidentally put into an inactive SLO and this is the result of the nuventive software where LA faculty are still familiarizing themselves with the new layout.

**Department Chair Approval Status:** Approved

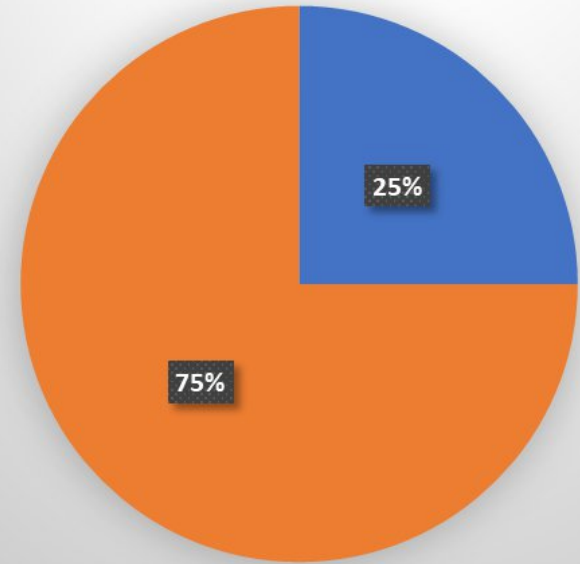
**Department Chair Approval Date:** 10/13/2022

**Assessment Data & Analysis****PI122 Gender Distribution for both S**

**Make a Plan**

**Assessment Data & Analysis**

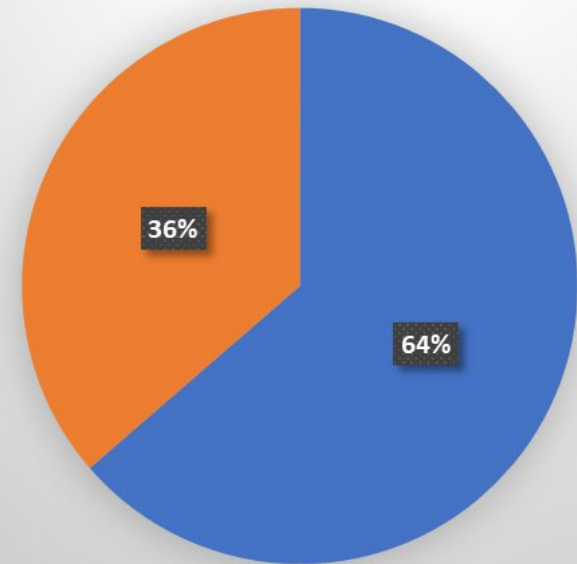
**PI122-1 Gender**



**Make a Plan**

**Assessment Data & Analysis**

**PI122-2 Gender**



**Assessed By::** Desmond Narain Doulatram  
**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)  
**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:** 04/05/2023  
**Actions:** Encourage attendance and do assessment before midterm.  
**High Quality Assessment Results and Action:** Yes  
**Department Chair Feedback Using The High Quality SLO**  
**Assessment Rubric:** Has qualitative and quantitative data.  
**Department Chair Approval Status:** Approved  
**Department Chair Approval Date:** 05/30/2023

**SLO 6\_Sources Pertaining to the Pacific**

**SLO**

Upon completion of this course, students will be able to evaluate Primary and Secondary sources pertaining to the Pacific Region. Approved by CC on November 10, 2022.

**SLO Outcome Status**

Active

**SLO Assessment Cycle**

MAPS Cycle 4 Group 1 (FA22 - FA23)

**Start Date**

11/11/2022

**Mapping**

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

- **PLO 2\_Civic Awareness, Multicultural Perspectives:** undefined (X)
- **PLO 3\_Critical Thinking:** undefined (X)
- **PLO 4\_Quantitative/Scientific Literacy:** undefined (X)
- **PLO 5\_Creative Process:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Critique of Performance  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Pacific Studies Reading Group Assignment with Primary and Secondary Source Readings to encourage reading . A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both to respond when discussions take place regarding the primary and secondary readings.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 2  <b>Benchmark Threshold:</b> 70</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/31/2023  <b>Actual Benchmark Score:</b> 70</p>



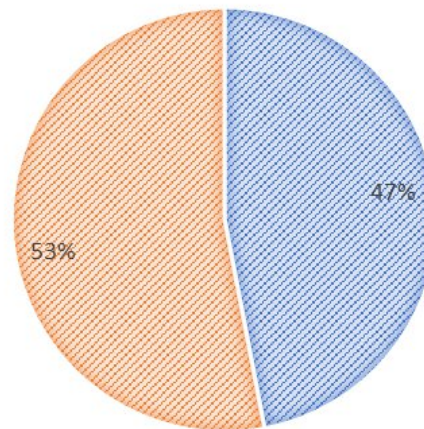
<p><b>Make a Plan</b></p> <p><b>Benchmark:</b> 70% of Students who participated in the assignment passed with a 70 percent or higher</p> <p><b>Notes:</b> Students need to independently read and answer questions and make sense of the Primary and Secondary content to evaluate Common Issues in the Pacific Region to understand the Postcolonial Pacific as it relates to Sustainable Development/Sustainable Livelihood. To understand the current state of affairs in the Pacific, students must evaluate the past by dissecting Primary and Secondary readings through greater information literacy and reading comprehension. They need to interact with content, interact with their teacher, and interact with their peers.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> I believe this assignment speaks well to the SLO and it is catered</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 09/15/2023</p> <p><b>Related Documents:</b>  <a href="#">Readings with SLO.docx</a></p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Assessment Data &amp; Analysis:</b> There was a total of 26 PI122 students enrolled during the Fall Semester of 2023 with 22 participating in the assessment. All of the 22 that participated, scored a 70 percent or higher indicating that the benchmark was met. Out of the 22 that participated, 13 were female and 9 were male showcasing higher participation rate of females at 59% as compared to 41 percent participation rate of males. All of the students were enrolled at Uliga campus with none from the learning centers as PI122 is not offered in the centers as of yet. However, one was netting from Kwajalein (e.g. Logan Lelet) but enrolled in Uliga.</p> <p>As compared to the fall Semester, there were a total of 18 participants during the Summer 2023 Semester. Out of the 18 enrolled in summer, only 11 students chose to participate during the Summer. Out of the 11 students, 7 passed indicating a 63.63 passing rate where bench mark was not met. There seems to be a trend that better accommodation (e.g. laptops) as it was my SOC140 and allowing students to have more freedom in doing assignments outside of class gives them more ample time to figure themselves out to situate their priorities through deep thinking outside the mental confinements of a classroom where the space operates under controlled circumstances. However, this could be attributed to the instructor also gaining more experience as the semester progresses. In this particular section also, 1 self identified as LGBTQ2S+ being a transgender showcasing a 9.09 percent participation rate.</p> <p><b>Tables &amp; Graphs:</b></p>
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**Make a Plan**

**Assessment Data & Analysis**

### PASSING RATE

■ Male ■ Female



**Assessed By::** Desmond Narain Doulatram  
**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)  
**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:** 12/31/2023  
**Actions:** Provide graphs like last time should time and health permit.  
**High Quality Assessment Results and Action:** Yes  
**Department Chair Feedback Using The High Quality SLO Assessment Rubric:** Very well done but if health and time permits, add graphs like last time.  
**Department Chair Approval Status:** Approved  
**Department Chair Approval Date:** 12/31/2023

## PI 260: NUCLEAR TEST IN THE PACIFIC

## SLO 2\_Weapons Testing Program

### SLO

Explain the social, economical, political, cultural, medical, and environmental consequences of the U.S. Nuclear Weapons Testing Program. Approved by CC on June 6, 2024.

### SLO Outcome Status

Active

### SLO Assessment Cycle

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

### Start Date

01/04/2012

### Mapping

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Project - Group  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> Students will do a group presentation identifying various consequences of the U.S. Nuclear Weapons Testing program that occurred between 1946-1958 by processing, analyzing and synthesizing information related to the nuclear issues in the Marshall Islands from articles, reports, audiovisuals, and internet. Their groups will report on how different atolls, test site workers, and residents and subsequent generations are affected by the consequences of the nuclear testing program and also list who to approach and where to go in order to access information on the consequences of the nuclear testing (e.g. NNC/Nuclear Claims Tribunal, CMI National Nuclear Institute, REACH-MI, etc.) Students will be scored using this holistic rubric.  <a href="https://docs.google.com/document/d/1KVef0gAh_dy5ovljoHs361AHgvJo2fiQ/edit?usp=sharing&amp;oid=116058295816982232791&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1KVef0gAh_dy5ovljoHs361AHgvJo2fiQ/edit?usp=sharing&amp;oid=116058295816982232791&amp;rtpof=true&amp;sd=true</a></p> <p><b>Assessment Approach:</b> Common Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 70 percent of students who participated passed with a 70 percent or higher.  <b>Notes:</b> Students will do a group presentation identifying various consequences of the U.S. Nuclear Weapons Testing program that occurred between 1946-1958 by processing, analyzing and synthesizing information related to the nuclear issues in the Marshall Islands from articles, reports, audiovisuals, and internet. Their groups will report on how different atolls, test site workers, and residents and subsequent generations are affected by the consequences of the nuclear testing program and also list who to approach and where to go in order to access information on the consequences of the nuclear testing (e.g. NNC/Nuclear Claims Tribunal, CMI National Nuclear Institute, REACH-MI, etc.) Students will be scored using this holistic rubric.  <a href="https://docs.google.com/document/d/1KVef0gAh_dy5ovljoHs361AHgvJo2fiQ/edit?usp=sharing&amp;oid=116058295816982232791&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1KVef0gAh_dy5ovljoHs361AHgvJo2fiQ/edit?usp=sharing&amp;oid=116058295816982232791&amp;rtpof=true&amp;sd=true</a></p> <p><b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> The assessment tool is good for testing the consequence of US Testing weapons  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 02/03/2023</p>	

## PSY 101: INTRODUCTION TO PSYCHOLOGY

### SLO 2\_Psychological Issues

#### SLO

Upon completion of this course, students will be able to contrast research methods, and theory for common psychological issues. Approved by CAC on May 04, 2015. Reapproved by CC on January 28, 2022.

#### SLO Outcome Status

Active

### SLO Assessment Cycle

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

### 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: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Term Paper <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Assessment Tool:</b> Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands. <b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 4 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> A rubric will be used to grade this SLO. Students will be graded on (1) The content of their report (2) compliance with MLA format, (3) discussion of the causes, symptoms, different categories, gender prevalence, and control and prevention measures of depression (4) Coordination of thoughts and presentation.</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 10/28/2023 <b>Actual Benchmark Score:</b> 80 <b>Assessment Data &amp; Analysis:</b> In the 2023 Fall semester: 25 students enrolled for the PSY 101 section 1 and all of them submitted their papers and were assessed. The table below shows the score of the individual student's mark. out of a total of 40 marks for the SLO assessed (SLO 2 PSYCHOLOGICAL ISSUES). To meet the benchmark, 70% of the students must score at least 30 marks out of 40 marks (75%)</p> <p>As can be seen from the table, 80% of the students (20 out of 25) who wrote the Term paper scored at least 30 out of 40. This means that the benchmark for the SLO was met as more than 70% of the students who did the Term paper scored 75% and above more. The criteria for assessment were: content, organization and style/format of writing (application of MLA format in their writing).</p> <p>One of the reasons the SLO was met is the good performance of the students in content and organization of their essays. More than half of the students (13 out of the 25) did not conform to the MLA format in their essay writing and this reduced their marks. Another influencing factor in meeting the benchmark is the good attendance of the students. The may be attributed to the class being scheduled for the evening. Post assessment discussions with some students indicate that they would like to be given a chance to write draft versions of their papers and get feedback before final submission.</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>		
<p><b>Notes:</b> Students will individually write a TERM paper on Depression and discuss the causes, symptoms, different categories, gender prevalence, and control and prevention measures of depression.</p> <p>The result will be disaggregated by gender and major to explain any underlying trends and patterns in the students' performances.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> The task addresses the SLO, of identifying psychological issues and the term paper addresses all facets of such issues. With the guidance of the rubric, students will know what to expect to be assessed on.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/21/2022</p>	<b>Tables &amp; Graphs:</b>		
	Name	Scores	Percentage
	Student 1	30	75
	Student 2	30	75
	Student 3	28	70
	Student 4	35	87.5
	Student 5	30	75
	Student 6	35	87.5
	Student 7	26	65
	Student 8	32	80
	Student 9	33	82.5
	Student 10	30	75
	Student 11	31	77.5
	Student 12	32	80
	Student 13	33	82.5
	Student 14	34	85
	Student 15	35	87.5
	Student 16	30	75

Make a Plan	Assessment Data & Analysis		
	Student 17	31	77.5
	Student 18	32	80
	Student 19	33	82.5
	Student 20	21	52.5
	Student 21	20	50
	Student 22.	18	45
	Student 23	32	80
	Student 24	31	77.5
	Student 25	30	75
	No of students with 30 points (75%) and above		<b>20</b>
	Percent of students with 30 points (75%) and above.		<b>80%</b>
	<p><b>Assessed By::</b> Oyinade Ogunmokun  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No.  The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 07/02/2024</p>		

Make a Plan	Assessment Data & Analysis																			
	<p><b>Actions:</b> " Encourage students to come to classes and be more focus.  " Give students more time to prepare and give them the opportunity to first submit drafts before the final submissions.  " Schedule more evening and afternoon classes  " Motivate them more and give rewards in the classroom for participating.  " Refer those with problems to Student Centre and for counselling services and assistance if need be.</p> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well done!  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 11/03/2023</p>																			
	<p><b>Assessment Data &amp; Analysis Date:</b> 04/01/2023  <b>Actual Benchmark Score:</b> 70  <b>Assessment Data &amp; Analysis:</b> Students were examined on Psychological issues.  Note The students were taught different Psychological issues from Chapter twelve of the text: Psych7, Introductory Psych by Rathus Spencer 7th edition. The Psychological issues range from Phobia, Anxiety disorders, Depression, Mood disorders, schizophrenia and more. Students were asked to write a term paper on depression as one of the Psychological issues that many are dealing with in the Republic of Marshall Islands. A rubric was used for grading this term paper. The contents of the reports and compliance with MLA format were assessed. Students explained the causes, symptoms, different categories of depression, gender prevalence, control and prevention were all discussed in the term paper. They also explained the measure and also the coping strategies.</p> <p><b>Tables &amp; Graphs:</b>  In the Spring of 2023, 58 students enrolled for the PSY 101 course (19 FROM SECTION 1, 15 FROM SECTION 2, 13 FROM SECTION 3 and 11 from section 4). Out of these, 49 students wrote the term paper that was used to assess the PSY 101 course (17. FROM SECTION 1, 15 FROM SECTION 2, 9 FROM SECTION 3 and eight (8) from section 4).  The following table is the SLO results for Section 1, 2, 3 and 4.</p> <table border="1" data-bbox="768 1292 1986 1490"> <thead> <tr> <th rowspan="2">Student</th> <th rowspan="2">Section 1</th> <th rowspan="2">Over 70%?</th> <th rowspan="2">Section 2</th> <th rowspan="2">Over 70%?</th> <th rowspan="2">Section 3</th> <th rowspan="2">Over 7%?</th> <th rowspan="2">Section 4</th> <th>Over</th> </tr> <tr> <th>70%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>64%</td> <td>NO</td> <td>68%</td> <td>NO</td> <td>60%</td> <td>NO</td> <td>76%</td> <td>YES</td> </tr> </tbody> </table>	Student	Section 1	Over 70%?	Section 2	Over 70%?	Section 3	Over 7%?	Section 4	Over	70%	1	64%	NO	68%	NO	60%	NO	76%	YES
Student	Section 1									Over 70%?	Section 2	Over 70%?	Section 3	Over 7%?	Section 4	Over				
		70%																		
1	64%	NO	68%	NO	60%	NO	76%	YES												



Make a Plan	Assessment Data & Analysis								
	2	84%	YES	100%	YES	72%	NO	80%	YES
	3	68%	NO	72%	NO	88%	YES	75%	YES
	4	80%	YES	84%	YES	76%	YES	85%	YES
	5	76%	YES	75%	YES	100%	YES	80%	YES
	6	84%	YES	72%	YES	100%	YES	75%	YES
	7	80%	YES	76%	YES	60%	NO	70%	YES
	8	72%	YES	80%	YES	56%	NO	72%	YES
	9	64%	NO	76%	YES	60%	NO		
	10	60%	NO	80%	YES				
	11	68%	NO	72%	YES				
	12	76%	YES	64%	No				
	13	88%	YES	88%	YES				
	14	64%	NO	75%	YES				
	15	64%	NO	76%	YES				
	16	60%	NO						
	17	80%	YES						
	No over 70%	9		13		5		8	
	% over	53%		87%		56%		100%	

Make a Plan	Assessment Data & Analysis							
	70%							
Overall no over 70%	35 out of 49							
Overall % over 70%	71.4%							
<p>As the table above shows, 9/17 sampled students in section 1 (53%), 13/15 in section two (87%), 5/9 in section 3 (56%) and 8/8 in Section 4 (100%) scored 70% and above in the term paper used for the assessment of the SLO. That's a total of 35/49 students who got 70% or better grade in this assignment. That means slightly over 71% of the students score above the benchmark. <b>The benchmark for the SLO was met.</b> Most of the students were able to adequately discuss depression as one of the Psychological issues that many are dealing with in the Republic of Marshall Islands.</p> <p>Disaggregation by section shows that students in sections 2 (87%) and 4 (100) performed excellently well while students in sections 1 (53%) and 3 (56%) performed poorly. This could be because sections 2 and 4 are early afternoon classes (12:10 pm to 1:35pm) while Section 1 classes are from 9.35am to 11 am and section 3 classes are from 1:45pm to 3:10 pm. It's possible that the break time (11am-1210pm) could have refreshed students of 12:10-1:45 pm thus their better performances. Attendance was a major concern in all the sections as many students usually miss class or were routinely late.</p>								
<p><b>Assessed By::</b> Oyinade Ogunmokun  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met</p>								

<p><b>Make a Plan</b></p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 05/23/2023</p> <p><b>Actions:</b> These are the steps to improve the SLO in the future:</p> <p>" Give more examples on factors leading to Psychological issues and sensitize students .to its prevalence. Also teach them more on the symptoms and prevention.</p> <p>" Sections 1 were early morning classes. Attendance was a major concern and the majority of students missed class or were routinely late in this section. Alternative scheduling and modifications to the attendance policy may help.</p> <p>" Further use of the Student Support Unit and counseling services may improve student outcomes.</p> <p>" Activities to increase student engagement with Psychological issues and contextualize them to life in the Marshall Islands should make the material more relevant.</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p> <p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Great work. I expected this from my former supervisor and former LA Chair.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 06/07/2023</p>
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Presentation</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p> <p><b>Assessment Tool:</b> Students will do a group presentation on "Post traumatic Stress disorders"(PTSD) as one of the Psychological issues that affects a lot of people who have experience traumatic situation. They will be ask to explain causes and its prevalence in the Marshall Islands, focusing on issues of climate change and those who have been affected by nuclear testing.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 1</p> <p><b>Benchmark Threshold:</b> 75</p>	

Make a Plan	Assessment Data & Analysis
<p><b>Benchmark:</b> A rubric will be used to grade this SLO. Students will be graded on (1) On the content of their presentation(2) discussion on the causes, symptoms, different categories and gender prevalence's (3) The part of Marshall Islands that were highly affected by PTSD(4) The prevention methods and the supports given to those affected by this Psychological issues.(5) Coordination of thoughts and presentation. 75% of the students will score 70% and above.</p>	

## PSY 201: HUMAN GROWTH AND DEVELOPMENT

### SLO 1\_Domains of Developmental Study

#### SLO

Upon completion of this course, students will be able to analyze the mechanics of the domains of developmental study. Approved by CC on January 28, 2022.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

MAPS Cycle 4 Group 1 (FA22 - FA23)

#### Start Date

11/14/2022

#### Mapping

Program (LA) - Liberal Arts AA: *(X - Selected)*

- **PLO 3\_Critical Thinking:** undefined **(X)**

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 10/28/2023  <b>Actual Benchmark Score:</b> 87</p>

Make a Plan	Assessment Data & Analysis																											
<p><b>Assessment Tool:</b> Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development</p> <p><b>Assessment Approach:</b> Common Assessment</p> <p><b>Number of Sections:</b> 2</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 75% will score 75-80%</p> <p>A rubric will be use to grade the paper based on:</p> <ol style="list-style-type: none"> <li>1. Their knowledge of each domains of development.</li> <li>2. The content and relative terms used.</li> <li>3. Application of relevant theories.</li> <li>4. Writing skill and use of MLA format.</li> <li>5. Presentation.</li> </ol>	<p><b>Assessment Data &amp; Analysis:</b> In the 2022/23 Fall semester, 16 students registered for PSY 201 course section 1 but a total of 15 students were assessed. The table below shows the score of the assessment out of a total of 20 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 15 marks out of 20 marks (75%)</p> <p>As can be seen from the table, 87% of the students (13 out of 15) who did the presentation scored at least 15 out of 20 marks i.e. 75%. This means that the benchmark for the SLO was met as more than 75% of the students who did the presentation scored 75% and above. The students were assessed in three ways: group presentation (10 marks) individual level of participation and contribution to the presentation (8 marks) and response to questions asked after the presentations (2 marks). The two students who didn't meet the benchmark did not contribute in the presenting their group's works though they were physically present in the class. They also didn't answer any of post presentation questions. Post presentation questioning also reveal that students were capable of recognizing the similarities, differences, and the relationship among the three domains of development in the early childhood. One of the influencing factors in meeting the benchmark is the good attendance of the students especially on the presentation days. The class for this course this semester is in the evening compared to last semester when there were afternoon and morning classes. Absenteeism was rife among the students in the morning section last semester as they felt the time was too early for them. Hence the students in the morning section did not meet the benchmark.</p> <p><b>Tables &amp; Graphs:</b></p> <table border="1" data-bbox="919 850 1978 1442"> <thead> <tr> <th>Students</th> <th>Scores</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>18</td> <td>90</td> </tr> <tr> <td>Student 2</td> <td>15</td> <td>75</td> </tr> <tr> <td>Student 3</td> <td>13</td> <td>65</td> </tr> <tr> <td>Student 4</td> <td>17</td> <td>85</td> </tr> <tr> <td>Student 5</td> <td>15</td> <td>75</td> </tr> <tr> <td>Student 6</td> <td>14</td> <td>70</td> </tr> <tr> <td>Student 7</td> <td>18</td> <td>90</td> </tr> <tr> <td>Student 8</td> <td>16</td> <td>80</td> </tr> </tbody> </table>	Students	Scores	Percentage	Student 1	18	90	Student 2	15	75	Student 3	13	65	Student 4	17	85	Student 5	15	75	Student 6	14	70	Student 7	18	90	Student 8	16	80
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Student 5	15	75																										
Student 6	14	70																										
Student 7	18	90																										
Student 8	16	80																										

Make a Plan	Assessment Data & Analysis		
<p><b>Notes:</b> Students will do a group presentation on the domains of developmental studies. Students will be taught different domains of development on chapters 8,9,and 10 of Human Growth and development by Berger, 11th Edition. They will be taught biosocial development which entails the body size, brain development and environmental factors that influences development in the early childhood. They will also be taught cognitive factors that influences intellectual abilities, they will also contextualize Jean Piaget cognitive development and different challenge common among this age groups. They will look at different development that takes place Psychosocially by analyzing Eric Erickson theory of Psychosocial development</p> <p>Students who registered in the two group will be assessed. They will look at the relationship between the three domains of development.</p> <p><b>Department Chair Feedback:</b> A combination of certain required skills for the tasks: identifying information, analysing and seeing what are common and different, being able to explain them, and presenting this understanding to the class. Working collaboratively with students in the class allows students to learn from one another and to work together in a team. A rubric is provided to guide students on how they will be assessed is useful too</p>	Student 9	17	85
	Student 10	15	75
	Student 11	18	90
	Student 12	17	85
	Student 13	16	80
	Student 14	18	90
	Student 15	17	85
	No of students with 15 points and above (75%)		<b>13</b>
	Percent of students with 15 and above.		<b>87%</b>
	<p><b>Assessed By::</b> Oyinade Ogunmokun  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p>		
<p><b>Additional Information</b></p> <p><b>Actions:</b> " Encourage all students to participate well in the future presentation  " Schedule more evening and afternoon classes  " Motivate students and give rewards in the classroom for participating.  " Give them more time to process the primary information they received.  " Refer those with problems to Student Centre and for counselling services and assistance if need be.</p>			
<p><b>Assessment Data &amp; Analysis Date:</b> 04/01/2023  <b>Actual Benchmark Score:</b> 75</p>			

<p><b>Make a Plan</b></p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/21/2022</p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Assessment Data &amp; Analysis:</b> Students were given a topic on each of the three domains: Biosocial, Cognitive, and Psychosocial to explain the relationship between the three domains of development in the early childhood. Notes. The students were taught about “The three domains of development: Biosocial, Cognitive and Psychosocial domains” from Chapters 8 and 9 of the textbooks “The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students were divided into three groups for presentation, each group covering a domain. They were asked to present on different developmental challenges that occur in each of the domains of development in the early childhood. They also analyzed the similarities and differences, the relationship between the three domains of development in the early childhood were analyzed.</p> <p>Students are expected to identify different challenges and the rate of development in each of the three domains of development. They also articulate their understanding of development by analyzing what causes developmental problem, starting from diagnosis, prevention and support system for children who has developmental problems. They emphasize on the support system for children with disabilities in Marshall Islands and also the support these children get from different stakeholders in Marshall Islands&amp; They also looked at how to increase the number of teachers in the field of special Education.</p> <p>In the 2023 Spring semester, 40 students enrolled for the PSY 201 course, sections 1 and 2 out of which 28 students were assessed. The table below shows the students’ scores in the presentation reports. The maximum score was 30 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 21 marks out of 30 marks (70%)</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Section 1</th> <th>Section 2</th> </tr> </thead> <tbody> <tr><td>Student 1</td><td>18</td><td>20</td></tr> <tr><td>Student 2</td><td>21</td><td>18</td></tr> <tr><td>Student 3</td><td>22</td><td>23</td></tr> <tr><td>Student 4</td><td>23</td><td>19</td></tr> <tr><td>Student 5</td><td>22</td><td>22</td></tr> <tr><td>Student 6</td><td>24</td><td>23</td></tr> <tr><td>Student 7</td><td>19</td><td>24</td></tr> <tr><td>Student 8</td><td>22</td><td>23</td></tr> <tr><td>Student 9</td><td>17</td><td>23</td></tr> <tr><td>Student 10</td><td>25</td><td>23</td></tr> <tr><td>Student 11</td><td>22</td><td></td></tr> <tr><td>Student 12</td><td>21</td><td></td></tr> <tr><td>Student 13</td><td>26</td><td></td></tr> <tr><td>Student 14</td><td>22</td><td></td></tr> <tr><td>Student 15</td><td>22</td><td></td></tr> <tr><td>Student 16</td><td>22</td><td></td></tr> <tr><td>Student 17</td><td>22</td><td></td></tr> <tr><td>Student 18</td><td>23</td><td></td></tr> </tbody> </table>	Name	Section 1	Section 2	Student 1	18	20	Student 2	21	18	Student 3	22	23	Student 4	23	19	Student 5	22	22	Student 6	24	23	Student 7	19	24	Student 8	22	23	Student 9	17	23	Student 10	25	23	Student 11	22		Student 12	21		Student 13	26		Student 14	22		Student 15	22		Student 16	22		Student 17	22		Student 18	23	
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Make a Plan	Assessment Data & Analysis
	<p>No of students in each group with 21 points and above (70%) 15</p> <p>8</p> <p>Percent of students in each group with 21 and above. 83%</p> <p>80%</p> <p>No of students in both groups with 21 points and above (70%) 23 out of 28</p> <p>Percent of students in both groups with 21 and above. 82%</p> <p>As can be seen from the table, 82% (23 out of 28) of the students in both groups who did the presentation scored at least 21 out of 30 marks i.e. 70%. This means that the benchmark for the SLO was met. There is no difference in the performances of the two sections as 83% of students in section 1 and 80% of students in section 2 scored above the 70% benchmark. A possible reason for the good performance is that all the students had already passed PSY 101 where they already have the foundation of Psychology and had become familiar with carrying out psychological studies and at presenting their results.</p> <p><b>Assessed By::</b> Oyinade Ogunmokun  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b>  <b>Action Due Date:</b> 05/23/2023  <b>Actions:</b> " Give students more time to process the primary information they received.  " Refer those with problems</p> <p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> This is a good narrative with appropriate supporting data from gradebook.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 05/27/2023</p>

## REL 198: RELIGIONS OF THE WORLD

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



# SCI 111: ENVIRONMENTAL SCIENCE

## SLO 1\_Ecosystems

**SLO**  
Delineate interactions within ecosystems. Approved by CAC on May 11, 2016. Re-approved by CAC on February 26, 2017.

**SLO Outcome Status**

Active

**SLO Assessment Cycle**

2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23)

**Start Date**

05/11/2016

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Students will develop a power-point and deliver a presentation in groups based on the selection of two biomes in which they will clearly explain the ecological functions and the average climatological characteristics of the both distinct environments.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> At least 70 percent of the students engaging in the presentation will achieve 70 percent or higher in the assessment.  <b>High Quality Assessment Plan:</b> Yes</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 10/16/2023  <b>Actual Benchmark Score:</b> 81  <b>Assessment Data &amp; Analysis:</b> Possible reasons for the average class score: some technical difficulty with the assignment, access to resources, and issues with time management. Participation Rate: 73.33%, Average Class Score:81%, Gender Distribution: 7 males and 11 females, Average Male Class Score: 83%, Average Female Class Score: 80%.  <b>Assessed By:</b> Kendal Romany  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 11/08/2023  <b>Actions:</b> 1. Review project  2. Clarify requirement  3. Encourage students to ask questions  4. Provide examples of high quality work  5. Motivate</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Department Chair Feedback:</b> Well developed plan  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 02/01/2023</p>	<p><b>High Quality Assessment Results and Action:</b> Yes  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> It is developing data result since the instructor provides both qualitative and quantitative evidence of student learning and achievement of outcomes.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 11/08/2023</p>
	<p><b>Assessment Data &amp; Analysis Date:</b> 05/05/2023  <b>Actual Benchmark Score:</b> 87  <b>Assessment Data &amp; Analysis:</b> 62% of the entire class participated in the exercise. The participants earned an average class score of 87%. The score of 87% illustrates that students possess a good understanding of the material taught based of the activity. Since the Environmental Science course is a basic level course, a lenient grading scale was used to evaluate students which would have contributed to the overall performance of students.  <b>Assessed By::</b> Kendal Romany  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b>  No. The SLO statement doesn't need revision.  <u><b>Additional Information</b></u>  <b>Action Due Date:</b> 06/01/2023  <b>Actions:</b> Provide individualized feedback, encourage active learning, create a supportive learning environment and provide additional resources to aid student learning.  <b>High Quality Assessment Results and Action:</b> No  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Developing.  No disaggregation of data provided.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 07/20/2023</p>

## SCI 135: INTRODUCTION TO MARINE BIOLOGY

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

## SCI 225: PRINCIPLES OF AQUACULTURE

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

## SCI 235: TROPICAL MARINE ECOSYSTEMS OF THE PACIFIC

## SLO 1\_Marine Ecosystems

### SLO

Upon completion of this course, the student will be able to describe different tropical marine ecosystems and their functions. Approved by CAC on February 06, 2017.

### SLO Outcome Status

Active

### SLO Assessment Cycle

2016 - 2017 (Fall), MAPS Cycle 1 Group 1 (FA19 - FA20), MAPS Cycle 2 Group 1 (FA20 - FA21), Fall 2021 - Fall 2022 Cycle 3 Group 1, MAPS Cycle 4 Group 1 (FA22 - FA23)

### Start Date

02/23/2021

### 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)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Students will develop a power-point and deliver a presentation in groups based on the selection of a coastal ecosystem. The nucleus of the presentation should identify the physical components, ecological functions, ecosystem services, anthropogenic threats and pragmatic preservation measures.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> At least 70 percent of the students engaging in the presentation will achieve 70 percent or higher in the assessment.  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Well-develop, assessment tool is very clearly tied to the SLO.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/19/2024</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 10/16/2023  <b>Actual Benchmark Score:</b> 87  <b>Assessment Data &amp; Analysis:</b> The average class performance for the students participating in the assignment is 87%. The performance of the students could have been due to preparation strategies, prior knowledge of the topic, explanations, interest and motivation. Participation rate: 66.67%, Average class score: 87%, Gender Distribution: among the students who completed the assignments, 7 are males, and 1 is female which indicates a gender imbalance, Average Female Class Score: 86, and Average Male Class Score: 87.  <b>Assessed By::</b> Kendal Romany  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 11/08/2023  <b>Actions:</b> 1. Sustain providing clear explanations of assignment  2. Attach terms of reference  3. Monitor student progress  4. Motivate students  5. Administer mock assignments  <b>High Quality Assessment Results and Action:</b> Yes</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> The data result is developing since the instructor provides both qualitative and quantitative evidence of student learning and achievement of outcomes.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 11/08/2023</p>
<p><b>Assessment Tool Status:</b> Active</p> <p><b>Assessment Type:</b> Presentation</p> <p><b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p><b>Assessment Tool:</b> Poster Project:</p> <p>Assignment: Exploring Ecosystem Services in Tropical Marine Ecosystems of the Pacific</p> <p>Objective: To gain a comprehensive understanding of ecosystem services in tropical marine ecosystems of the Pacific and their significance.</p> <p>Guidelines:</p> <p>Introduction:</p> <p>Ecosystem services are essential for human well-being and environmental sustainability. They encompass provisioning, regulating, cultural, and supporting services provided by ecosystems.</p> <p>Task Overview:</p> <p>Selecting Ecosystems-</p> <p>Form pairs and choose one of the following 10 vital coastal/marine ecosystems in the Pacific region. Notify the instructor of your selection.</p> <p>List of Ecosystems:</p> <ul style="list-style-type: none"> <li>Coral Reefs</li> <li>Mangrove Forests</li> <li>Seagrass Meadows</li> <li>Intertidal Zones</li> <li>Kelp Forests</li> <li>Estuaries</li> <li>Rocky Shores</li> <li>Pelagic Open Ocean</li> <li>Deep-Sea Hydrothermal Vents</li> <li>Atolls</li> </ul> <p>Ecosystem Description</p>	

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
<p>Research and provide a description of your chosen ecosystem, including its geographical location, biodiversity, and ecological importance.</p> <p>Poster Presentation: Poster Creation:</p> <p>Design a visually engaging and informative poster to illustrate the ecosystem services provided by your chosen ecosystem.</p> <p>Poster Content:</p> <p>Title: Include the ecosystem's name. Visual Representation: Use personal drawings, diagrams, images, and maps. Four Examples of Each Service Type: Provisioning Services: E.g., fisheries, aquaculture, medicinal plants. Regulating Services: E.g., coastal protection, carbon sequestration, water purification. Cultural Services: E.g., recreation, tourism, cultural practices. Supporting Services: E.g., nutrient cycling, habitat for species, genetic diversity. Captions and Labels: Clearly label and explain all elements on the poster. Ensure the poster is attractive, clear, and informative.</p> <p>Assessment:</p> <p>Your project will be assessed based on the quality and completeness of the poster, the accuracy of information and the clarity of the poster. Resources:</p> <p>Utilize scientific literature, experts, and reputable websites to gather information on your chosen ecosystem and its services. Note: Communicate any questions or concerns with</p>	

Make a Plan	Assessment Data & Analysis
<p>the instructor promptly. Good luck with your exploration of tropical marine ecosystems and their valuable services!</p> <p><b>Assessment Approach:</b> Common Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 70  <b>Notes:</b> Plan created by Kendal Romany  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Well-developed, assessment tool is very clearly tied to the SLO.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/19/2024</p>	

## SCI 245: INTEGRATED COASTAL MANAGEMENT

### SLO 3\_Ecological Impact

#### SLO

Upon completion of this course, the student will be able to conduct ecological impact assessments. Approved by CAC on February 13, 2017.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

MAPS Cycle 2 Group 1 (FA20 - FA21), MAPS Cycle 4 Group 1 (FA22 - FA23), MAPS Cycle 3 Group 1 (FA21 - FA22)

#### Start Date

02/23/2021

#### Mapping

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

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

Program (MSCI) - Marine Science CCT: *(X - Selected)*

- **PLO 1\_Marine Ecosystems:** undefined (X)
- **PLO 4\_Marine Management:** undefined (X)
- **PLO 5\_Communication:** undefined (X)

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Presentation  <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Assessment Tool:</b> Students will develop a power-point and deliver a presentation in groups based on the selection of a geographical location of Marshall Islands that requires needful coastal zone management. The presentation should illustrate the territories of the coastal zone that requires management and the proposed strategies for appropriate adequate management.  <b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> At least 70 percent of the students engaging in the presentation will achieve 70 percent or higher in the assessment.  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> well developed plan  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 02/01/2023</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/29/2023  <b>Actual Benchmark Score:</b> 78  <b>Assessment Data &amp; Analysis:</b> An evaluation of the students' responses to developing a coastal management plan based on a provided scenario reveals that students are still struggling with situation analysis and management methods applicability. There are signs that the fundamental concepts learnt in prerequisite courses have eroded. Generally, shallow responses were given for components that required elaborate and deep critical responses. Therefore, resulting in a score that is slightly above the minimum score.  <b>Assessed By::</b> Kendal Romany  <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)  <b>Benchmark Met:</b> Benchmark Met  <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.  <b>Additional Information</b>  <b>Action Due Date:</b> 01/19/2024  <b>Actions:</b> Encourage students to be present, provide more case studies, provide guidance on how to respond applicably to questions, and clearly illustrate linkages between previous concepts and concepts learnt in Integrated Coastal Management.  <b>High Quality Assessment Results and Action:</b> No  <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Developing, assessment data results ranges from “not to somewhat” provides both qualitative and quantitative evidence of student learning and achievement of outcomes.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/19/2024</p>

## SOC 130: INTRODUCTION TO SOCIOLOGY

### SLO 1\_Historical Context

#### SLO

Upon completion of this course, students will be able to examine the historical context of various social issues to provide reasons for the study of sociology. Approved by CC on May 07, 2018. Reapproved by CC on January 28, 2022.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

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

#### Start Date

05/07/2018

#### Mapping

10/21/2024



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: (X - Selected)

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

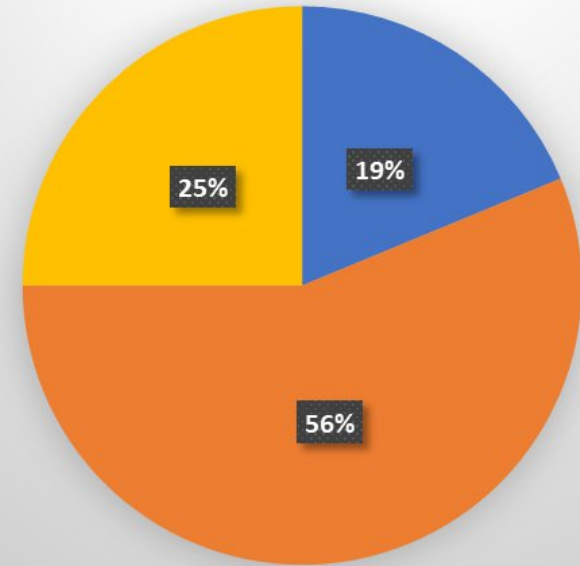
Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Assessment Tool:</b> Students will write a short essay explaining how Marshallese Culture has historically changed with the advent of Christianity in the Marshall Islands in the 1850s or how Marshallese Culture has changed after Capitalism was introduced with the early traders or how the culture in general changed after Colonization. They will pick a topic or key concept and elaborate as to how Material or Nonmaterial Culture has changed using the key sociological terms of Culture in Chapter 3 of the textbook by providing specific examples. <b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 3 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> 70 Percent of students who participated score a 70 percent or higher</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/01/2023 <b>Actual Benchmark Score:</b> 100</p>

<p><b>Make a Plan</b></p> <p><b>Notes:</b> Examining the historical context of various social issues such as competing ideologies/paradigms and systems/institutions that led to the present context is reason enough for the study of sociology because it allows students to describe these changes more fluently using key sociological terms such as (e.g. Chapter 3 on Culture: Culture Shock, Cultural Relativism, Material and Non Material Culture, Norms, Values, Mores, Real Norms, Ideal Norms, Folkways, Diffussion, Adaptation, innovations, ideologies, Symbol, Cultural Lag, Cultural Universals, etc). Students will be mesured using a holistic rubric.</p> <p><a href="https://drive.google.com/file/d/1_I7JAmanP2W_vWBM2WqiyP1WVcf8SICl/view?usp=sharing">https://drive.google.com/file/d/1_I7JAmanP2W_vWBM2WqiyP1WVcf8SICl/view?usp=sharing</a> (Link to Rubric)</p> <p><b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> This seems logical and practical.  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 01/27/2023</p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Assessment Data &amp; Analysis:</b> There were three sections of SOC130 that are taught normally by a Social Science Instructor. Unfortunately, due to ongoing poor LA Faculty retention rates there were three different instructors doing the assessment (e.g. Desmond Narain Doulatram for Section 3, Oyinate Ogunmokun and Dr. Sandra Hamilton for the other sections). This section of the narrative reflects Desmond Narain Doulatram's Data gathering as Dr. Sandra Hamilton who is the associate Dean of Academic Quality, Instruction, and Assessment wanted to do her own assessment tool that was more in line with her academic freedom. Hence, this data set as it was last cycle reflects that end.</p> <p>For SOC130-3, out of 20 Sociology Students 16 chose to participate in the short essay assignment reflecting a participation rate of 80% . Students responded well in their short essay displaying a grasp of the chapter by communicating it well. Out of the 16 that participated from Majuro, 100 percent of them scored 70 percent or higher. It should be fairly noted that 100 percent of SOC130-3 are from Majuro Village and thus attend via Uliga Campus. 12 of the SOC130-3 short essay participants were female and 4 of them were male. The following data for section III can be found in the following Tables and Graphs Below. The reason for the high participation rate was because this assessment was done in the first few weeks of class and I kept following up even after midterm. I think it's easier to do assessments when students have momentum during the first week or two. The high participation rate is reflected in doing this assessment at the beginning when attendance is quite high before miterm. Scaffolding and chunking of material through relevant contextualizing of chapter was also essential through bicultural bilingual approach which increased chances of success.</p> <p><b>Tables &amp; Graphs:</b></p>
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**Make a Plan**

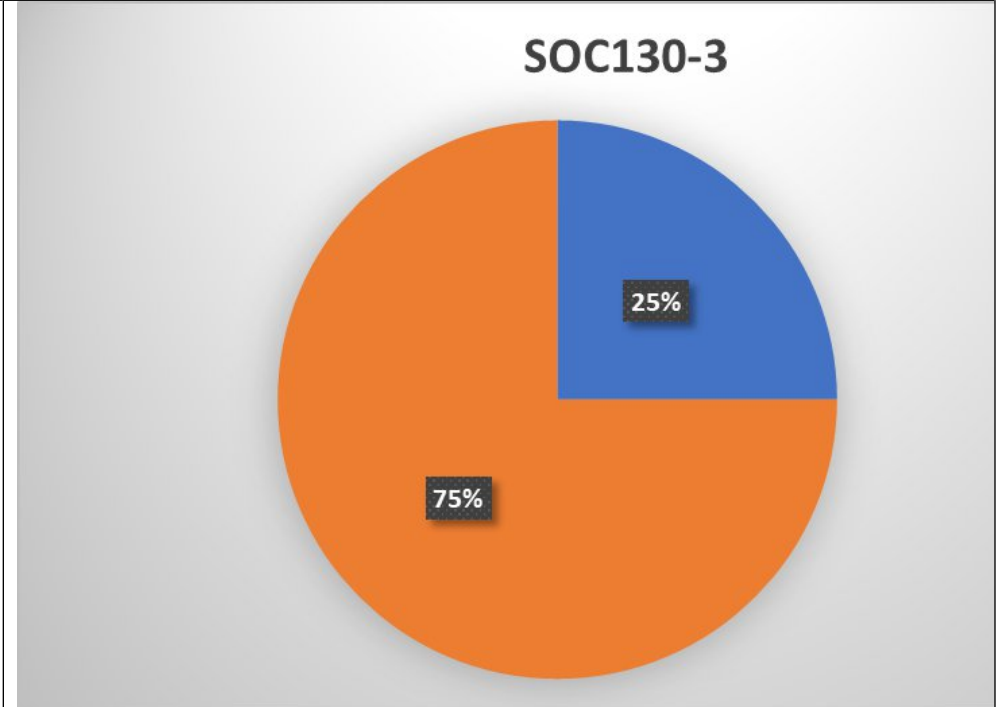
**Assessment Data & Analysis**

**SOC130-3**



**Make a Plan**

**Assessment Data & Analysis**



**Assessed By:** Desmond Doulatram

**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)

**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:** 04/05/2023

**Actions:** Encourage higher participation through attendance.

**High Quality Assessment Results and Action:** Yes

**Department Chair Feedback Using The High Quality SLO Assessment**

**Rubric:** Qualitative and quantitative data is provided.

**Department Chair Approval Status:** Approved

**Department Chair Approval Date:** 05/30/2023

**Assessment Data & Analysis Date:** 04/01/2023

**Actual Benchmark Score:** 79

**Make a Plan****Assessment Data & Analysis**

**Assessment Data & Analysis:** Students were examined on the Historical issues

**Note** The students were taught different sociological factors that influence people and society from Chapter three of Introduction to Sociology, by Henry Tischler Eleventh Edition. The students wrote a short essay on the impact Christianity had on the Marshallese society such as social, economic and emotional impacts. The assignment was 25 marks. In the Spring of 2023, 11 students enrolled for SOC 130 course (There are 3 sections of SOC 130. There are 11 students in Section 2). During the midterm. The following table is the SLOs for Section 2

Name	Score /25	Score %
Student 1	18	72%
Student 2	18	72%
Student 3	18	72%
Student 4	18	72%
Student 5	18	72%
Student 6	20	80%
Student 7	20	80%
Student 8	20	80%
Student 9	22	88%
Student 10	22	88%
Student 11	22	88%

Overall average 79%

As can be seen from the table, 11 of the students in section 2 wrote short essays on the influence of Christianity on the Marshallese society. Five (5) scored 18, which means they scored 72%, three (3) scored 20 which is 80%, and 3 scored 22 which is 88%. This means all the students scored above 70% so the benchmark for the SLO was met. The reason for the good performance could be that prior to them writing the short essay, I had invited Mary Silk, the Director of Nuclear Institute to lecture them about nuclear testing in the Marshall Islands. In her delivery of the lecture, she emphasized on the influence of Christianity on the society. Secondly, the students had been given related assignment prior to this one and they have gradually improved on how to write short essays.

**Assessed By::** Oyinade Ogunmokun

**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Benchmark Met:</b> Benchmark Met</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement need revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Additional Information</b></p> <p><b>Action Due Date:</b> 05/23/2023</p> <p><b>Actions:</b> These are the steps to improve the SLO in the future:</p> <ul style="list-style-type: none"> <li>" Give more examples on how culture influences society.</li> <li>" Invite more experts on Marshallese culture to enrich the students' knowledge on the impact of Christianity on the society and other pertinent topics.</li> <li>" Give more assignments that relate the influence of Christianity on the society.</li> <li>" Ask the students to extend their knowledge by doing a mini research on the topic.</li> </ul>
	<hr/> <p><b>Assessment Data &amp; Analysis Date:</b> 04/01/2023</p> <p><b>Actual Benchmark Score:</b> 78</p>

**Make a Plan****Assessment Data & Analysis**

**Assessment Data & Analysis:** The students were taught different sociological factors that influence people and society from Chapter three of Introduction to Sociology, by Henry Tischler Eleven Edition. The students wrote on the impact Christianity had on the Marshallese society. Students wrote on the social, economic and emotional impacts Christianity had on the Marshallese society. The assignment was 25marks.

11 students enrolled for SOC 130 course (There are 3 sections of SOC 130. There are 11 students in Section 2) During the midterm. The following table is the SLOs for Section 2

Name	Section 2 /25	
Student 1	18	72%
Student 2	18	72
Student 3	18	72%
Student 4	18	72%
Student 5	18	72%
Student 6	20	80%
Student 7	20	80%
Student 8	20	80%
Student 9	22	85%
Student 10	22	85%
Student 11	22	85%

As can be seen from the table, 11 of the students in section 2 wrote the short essay on the influence of Christianity on the Marshallese society 5 scored 18, which means they scored 72% and 3 scored 20 which is 80%, while 3 scored 22 which is 85%. This means all the students scored 70% and above. This means that the benchmark for the SLO was met as all the 11 students scored above 70%. The reason for the good performance could be that the students attended a lecture delivered about nuclear testing in Marshall Islands where the speaker touched on and emphasized on the subject. Secondly, they were given related assignment prior to this.

**Assessed By::** Oyinade Ogunmokun

**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)

**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**

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p><b>Actions:</b> These are the steps to improve the SLO in the future:</p> <ul style="list-style-type: none"> <li>" Give more examples on how culture influences society.</li> <li>" Allow students to attend more classes to enrich their knowledge on the impact of civilization on the society.</li> <li>" Give more assignment that relate the influence of Christianity on the society.</li> <li>" Ask them to do a mini research on the topic in question.</li> </ul> <p><b>High Quality Assessment Results and Action:</b> Yes</p> <p><b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> I think Oyin did a great job and I think her action steps are practical and logical. However, I do not see any graphs and tables.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 04/05/2023</p> <hr/> <p><b>Assessment Data &amp; Analysis Date:</b> 03/24/2023</p> <p><b>Actual Benchmark Score:</b> 70</p>

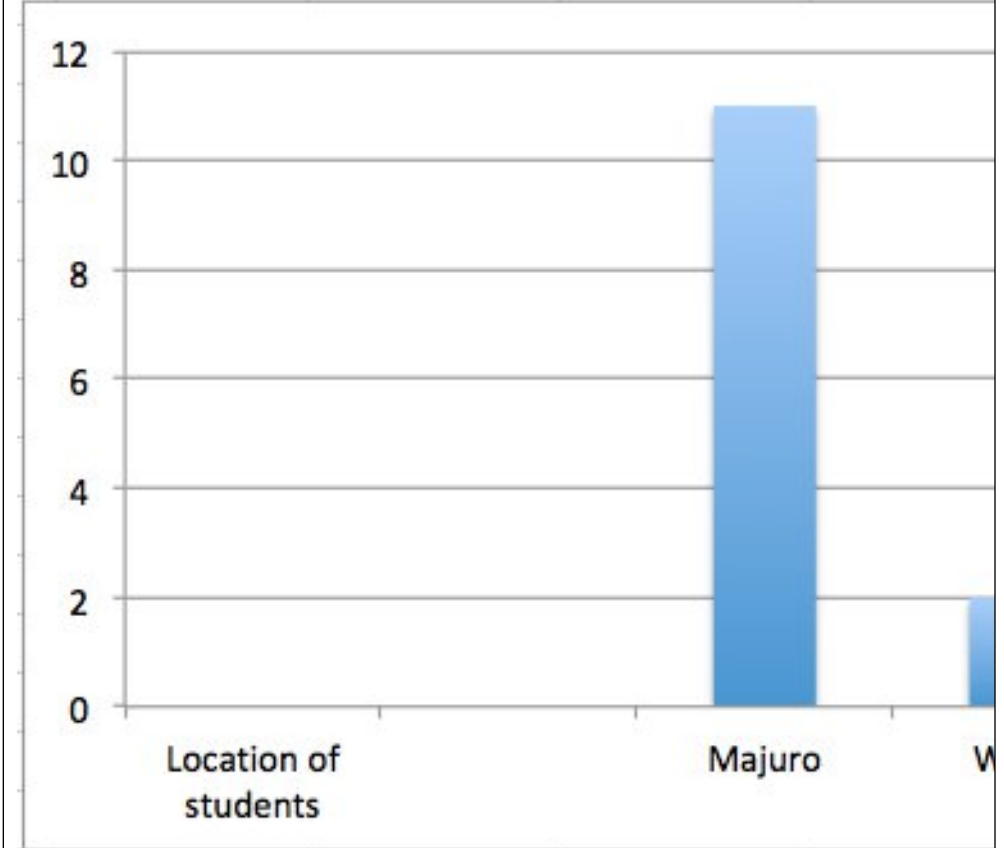


Make a Plan	Assessment Data & Analysis
	<p><b>Assessment Data &amp; Analysis:</b> 80 was the average score</p> <p>The class SOC130 (1) consisted of 18 students. Two students, both females attend class via Zoom from Wotje.</p> <p>Students were given a 3-part assignment to measure SLO 1  Part 1 was to investigate elements of Marshallese culture and relate them to current Marshallese lifestyles  Part 2. Examine living accommodations in your community. Compare and contrast it to Marshallese houses reflected in the literature  Part 3. Identify an area of social concern within the RMI. Write an essay that identifies why the topic is an issue. Frame your issue using sociological theories and terms. Discuss what steps can be taken by the community to remedy the situation.</p> <p>The students listed the elements of tangible and intangible Marshallese culture including:</p> <ul style="list-style-type: none"> <li>The sea</li> <li>Food – ways of cooking</li> <li>Seafood, fruits and vegetable traditionally grown or found within the RMI</li> <li>Music – originally from RMI</li> <li>Adapted words or rhythms from other cultures</li> <li>Weaving</li> <li>Tools for catching fish</li> <li>Manifold use of coconut</li> <li>Canoe</li> <li>Attitudes</li> <li>Values</li> <li>Clan structure</li> <li>Death rituals</li> <li>Language</li> <li>Kemen</li> </ul> <p>In looking at housing accommodation and living conditions in the RMI,</p>

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>
	<p>students carried out research in their local village on the number of houses within the community, the materials from which houses were constructed and number of people within households. The importance of a home.</p> <p>100 homes were examined. Each group presented statistics on the percentage of homes made from:            Traditional materials            Wood            Concrete            Combination</p> <p>Students then compared the information they had gain to the literature. They examined the disparity in the information and discussed the reasons for this as well as the importance of Marshallese telling the own stories.</p> <p>Students then examined some of the social ills that affect RMI and the theories in which they could be placed</p> <p>Issues identified included:            Suicide            Domestic violence            Overpopulation</p> <p>Conceptual sociological theories in which they were placed included:            Capitalism            Conflict theory</p> <p><b>Tables &amp; Graphs:</b></p>

**Make a Plan**

**Assessment Data & Analysis**



**Assessed By::** Sandra Hamilton

**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)

**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:** 05/30/2023

**Actions:** There needs to be more description in the narrative. 80 is not sufficient.

**High Quality Assessment Results and Action:** No

**Department Chair Feedback Using The High Quality SLO Assessment**

**Rubric:** It needs a better narrative rather than just 80.

**Department Chair Approval Status:** Needs Revision

**Department Chair Approval Date:** 05/30/2023

## SLO 2\_Critical Issues

### SLO

Upon completion of this course, students will be able to identify the most critical issues in present-day society and demonstrate its critical aspects in sociology. Approved by CC on May 07, 2018. Reapproved by CC on January 28, 2022.

### SLO Outcome Status

Active

### SLO Assessment Cycle

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

### Start Date

05/07/2018

### Mapping

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Assessment Tool:</b> The students have been given the Assignment to Identify their research area: We worked on in together and after that the students have to do a presentation of their own project and all the other students have to discussion and help with this discussion to develop the project. That mean the discussion and questions should not end there. Together we should make suggestions on how the person who presented should carry out their project. <b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 2 <b>Benchmark Threshold:</b> 70</p>	

Make a Plan	Assessment Data & Analysis
<p><b>Benchmark:</b> Soc 130_1: This is the result of the Midterm: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 58,3 % of the Students in this class met this goal and scored a C grade or better, 41,6% not. (VUriona)</p> <p>Soc 130_3: This is the result of the Midterm: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 37,50 % of the Students in this class met this goal and scored a C grade or better, 62,50% not. (VUriona)</p> <p>It should be taken into account: in SOC 130_3 three of the students with the Grade D are rarely in class and 2 of them have submitted their midterm work almost a month later. This grade will be reflected at the end of the semester and I am sure, it will be definitive better. (VUriona)</p> <p><b>Notes:</b> This is the current situation in the respective classes. The possible reasons why students met or not meet the benchmark are varied. Specifically in these two courses cases I would say that the worst grades are the result of not having done anything for the subject.</p> <p>Actions For me is a challenge and I</p> <ol style="list-style-type: none"> <li>1. I would really like to be able to change my curriculum in this subject with more video anthropology. But first I have to understand a lot of steps here in CMI.</li> </ol>	

### 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 January 28, 2022.

#### SLO Outcome Status

Active

**SLO Assessment Cycle**

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)

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

Program (LA) - Liberal Arts AA: (X - Selected)

- **PLO 3\_Critical Thinking:** undefined (X)
- **PLO 4\_Quantitative/Scientific Literacy:** undefined (X)

<b>Make a Plan</b>	<b>Assessment Data &amp; Analysis</b>																																			
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Written Assignment or Essay <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/08/2023 <b>Actual Benchmark Score:</b> 75 <b>Assessment Data &amp; Analysis:</b> 75 % of the Students in this class met this goal and scored a C grade or better, 25% not <b>Tables &amp; Graphs:</b> <b><u>SOC 130_1</u></b> <b>Instructors:</b> Dr. Viviana Uriona <b>Assessment Data and Analysis</b></p> <table border="1" data-bbox="814 984 1661 1458"><thead><tr><th>Grade</th><th>Frequency</th><th>Percentage</th><th>Female</th><th>Male</th></tr></thead><tbody><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>1</td><td>8,33</td><td>1</td><td>0</td></tr><tr><td>C+</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>C</td><td>8</td><td>66,66</td><td>2</td><td>6</td></tr><tr><td>D+</td><td>0</td><td>0</td><td>1</td><td>0</td></tr></tbody></table>	Grade	Frequency	Percentage	Female	Male	A	0	0	0	0	B+	0	0	0	0	B	1	8,33	1	0	C+	0	0	0	0	C	8	66,66	2	6	D+	0	0	1	0
Grade	Frequency	Percentage	Female	Male																																
A	0	0	0	0																																
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C	8	66,66	2	6																																
D+	0	0	1	0																																

Make a Plan	Assessment Data & Analysis				
<p><b>Assessment Tool:</b> Assignment: Identify your research area: Proposal            Due date: October, 2nd.: presentation of your project and discussion            October, 4th.: last day to send to me your paper.</p> <p>1. Every one of you, Choose ONE of the following areas for your research.</p> <p><sup>a</sup> How much has Marshallese cultural cuisine changed since the importation of different food supplies from other countries?</p> <p><sup>a</sup> What role does the extended family play on a person's upbringing in relation to his/her views on their place in society?</p> <p><sup>a</sup> How much does social hierarchy differ across different cultures? How has this changed in the last 25 years? Focus on one culture and select at least one other culture as part of your research.</p> <p><sup>a</sup> Is it acceptable in today's society for a man to hit a woman? Are there instances of self-defense where a man can do so if he is physically smaller?</p> <p><sup>a</sup> How has social media changed the way people learn about and react to local and global issues? What problems arise from people who depend too much on social media?</p> <p><sup>a</sup> Do social media platforms promote cyberbullying and harassing behavior among youths? Should parents be held accountable for their children's behavior on these sites?</p> <p><sup>a</sup> Do you believe that women in the Marshall Islands or in Micronesia have fewer educational and professional opportunities than men?</p> <p><sup>a</sup> How important is it for people to retain cultural values and traditions (e.g., the chiefly system or communally-owned land) as a way to maintain historical identity? (Ester)</p> <p>2. Your research proposal must include the following features:</p> <p>a. Hypothesis;            b. Research method;</p>	D	0	0	0	0
	F	3	25	1	2
	<b>Total</b>	<b>12</b>	<b>100</b>		
	<p>This is the result of the Midterm: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. <b>75 %</b> of the Students in this class met this goal and scored a C grade or better, 25% not. (VUuriona)</p>				
	<p><b>SOC 130_3</b>  <b>Instructors: Dr. Viviana Uriona</b>  <b>Assessment Data and Analysis</b></p>				
	<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Female</b>	<b>Male</b>
	A	1	12,50%	1	0
	B+	2	25,00%	1	1
	B	1	12,50%	0	1
	C+	0	0%	0	0
	C	1	12,50%	1	0
	D+	0	0%	0	0
	D	1	12,50%	1	0
	F	2	25,00%	2	0
	<b>Total</b>	<b>8</b>	<b>100%</b>		

Make a Plan	Assessment Data & Analysis
<p>c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics.</p> <p>3. Length of Research Proposal: 300 – 400 words</p> <p>4. Ensure that you reference your sources correctly using the American Psychological Association (APA) citation style.</p> <p>Reminder: * all assignments must be submitted via email vuriona@cmi.edu *your paper must be in Times New Roman, 12-point font, and 1.5 spaced and *your presentation of your project and discussion will be at the 2nd of October. (VUriona)</p> <p><b>Assessment Approach:</b> Individual Assessment <b>Number of Sections:</b> 16 <b>Benchmark Threshold:</b> 70 <b>Benchmark:</b> vhhhhvhyy</p>	<p>This is the result of the Final: 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. <b>62,50</b> % of the Students in this class met this goal and scored a C grade or better, 37,50% not. (VUriona)</p> <p>The possible reasons why students met or not meet the benchmark are varied. Specifically in these two courses cases I would say that the worst grades are the result of not having done anything for the subject.</p> <p>On the other hand, it must be noted that the work of writing research paper gave a very poor result. We have to work more intensely on this part and intersect it with field work. It is there where the results were excellent and encouraging.</p> <p>I organized an exchange with three German students who were here to carry out a project with WAM. These meetings were excellent. We have the topics traditional knowledge, colonialism and postcolonialism. The college students participated, worked and discussed like never before.</p> <p><b>Assessed By::</b> Viviana Uriona <b>Reporting Period:</b> MAPS Cycle 4 Group 1 (FA22 - FA23) <b>Benchmark Met:</b> Benchmark Met <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> Yes. The SLO statement needs revision.</p> <p><b>Additional Information</b> <b>Action Due Date:</b> 12/04/2023 <b>Actions:</b> We worked on a new research paper for about 3 weeks. I will restructure this area to ensure that students can work more scientifically. I am 100% sure that a good mix of sociology and video gives us the opportunity to work better scientifically and maybe discover a sociology from the Marshallesse perspective. <b>High Quality Assessment Results and Action:</b> Yes <b>Department Chair Feedback Using The High Quality SLO Assessment Rubric:</b> Well done. <b>Department Chair Approval Status:</b> Approved <b>Department Chair Approval Date:</b> 12/31/2023</p>
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Project - Individual <b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)</p>	



Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool:</b> 1. Develop your research (paper, audio or video). Describe the background and the concepts you want to use. Describe what type of field study you want to do and how you are going to do it? What are your questions and your hypothesis?</p> <p>2. Your research proposal must include the following features:</p> <ol style="list-style-type: none"> <li>Hypothesis;</li> <li>Research method;</li> <li>Literature review; and</li> <li>Awareness of the American Sociological Association's Code of Ethics.</li> </ol> <p>3. Ensure that you reference your sources correctly using the American Psychological Association (APA) citation style. Reminder:</p> <ul style="list-style-type: none"> <li>* all assignments must be submitted in moodle</li> <li>*your paper must be in Times New Roman, 12-point font, and 1.5 spaced and</li> </ul> <p>a very important part of this class is the constant presentation of your research and their develop, also your questions and your discussion and advising to the other researches.</p> <p>This area will carry a score of 25 points. A Grade C is achieved with 17.50 points. (VU)</p> <p>.</p> <p><b>Assessment Approach:</b> Individual Assessment  <b>Number of Sections:</b> 1  <b>Benchmark Threshold:</b> 70  <b>Benchmark:</b> 70  <b>High Quality Assessment Plan:</b> Yes  <b>Department Chair Feedback:</b> Well done  <b>Department Chair Approval Status:</b> Approved  <b>Department Chair Approval Date:</b> 04/01/2024</p>	

# SOC 140: CONTEMPORARY SOCIAL ISSUES IN MICRONESIA

## SLO 1\_Social Studies Concepts

### SLO

Upon completion of this course, students will be able to review various theoretical concepts, in social studies, to understand the complicity of the social structure and the change process. Approved by CC on May 07, 2018. Re-Approved by CC on November 10, 2022.

### SLO Outcome Status

Active

### SLO Assessment Cycle

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

### Start Date

05/07/2018

### Mapping

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

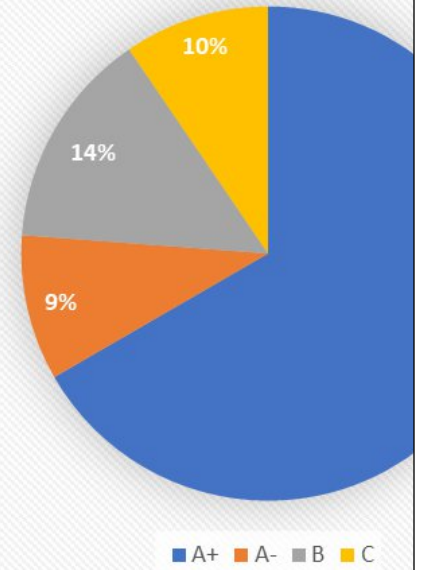
Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active  <b>Assessment Type:</b> Written Assignment or Essay  <b>Assessment Cycle:</b> MAPS Cycle 5 Group 1 (SP24 - SP25)  <b>Assessment Tool:</b> Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post-colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted)  <a href="https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&amp;oid=116058295816982232791&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&amp;oid=116058295816982232791&amp;rtopf=true&amp;sd=true</a>  <b>Assessment Approach:</b> Common Assessment  <b>Number of Sections:</b> 3  <b>Benchmark Threshold:</b> 70</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 04/01/2023  <b>Actual Benchmark Score:</b> 100</p>

<p><b>Make a Plan</b></p> <p><b>Benchmark:</b> 70 percent of students who participated passed with 70 percent or higher</p> <p><b>Notes:</b> Students will write an essay response to the issue of Imperialism and Colonialism and its ongoing impacts in the post-colonial era describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Approval Status:</b> Approved</p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Assessment Data &amp; Analysis:</b> Out of 57 students in SOC140, 21 chose to participate indicating a sample that represents 36.84% of the total enrollees. However, 100 percent of the 21 students who chose to participate passed with a 70 percent or higher where they clearly responded well to the essay prompt communicated their relative positioning. 11 (48%) of the participants were female , 9 (39%) were male and 1 (13%) was non binary. In section 1: 5 (50%) of participants were male and 5(50%) were female. In section 2: 4 were female, 2 were male, and 1 was non binary. In Section 3: 2(50%) of the participants were female and 2 (50%) of the participants were male. The data can be further elaborated in detail in the given charts below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Students easily passed because the essay assignment followed a chunking and scaffolding of class content via videos, readings, worksheet assignment, quiz, and conversations which reenforced understanding through a bilingual approach to learning.</p> <p><b>Tables &amp; Graphs:</b></p>
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**Make a Plan**

**Assessment Data & Analysis**

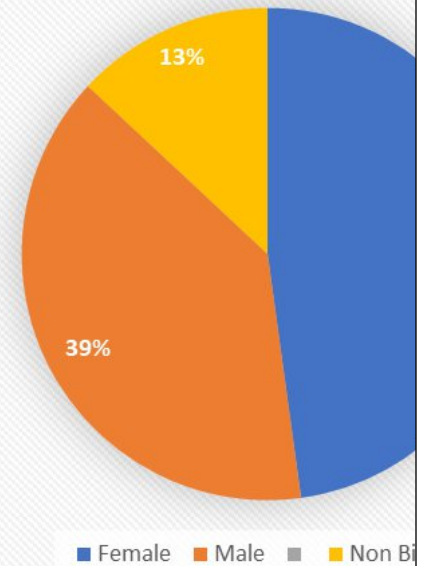
**SOC140 Grades**



**Make a Plan**

**Assessment Data & Analysis**

**SOC140 Gender Distr**



**Assessed By:** Desmond Narain Doulatram  
**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)  
**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:** 05/30/2023  
**Actions:** Get more students to participate to increase attendance rate of assessment preferably prior to midterm.  
**High Quality Assessment Results and Action:** Yes  
**Department Chair Feedback Using The High Quality SLO Assessment Rubric:** Used qualitative and quantitative data to assess alongside the assessment tool rubric.  
**Department Chair Approval Status:** Approved  
**Department Chair Approval Date:** 05/30/2023

### SLO 3\_Inter-Related Issues

#### SLO

Upon completion of this course, students will be able to evaluate social issues in Micronesia as interrelated issues. Approved by CC on May 07, 2018. Re-Approved by CC on November 10, 2022.

#### SLO Outcome Status

Active

#### SLO Assessment Cycle

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

#### Start Date

05/07/2018

#### Mapping

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

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

Program (LA) - Liberal Arts AA: (X - Selected)

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

Make a Plan	Assessment Data & Analysis
<p><b>Assessment Tool Status:</b> Active <b>Assessment Type:</b> Critique of Performance <b>Assessment Cycle:</b> MAPS Cycle 4 Group 1 (FA22 - FA23)</p>	<p><b>Assessment Data &amp; Analysis Date:</b> 12/31/2023 <b>Actual Benchmark Score:</b> 70</p>

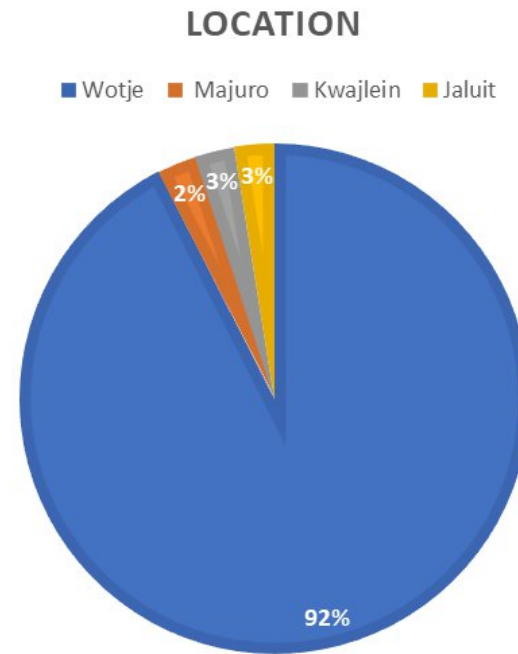
<p><b>Make a Plan</b></p> <p><b>Assessment Tool:</b> Micronesian Reading Group Assignment filled with primary and secondary readings discussing the political economy of US Affiliated Micronesia (e.g. Guam, CNMI, RMI, FSM, Palau) comparing it with the independent nations of Kiribati and Nauru who are more UK and Australian influenced. Students will be critiqued by their reading Q&amp;A assignment coupled with their interactions with their peers, teachers, and content. They have the opportunity to do corrections and give their opinions when the reading group assignment discussion with teacher and peers begin after they independently read and answer given questions. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both when discussing the readings with peers and instructor.</p> <p><b>Assessment Approach:</b> Individual Assessment</p> <p><b>Number of Sections:</b> 3</p> <p><b>Benchmark Threshold:</b> 70</p> <p><b>Benchmark:</b> 70 Percent</p> <p><b>Notes:</b> This reading group assignment is coupled with video watching and it helps students evaluate the inter relations of a confined militaristic agreement particularly its political economy that describes the inter related issues of Militarism coupled with Environmental racism, Nuclear Colonialism, and Imperialism.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> It's a practical assignment with relevant readings that feed off of each other describing the political economy that stipulated inter related issues with US Affiliated Micronesian places (e.g. Guam, CNMI, Marshall Islands, FSM, and Palau).</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 09/16/2023</p>	<p><b>Assessment Data &amp; Analysis</b></p> <p><b>Assessment Data &amp; Analysis:</b>  There were a total of 40 students enrolled in SOC140 for this fall semester. Out of the 40 students, 30 chose to participate in the assessment where I critiqued their performance indicating a 75 percent participation rate.</p> <p>Out of the 30 that participated, 28 passed with a 70 percent or higher indicating a 93.33 percent passing rate. Indicating that benchmark was met.</p> <p>Out of the 28 students, one self identified as LGBTQI2S+ and two were from the learning center with one female from Jaluit, one male from Kwajlein, and one male from Wotje. By orientation, LGBTQ2S+ represent 3.33 percent as compared to 97.67% who are straight.</p> <p>Out of the 28 students that passed, 15 were female and 15 were male. Despite equal representation at 50 percent, females outmatched the males with all 15 females passing compared to 13 males.</p> <p>As compared to the fall 2023, summer semester of the same year showcased 18 out of 21 students passing with a passing rate of 78.26%.</p> <p>It can be concluded that results are varied depending on students admitted to class and could also be attributed to instructor gaining more experience as time progresses to better accommodate students needs as Laptop granted by Senior Leadership Team (e.g. Acting President Switaj) greatly mitigated technological difficulties.</p> <p><b>Tables &amp; Graphs:</b></p>
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**Make a Plan**

**Related Documents:**

[Micronesia Reading Group Assignment \(1\) \(2\).docx](#)

**Assessment Data & Analysis**



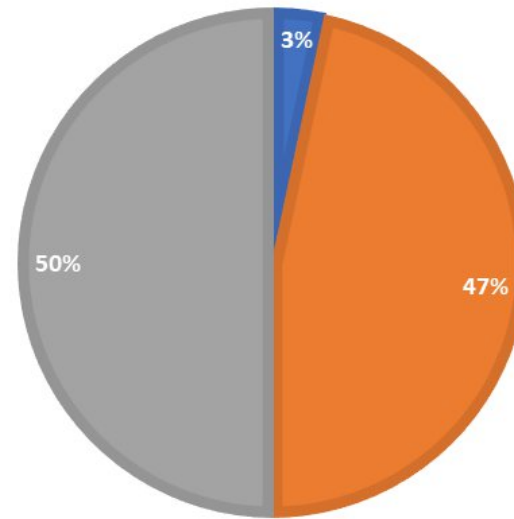


**Make a Plan**

**Assessment Data & Analysis**

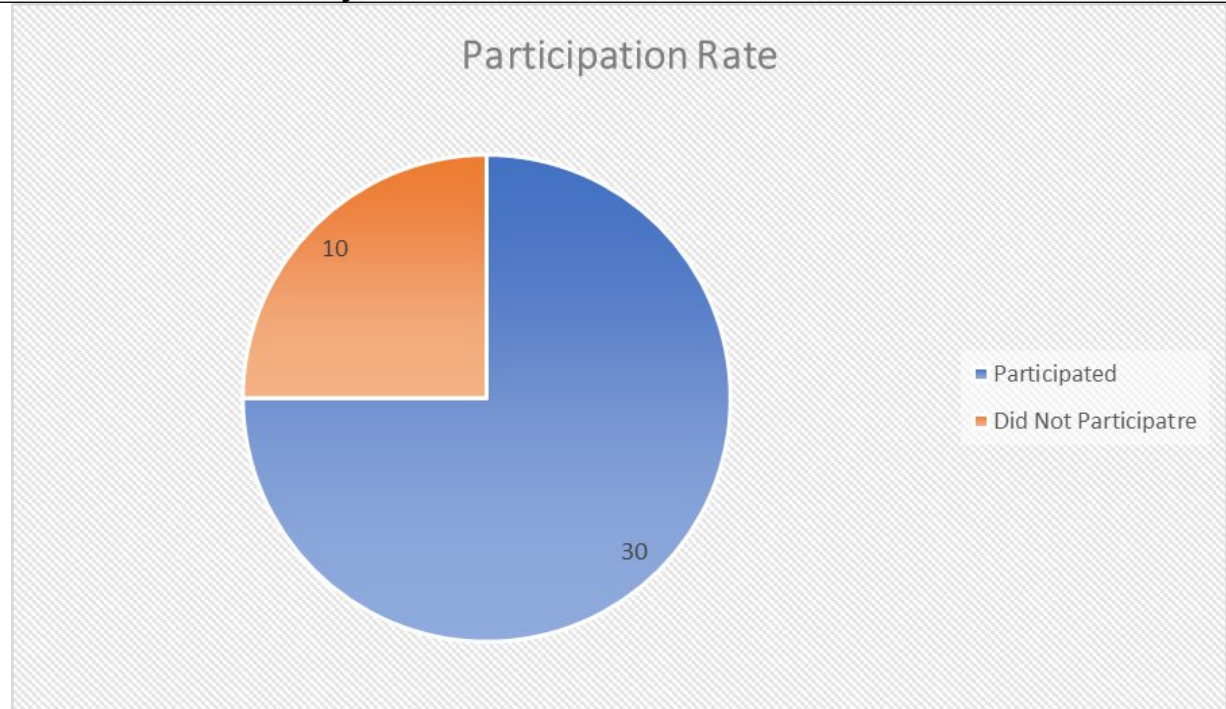
**GENDER**

■ LGBTQI2S+ ■ Male ■ Female



**Make a Plan**

**Assessment Data & Analysis**



**Assessed By::** Desmond Narain Doulatram  
**Reporting Period:** MAPS Cycle 4 Group 1 (FA22 - FA23)  
**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:** 12/31/2023  
**Actions:** Provide graphs like last time to better illustrate point if time and health permits.  
**High Quality Assessment Results and Action:** Yes  
**Department Chair Feedback Using The High Quality SLO Assessment Rubric:** Chair followed the rubric providing both qualitative assessment and quantitative going as far as providing comparative data from Summer's 8 week semester.  
**Department Chair Approval Status:** Approved  
**Department Chair Approval Date:** 12/31/2023

**SPN 101: SPANISH I**

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

**TRN 101: UKOK - TRANSLATION**

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