

Program Assessment Form (Academic Program)

B.S. in Education

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General Information (Program Assessment Form (Academic Program))

Standing Requirements

NMC MISSION STATEMENT & ESIP (COLUMN 1 OF THE 5-COLUMN MODEL)

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the School of Education: The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

OUTCOMES (COLUMN 2 OF THE 5-COLUMN MODEL)

BS in Education Outcome Set 09.2020

SOE PLO 8

SOE PLO 8 Demonstrate professionalism in educational settings.

Mapping

General Education Outcomes (GELOs): GEO Critical Thinking 1.1, GEO Critical Thinking 1.2, GEO Written Communication 7.1, GEO Written Communication 7.2

Outcome Set 2019-2020

SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

Mapping

General Education Outcomes (GELOs): GEO Critical Thinking 1.1, GEO Critical Thinking 1.2, GEO Written Communication 7.1, GEO Written Communication 7.2

SOE PLO 4

SOE PLO 4 Engaging students in learning.

Mapping

General Education Outcomes (GELOs): GEO Critical Thinking 1.1, GEO Critical Thinking 1.2, GEO Written Communication 7.1, GEO Written Communication 7.2

School of Education Outcome Set (AUO) Fall 2020

SOE AUO 1

In fall 2020 Imperative 1.A, & AUO 1: SOE will continue reactivate the Program Advisory Council (PAC) to address career pathways and community needs assessment by December of 2021

Mapping

WSCUC Standards of Accreditation: Institutional Purposes 1.4

SOE AUO 2

In fall 2020 Imperative 1.A, 1.A.2, & AUO 2: SOE will continue to meet with a representative from the Board of Education to discuss State Licensing requirements. The end date for this outcome should be by January of 2021.

Mapping

No Mapping

SOE AUO 3

In fall 2020 Imperative 1.A, 1.A.2, 1.C.2, 2.C, 3.A.2, & AUO 3: SOE will continue to implement the community needs assessment. Data reporting is expected by January 2021.

Mapping

No Mapping

SOE AUO 4

In fall 2020 Imperative 1.A, 1.A.2, 1.C.2, AUO 4: SOE will continue to reactivate its Certificate of Completion in Early Childhood Education by January 2021.

Mapping

No Mapping

SOE AUO 5

In fall 2020 Imperative 1.A, 1.C.2, 2.C, & AUO 6: SOE will continue to place 100% of its practicum experiences in appropriate concentration areas.

Mapping

No Mapping

SOE AUO 6

In fall 2020 Imperative 1.A, 2.C, 3.A.2, & AUO 7: SOE will continue to require that 100% of all graduates will meet State Licensure requirements prior to graduation by January 2021.

Mapping

No Mapping

SOE AUO 7

In fall 2020 Imperative 1.A, 3.A.2, 4.C.1, & AUO 9: SOE will continue to build-on its cohort system from 4 concentrations – Early Childhood, Elementary, Special Ed., & Rehabilitation and Human Services.

Mapping

No Mapping

SOE AUO 8

In fall 2020 Imperative 1.A, 1.A.2, 1.C.2 & AUO 11: SOE will initiate a discussion with Dean of LSS and VP of LSS regarding on implementation of Bachelor of Science Degree in Secondary Education in the School of Education by January 2022.

Mapping

No Mapping

SOE AUO 9

In fall 2020 Imperative 1.A, 4.C.1, AUO 12: SOE will continue to work on establishing a lab school for early childhood concentration by December of 2022.

Mapping

No Mapping

SOE AUO 10

In Fall 2020 Imperative 1.A, 4.C.1, AUO 13: SOE will continue to align and integrate latest innovative technology with PSS curriculum.

Mapping

No Mapping

SOE Administrative Unit Outcomes (AUOs)

SOE AUO 2

2. In fall 2019 Imperative 1.A, 1.A.2, & AUO 2: SOE will continue to meet with a representative from the Board of Education to discuss State Licensing requirements. The end date for this outcome should be by January of 2020.

Mapping

No Mapping

SOE AUO 3

3. In fall 2018 Imperative 1.A, 1.A.2, 1.C.2, 2.C, 3.A.2, & AUO 3: SOE will continue to implement the community needs assessment. Data reporting is expected by January 2020.

Mapping

No Mapping

SOE AUO 4

4. In fall 2018 Imperative 1.A, 1.A.2, 1.C.2, AUO 4: SOE will continue to reactivate its Certificate of Completion in Early Childhood Education by January 2020.

Mapping

No Mapping

SOE AUO 6

6. In fall 2018 Imperative 1.A, 1.C.2, 2.C, & AUO 6: SOE will continue to place 100% of its practicum experiences in

appropriate concentration areas.

Mapping

No Mapping

SOE AUO 7

7. In fall 2018 Imperative 1.A, 2.C, 3.A.2, & AUO 7: SOE will continue to require that 100% of all graduates will meet State Licensure requirements prior to graduation by January 2020.

Mapping

No Mapping

SOE AUO 9

9. In fall 2018 Imperative 1.A, 3.A.2, 4.C.1, & AUO 9: SOE will continue to build-on its cohort system from 4 concentrations – Early Childhood, Elementary, Special Ed., & Rehabilitation and Human Services.

Mapping

WSCUC Standards of Accreditation: Teaching and Learning 2.2, Teaching and Learning 2.2a

SOE AUO 11

11. In fall 2018 Imperative 1.A, 1.A.2, 1.C.2 & AUO 11: SOE will initiate a discussion with Dean of LSS and VP of LSS regarding on implementation of Bachelor of Science Degree in Secondary Education in the School of Education by January 2020.

Mapping

WSCUC Standards of Accreditation: Teaching and Learning 2.2, Teaching and Learning 2.2a

SOE AUO 12

12. In fall 2018 Imperative 1.A, 4.C.1, AUO 12: SOE will establish a lab school for early childhood concentration by December of 2020.

Mapping

SOE Program Learning Outcomes (PLOs-complete set): SOE PLO 2

SOE AUO 13

13. In Fall 2019 Imperative 1.A, 4.C.1, AUO 13: SOE will align and integrate latest innovative technology to PSS curriculum.

Mapping

General Education Outcomes (GELOs): GEO Technology and Information Literacy 4.1, GEO Technology and Information Literacy 4.2

SOE Program Learning Outcomes (PLOs-complete set)

SOE PLO 1

SOE PLO 1 Establishing knowledge of content & pedagogy.

Mapping

General Education Outcomes (GELOs): GEO Critical Thinking 1.1, GEO Critical Thinking 1.2, GEO Humanities 2.1, GEO Humanities 2.2

SOE PLO 2

SOE PLO 2 Design & create coherent resources, instruction, and assessment of student learning.

Mapping

General Education Outcomes (GELOs): GEO Critical Thinking 1.1, GEO Critical Thinking 1.2, GEO Quantitative and Scientific Reasoning 6.1, GEO Quantitative and Scientific Reasoning 6.2, GEO Technology and Information Literacy 4.1, GEO Technology and Information Literacy 4.2

SOE PLO 3

SOE PLO 3 Demonstrating knowledge of students.

Mapping

General Education Outcomes (GELOs): GEO Citizenship and Society 3.1, GEO Citizenship and Society 3.2

SOE PLO 4

SOE PLO 4 Engaging students in learning.

Mapping

General Education Outcomes (GELOs): GEO Oral Communication 5.1, GEO Oral Communication 5.2, GEO Written Communication 7.1, GEO Written Communication 7.2

SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning

Mapping

General Education Outcomes (GELOs): GEO Citizenship and Society 3.1, GEO Citizenship and Society 3.2, GEO Humanities 2.1, GEO Humanities 2.2

SOE PLO 6

SOE PLO 6 Managing the classroom (procedures, student behavior, and space).

Mapping

General Education Outcomes (GELOs): GEO Oral Communication 5.1, GEO Oral Communication 5.2, GEO Written Communication 7.1, GEO Written Communication 7.2

SOE PLO 7

SOE PLO 7 Communicating effectively and providing feedback (questions and discussions).

Mapping

General Education Outcomes (GELOs): GEO Oral Communication 5.1, GEO Oral Communication 5.2, GEO Written Communication 7.1, GEO Written Communication 7.2

SOE PLO 8

SOE PLO 8 Establishing professionalism (developing, demonstrating, and reflecting).

Mapping

General Education Outcomes (GELOs): GEO Critical Thinking 1.1, GEO Critical Thinking 1.2, GEO Written Communication 7.1, GEO Written Communication 7.2

SOE PLO 9

SOE PLO 9 Communicating and building relationships and accountability with the community

Mapping

General Education Outcomes (GELOs): GEO Citizenship and Society 3.1, GEO Citizenship and Society 3.2, GEO Oral Communication 5.1, GEO Oral Communication 5.2

SOE PLO 10

SOE PLO 10 Demonstrating ethics for the professional educator.

Mapping

General Education Outcomes (GELOs): GEO Citizenship and Society 3.1, GEO Citizenship and Society 3.2, GEO Oral Communication 5.1, GEO Oral Communication 5.2

CURRICULUM MAP

Active Curriculum Maps

AY 2020-21, GELO 1 & 7, PLO 8 (See appendix)

Alignment Set GELOs 1 & 7 and SOE PLO Set AY 2020-21

Created 10/20/2020 7:41:11 am WPST

Last Modified 10/20/2020 9:41:37 am WPST

2020-2021 Assessment Cycle

MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN OR COLUMN 3 OF THE 5-COLUMN MODEL)

Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the School of Education: The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

Measures

BS in Education Outcome Set 09.2020

Outcome

Outcome: SOE PLO 8

SOE PLO 8 Demonstrate professionalism in educational settings.

Measure: "Quiz". (ED 211)

Course level Direct - Student Artifact

Details/Description: SLO 7: Students will describe the key ideas of professional teacher in the classroom settings during the quiz.

Success Criteria: Acceptable Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 85% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.
Ideal Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 100% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.

Implementation Plan (timeline): Week 4th of Fall 2020

Key/Responsible Personnel: Ms. Amanda Diaz, Assistant Professor
Mr. Roland Merar, SOE Director


Supporting Attachments:

[CAF AY 2020-21 ED211.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Chapters and Resources Teachback Rubric (ED451)

Course level Direct - Student Artifact

Details/Description:	SLO 5.0 Recognize spatial development and Science. When completing a chapter or a resource teach back assignment, students are expected to include in their presentation, information regarding strategies and skills on recognizing spatial development and Science, as related to the assigned chapter topic.
Success Criteria:	Acceptable Target: In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 3 on the "Comprehension" criteria of teachback rubric during the presentation. Ideal Target: In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of assessed students will score 5/5 on the "Comprehension" criteria of teachback rubric during the presentation.
Implementation Plan (timeline):	August - December (Fall 2020)
Key/Responsible Personnel:	Key/Responsible Personnel: Ms. Melissa Palacios, Assistant Professor Mr. Roland Merar, SOE Director
Supporting Attachments:	

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Measure: Checklist for Student Portfolio (ED 456)

Course level Direct - Portfolio

Details/Description:	SLO 4: Plan and develop a classroom assessment and evaluation portfolio. The portfolio will contain elements of student work through semester related to MOODLE assignments.
Success Criteria:	Acceptable Target: In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% of students assessed will achieve 4/5 on each items on checklist. Ideal Target: In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will achieve 5/5 on each items on checklist.
Implementation Plan (timeline):	Week 15 and 16
Key/Responsible Personnel:	Key/Responsible Personnel: Dr. Randy Yates, Associate Professor

Mr. Roland Merar, SOE Director

Supporting Attachments:

CAF ED 456 (Adobe Acrobat Document) (See appendix)

Measure: Community Education Project (ED493)

Course level Direct - Student Artifact

Details/Description: SLO 3: Identify best practices in their subject area and be able to present material to meet those standards.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Implementation Plan (timeline): By the last day of class (December 7th)

Key/Responsible Personnel: Key/Responsible Personnel:
Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

ED 493 (Adobe Acrobat Document) (See appendix)

Measure: Final Organization Paper (RH420)

Course level Direct - Student Artifact

Details/Description: SLO 2: Apply the methods of organizational planning and implementation.

Students will be assessed on the organizational planning phase in the final organization paper.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% students assessed will score a 90% and above in the final organization paper.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will score a 90% and above in the final organization paper.

Implementation Plan (timeline): Due on the 12th week of the Fall 2020.

Key/Responsible Personnel: Key/Responsible Personnel:
Mr. Jesse Pangelinan, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF RH420.pdf (Adobe Acrobat Document) (See appendix)

Measure: Final Project - Virtual Classroom Set Up and presentation, Rubric. (ED 451)
Course level Indirect - Other

Details/Description: SLO 6: Recognize spatial development and Math.

Students will be able to set up a virtual classroom that displays opportunities for students to explore Science and Math components, and are expected to include in their set up, learning areas such as, Science Discoveries and Math. In this environment, the set up must be intentional, so that students will naturally be attracted to learning areas, materials, etc. that will enable them to integrate Science and Math by way of hands on and table top manipulative and exploration/discovery learning opportunities.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 100% on a virtual classroom presentation rubric.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of students assessed will score 100% on a virtual classroom presentation rubric.

Implementation Plan (timeline): As scheduled and to be completed by the end of semester

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Melissa Palacios, Assistant Professor
Ms. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Measure: Formal Observation (ED493)
Course level Direct - Student Artifact

Details/Description: SLO 5 : Design and present in their content area activities that respect the various cultural influences that make up our society.

Success Criteria: Acceptable Target:

In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 95% of the students assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.

Ideal Target:

In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 100% of the students assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.

Implementation Plan (timeline):


By the last day of class (Dec. 7th).

Key/Responsible Personnel:

Key/Responsible Personnel:

Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED 493 CAF.pdf (Adobe Acrobat Document) (See appendix)

Measure: Rubric for Research Paper (ED456)

Course level Direct - Student Artifact

Details/Description:

SLO 9: Students will write a fact-based report on an assessment and evaluation book that was pre-chosen by the course instructor to read throughout the semester; and

SLO 10: Demonstrate the ability to select appropriate materials, texts, and technology for assessing and evaluating student learning.

SLO 9 and 10 will assess students readiness and understanding of research.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10 Assessment; 80% of students will achieve 4/5 on "Professional" criteria of the research rubric.

Ideal Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10: 100% of students assessed will achieve 5/5 on "Professional" criteria of the research rubric.


Implementation Plan (timeline):

Week 15 and 16

Key/Responsible Personnel:

Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED 456.pdf (Adobe Acrobat Document) (See appendix)

Measure: Science Demonstration Rubric (ED433)

Course level Direct - Student Artifact

Details/Description: SLO 2: Students will demonstrate the processes of science, scientific inquiry, and the 5-E instructional model through science experiments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 85% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.

Ideal Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 100% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.

Implementation Plan (timeline): Throughout the Fall 2020 semester.

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

[ED433 AMS Taskstream FA20.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Science Thematic Unit Plans (ED433)

Course level Direct - Student Artifact

Details/Description: SLO 4: Students will develop and compose standard based integrated curriculum units, lesson plans, activities, and/or experiments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 85% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Ideal Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 100% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Implementation Plan (timeline): Due in Week 14th.

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

[ED433 AMS Taskstream FA20.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Teachback Rubric (ED351)

Course level Direct - Student Artifact

Details/Description: Students will explain the theories, approaches, standards, and controversies that surround classroom management.


Success Criteria: Acceptable Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 6 assessment: 85% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Ideal Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 7 assessment: 100% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Implementation Plan (timeline): Due date is throughout the semester.

Key/Responsible Personnel: Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED351 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

SOE Program Learning Outcomes (PLOs-complete set)

Outcome

Outcome: SOE PLO 4

SOE PLO 4 Engaging students in learning.

Measure: Assessment (ED 406)

Course level Direct - Student Artifact

Details/Description: Details/Description:
For each chapter, discussion questions were posted on a class forum where students were required to post responses to illustrate their understanding of the concepts of culture, language, literacy, and cognition and were required to provide applicable examples related to their everyday lives in the CNMI. Responses were rated on relevance, completeness and clarity as well as how well they were able to support their knowledge with examples. Students also had to respond to two posts by their peers by posing questions, elaborating on points made, concurring or disagreeing and providing support for their points.

Success Criteria: Acceptable Target:
80% of students enrolled should be able to articulate their understanding of the

concepts in clear, relevant and complete posts (3 posts per chapter for 12 chapters) to all of the chapter forums.

Ideal Target:
100% of the class enrollment


Implementation Plan (timeline):

Implementation Plan (timeline):
Forum questions are posted each week starting on week 3 up until week 15.

Key/Responsible Personnel:

Key/Responsible Personnel:
Faculty teaching course (Resida S. Keller)
Roland Merar, SOE Director

Supporting Attachments:

 ED 406 (Adobe Acrobat Document) (See appendix)

Measure: Assessment (ED 435)

Course level Direct - Student Artifact

Details/Description:

Details/Description: Students enrolled in this course will be able to practice and demonstrate the use of assessment tools in an elementary reading program, to identify children's reading levels, develop lessons to implement to increase reading levels and fluency.

Success Criteria:

Acceptable Target: 85% of the students enrolled in this course will be able to practice and demonstrate the use of assessment tools in an elementary reading program to identify/determine student needs in reading, in terms of reading levels.

Ideal Target: 100% of the students enrolled in this course will be able to practice and demonstrate the use of assessment tools in an elementary reading program to identify/determine student needs in reading, in terms of reading levels.


Implementation Plan (timeline):

Implementation Plan (timeline): In Spring 2021, students will have the opportunity to conduct observations, review and interpret individual children's reading assessment results, develop lessons, and execute lessons to help children increase their reading levels and fluency.

Key/Responsible Personnel:

Key/Responsible Personnel:
Melissa Palacios, Instructor
Roland Merar, Program Director

Supporting Attachments:

 ED 435 CAF (Adobe Acrobat Document) (See appendix)

Measure: Case Scenario (RH 310)

Course level Direct - Student Artifact

Details/Description: Students (working in groups) will be able to distinguish ethical practices of counselors from unethical practices using the ASCA and ACA Ethical Guidelines.

Success Criteria: Acceptable: 88% of assessed students should achieve at least an 80% on the case scenario activity.
Ideal: 88% of assessed students should achieve at least an 100% on the case scenario activity.

Implementation Plan (timeline): 5th week of the semester

Key/Responsible Personnel: Ms. Rebecca Flores, Faculty
Mr. Roland Merar, Director of SOE

Supporting Attachments:

[CAF Spring 2021_RH 310 \(R. Flores\).pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Community Education Project (ED 493)
Course level Direct - Portfolio

Details/Description: Students will create a community education project that is specific to their practicum placement sites. They will be required to submit a proposal, project design, implementation plan, timeline, and project assessment plan.

Success Criteria: Acceptable Target: Students will receive an average of "Meets Expectation" on their rubrics filled out by themselves, their site supervisor, and the course instructor.
Ideal Target: Students will receive an average of "Exceeds Expectation" on their rubrics filled out by themselves, their site supervisor, and the course instructor.

Implementation Plan (timeline): Students will be required to submit their project proposals not later than 8 weeks into the semester and have their projects completed and assessed by the last day of class (May 11th, 2021).

Key/Responsible Personnel: Student, Site Supervisor, and Course instructor (Beylul Solomon)
Roland Merar, SOE Director


Supporting Attachments:

[ED 493 CAF \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Oral & Visual Presentations (ED 205)
Course level Direct - Student Artifact

Details/Description: This SLO will be measured through various assignments and projects. Students will be assigned to complete a chapter teach back, a multimedia autobiography project showing their growth and development as influenced by their environments, their parents/families/upbringing. Students will also be assigned a midterm and a final exam, that discusses influences in childhood development. Lastly, students will

	engage in weekly reading assignments and in-class discussions through break-out sessions and report back.
Success Criteria:	Acceptable Target: 85% of the students enrolled in both sections of the course will be able to describe the importance of and lasting influences in childhood development. Ideal Target: 100% of the students enrolled in both sections of the course are able to describe the importance of and lasting influences in childhood development.
Implementation Plan (timeline):	Implementation Plan (timeline): In Fall 2021, add new activities and assignments, to include more opportunities for students to articulate and demonstrate knowledge about the importance of and the lasting influences in childhood development. Engage students more on in-depth discussions, where they can confidently explain and describe the topic, and expand conversations on the topic, relative to real life experiences.
Key/Responsible Personnel:	Roland Merar, Program Director Melissa Palacios, Instructor
Supporting Attachments:	

 ED 205 (Adobe Acrobat Document) (See appendix)

Measure: Oral & Visual Presentations (ED 341)
Course level Direct - Student Artifact

Details/Description:	This SLO will be assessed through the completion of assigned projects creating learning corners and lesson design for young children & the implementation of the lessons. Note: All assignments and projects (pieces of evidence) can be viewed via the course Moodle.
Success Criteria:	Acceptable Target: 85% of the students enrolled will be able to identify language and literacy development in an early childhood setting. Ideal Target: 100% of the students enrolled in this course are able to identify language and literacy development in an early childhood setting.
Implementation Plan (timeline):	By the end of Spring 2021, students enrolled in this course will be able to identify language and literacy development in an early childhood setting via observations, completion of assigned projects. Examples of assigned projects are the chapter teach back, curriculum design and proposal, creating learning corners for children, designing lessons for young children and teaching the lessons, and by developing a curriculum portfolio.
Key/Responsible Personnel:	Roland Merar, Program Director Melissa Palacios, Instructor
Supporting Attachments:	

 ED 341 (Adobe Acrobat Document) (See appendix)

SUMMARY OF DATA COLLECTED AND USE OF RESULTS (ASSESSMENT FINDINGS OR COLUMNS 4 & 5 OF THE 5-COLUMN MODEL)

Finding per Measure

BS in Education Outcome Set 09.2020

Outcome

Outcome: SOE PLO 8

SOE PLO 8 Demonstrate professionalism in educational settings.

Measure: "Quiz". (ED 211)

Course level Direct - Student Artifact


Details/Description: SLO 7: Students will describe the key ideas of professional teacher in the classroom settings during the quiz.

Success Criteria: Acceptable Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 85% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.
Ideal Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 100% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.

Implementation Plan (timeline): Week 4th of Fall 2020

Key/Responsible Personnel: Ms. Amanda Diaz, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF AY 2020-21 ED211.pdf (Adobe Acrobat Document) (See appendix)

Findings for "Quiz". (ED 211)

Summary of Findings: Summary of Findings:
1. 74% (24/34) of the assessed learners received 85% or above on the quiz.
2. 75% (27/36) of the assessed learners received a 3 or above on the "Professionalism" category of the Teach back rubric.
Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement: Approaching

Results : Success Criteria Achievement: Not Met

Recommendations: Recommendations: ED 211 Introduction to Teaching should ONLY be offered as a hybrid or face-to-face course, not online.

Reflections/Notes: Reflections/Notes: The results showed that the outcome was not met. This course is primarily taken by incoming freshmen students. With the course being offered fully online, students struggle with this new way of learning

Measure: Chapters and Resources Teachback Rubric (ED451)

Course level Direct - Student Artifact

Details/Description: SLO 5.0 Recognize spatial development and Science.

When completing a chapter or a resource teach back assignment, students are expected to include in their presentation, information regarding strategies and skills on recognizing spatial development and Science, as related to the assigned chapter topic.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 3 on the "Comprehension" criteria of teachback rubric during the presentation.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of assessed students will score 5/5 on the "Comprehension" criteria of teachback rubric during the presentation.

Implementation Plan (timeline): August - December (Fall 2020)

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Melissa Palacios, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Findings for Chapters and Resources Teachback Rubric (ED451)

Summary of Findings: Of the two students enrolled in this course, 100% were able to recognize spatial development and Science, through multiple teach back presentations.

Results : Success Criteria Achievement: Exceeded

Recommendations: No recommendation at this time.

Reflections/Notes: Both students have gone far and beyond expectations with their chapter teach back presentation, which included hands on activities that expanded the learning experience.

Measure: Checklist for Student Portfolio (ED 456)

Course level Direct - Portfolio

Details/Description: SLO 4: Plan and develop a classroom assessment and evaluation portfolio.

The portfolio will contain elements of student work through semester related to MOODLE assignments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% of students assessed will achieve 4/5 on each items on checklist.


Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will achieve 5/5 on each items on checklist.

Implementation Plan (timeline): Week 15 and 16

Key/Responsible Personnel: Key/Responsible Personnel:

Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED 456 (Adobe Acrobat Document) (See appendix)

Findings for Checklist for Student Portfolio (ED 456)

Summary of Findings: All three students turned in an e-portfolio that showed their growth in the field of education and also in relation to special education within CNMI and mainland US. Each of the students earned a A by following the rubric requirements of receiving a minimum of 90% on their e-portfolio.

Results : Success Criteria Achievement: Exceeded

Recommendations: Continue with having e-portfolio following students from their beginning of educational courses.

Reflections/Notes: See recommendation above.

Measure: Community Education Project (ED493)

Course level Direct - Student Artifact

Details/Description: SLO 3: Identify best practices in their subject area and be able to present material to meet those standards.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Implementation Plan (timeline): By the last day of class (December 7th)

Key/Responsible Personnel: Key/Responsible Personnel:
Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED 493 (Adobe Acrobat Document) (See appendix)

Findings for Community Education Project (ED493)

Summary of Findings:

Summary of Findings: The findings showed that 100% of the students (3/3) were able to meet this SLO. All the students met or exceeded expectations on their Community Education Project. Students created a rubric (under the guidance of their supervisor and with instructor approval), and the measure was assessed by averaging the scores given by the instructor, the student, and the supervisor.

Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement: Exceeded

Results : Success Criteria Achievement: Exceeded

Recommendations: Recommendations: There are no recommendations to improve this assessment measure.

Reflections/Notes: Reflections/Notes: This particular measure (the creation of a rubric) was one that had not been addressed for several assessment cycles. It was very helpful to have students create their own rubrics to evaluate their work. I found that students were harder on "grading"/rating themselves than the instructor (myself)

and the supervisor

Measure: Final Organization Paper (RH420)

Course level Direct - Student Artifact

Details/Description: SLO 2: Apply the methods of organizational planning and implementation.

Students will be assessed on the organizational planning phase in the final organization paper.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% students assessed will score a 90% and above in the final organization paper.

Ideal Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will score a 90% and above in the final organization paper.

Implementation Plan (timeline):

Due on the 12th week of the Fall 2020.


Key/Responsible

Key/Responsible Personnel:

Personnel:

Mr. Jesse Pangelinan, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF RH420.pdf (Adobe Acrobat Document) (See appendix)

Findings for Final Organization Paper (RH420)

Summary of Findings:

Summary of Findings: 5 out of 7 students scored a 90% or above. The assignment was a group assignment. Group 1 consisted of 3 students, while group 2 consisted of 4 students. The final grade was also determined by a peer evaluation form. 2 students scored an 85% on their final grade, 3 students scored a 93%, and 2 students scored 100%.

Results :

Success Criteria Achievement: Not Met

Recommendations:

Recommendations: There was also no clear link between the peer evaluation form and the final paper and exactly how many points or letter grades may be deducted based on reviews. The addition of a more suitable outline with rubric would help create the link between the two. The peer evaluation form would also need some revisions, adding more specific language on the distribution of work among group members.

Reflections/Notes:

Reflections/Notes: The issues based on my assessment dealt mainly with the disagreements and distribution of work among group members. Peer evaluation forms reported low scores on participation and contribution and with my personal inquiries into the matter, details were exposed. My personal take on this assignment was that it was successful at assessing the SLO but through the burden of students picking up the slack of their peers. It was extremely difficult to gauge who did what just by looking at the final product. Fortunately enough, the peer evaluation form was helpful in gaining an initial insight into the group dynamics. It was also interesting how within the same group, a student would rate their peer as excellent, while the other team members rated the peer as less than satisfactory. I had to inquire for more details on exactly what the student failed to contribute.

Measure: Final Project - Virtual Classroom Set Up and presentation, Rubric. (ED 451)

Course level Indirect - Other

Details/Description:

SLO 6: Recognize spatial development and Math.

Students will be able to set up a virtual classroom that displays opportunities for students to explore Science and Math components, and are expected to include in their set up, learning areas such as, Science Discoveries and Math. In this environment, the set up must be intentional, so that students will naturally be attracted to learning areas, materials, etc. that will enable them to integrate Science and Math by way of hands on and table top manipulative and exploration/discovery learning opportunities.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 100% on a virtual classroom presentation rubric.

Ideal Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of students assessed will score 100% on a virtual classroom presentation rubric.

Implementation Plan (timeline):

As scheduled and to be completed by the end of semester


Key/Responsible Personnel:

Key/Responsible Personnel:

Ms. Melissa Palacios, Assistant Professor

Ms. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Findings for Final Project - Virtual Classroom Set Up and presentation, Rubric. (ED 451)


Summary of Findings:	Of the two students enrolled, 100% met the course expectations on recognizing spatial development and Science, by way of creating a virtual classroom set up, along with learning areas, appropriate learning materials, and specifying the purpose of each area and materials. Furthermore, both students have enhanced the virtual classroom set up final project by identifying how Math and Science are integrated in each learning area.
Results :	Success Criteria Achievement: Exceeded
Recommendations:	No recommendation at this time.
Reflections/Notes:	Both students enrolled in the course have successfully exhibited new learning, new skills and strategies for content area integration. Additionally, both students have demonstrated knowledge of the proper way of setting a classroom that allows for integration of content areas, such as Science and Math.

Measure: Formal Observation (ED493)

Course level Direct - Student Artifact

Details/Description:	SLO 5 : Design and present in their content area activities that respect the various cultural influences that make up our society.
Success Criteria:	Acceptable Target: In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 95% of the students assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations. Ideal Target: In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 100% of the students assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.
Implementation Plan (timeline):	By the last day of class (Dec. 7th).
Key/Responsible Personnel:	Key/Responsible Personnel: Dr. Beylul Solomon, Associate Professor Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED 493 CAF.pdf (Adobe Acrobat Document) (See appendix)

Findings for Formal Observation (ED493)

Summary of Findings:	Summary of Findings: 100% of students (3/3) met the target goal of this assessment measure. They were able to design and present content area from their sites through the use of Zoom as well as in-person presentations (when possible).
Results :	Success Criteria Achievement: Exceeded
Recommendations:	Recommendations: This is a really good measure of assessment since it uses the feedback from instructors and supervisors. One potential recommendation would be to include a rating scale on the formal observation form. Currently, the formal observation form only allows for written feedback, but it would be helpful to also include a numerical scoring of the presentation.
Reflections/Notes:	Reflections/Notes: For the Spring 2021 semester, I will modify the formal observation form to also include quantitative information along with the qualitative information that is present.

Measure: Rubric for Research Paper (ED456)
Course level Direct - Student Artifact

Details/Description: SLO 9: Students will write a fact-based report on an assessment and evaluation book that was pre-chosen by the course instructor to read throughout the semester; and

SLO 10: Demonstrate the ability to select appropriate materials, texts, and technology for assessing and evaluating student learning.

SLO 9 and 10 will assess students readiness and understanding of research.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10 Assessment; 80% of students will achieve 4/5 on "Professional" criteria of the research rubric.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10: 100% of students assessed will achieve 5/5 on "Professional" criteria of the research rubric.

Implementation Plan (timeline): Week 15 and 16

Key/Responsible Personnel: Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED 456.pdf (Adobe Acrobat Document) (See appendix)

Findings for Rubric for Research Paper (ED456)


Summary of Findings:	I gave my students 8 weeks to complete the research paper and asking if they needed assistance and observing their progress. I had two students provide a research paper in APA format and one student decided not to do the paper and instead did a lit review only. The two students that turned in their research paper received an A on their paper. (To receive an A they had to receive a minimum of 90% on their paper).
Results :	Success Criteria Achievement: Not Met
Recommendations:	One area that I will look at next time I facilitate this class is to have students turn in more drafts of their research paper as they are working on perfecting and researching their subject.
Reflections/Notes:	See recommendations.

Measure: Science Demonstration Rubric (ED433)

Course level Direct - Student Artifact

Details/Description:	SLO 2: Students will demonstrate the processes of science, scientific inquiry, and the 5-E instructional model through science experiments.
Success Criteria:	Acceptable Target: In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 85% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric. Ideal Target: In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 100% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.
Implementation Plan (timeline):	Throughout the Fall 2020 semester.
Key/Responsible Personnel:	Key/Responsible Personnel: Ms. Rosaline Cepeda, Assistant Professor Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED433 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

Findings for Science Demonstration Rubric (ED433)

Summary of Findings:	Summary of Findings: After data was collected for GELO 1, 7 & PLO 8, SLO 2, it was found that 100% of all assessed learners received a score of 28/32 or higher on the Science Demonstration Rubric.
Results :	Success Criteria Achievement: Exceeded
Recommendations:	Recommendations: Based on the collected data, the results showed that the

outcome was met. Students were able to utilize their technologies with ease; creating videos for their science demonstrations.

Reflections/Notes:

Reflections/Notes: These students are in the millennials group who demonstrated great use of the technology available to them.

Measure: Science Thematic Unit Plans (ED433)

Course level Direct - Student Artifact

Details/Description:

SLO 4: Students will develop and compose standard based integrated curriculum units, lesson plans, activities, and/or experiments.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 85% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Ideal Target:

In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 100% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Implementation Plan (timeline):

Due in Week 14th.


Key/Responsible Personnel:

Key/Responsible Personnel:

Ms. Rosaline Cepeda, Assistant Professor

Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED433 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

Findings for Science Thematic Unit Plans (ED433)

Summary of Findings:

Summary of Findings: After data was collected for GELO 1, 7, & PLO 8, SLO 4, it was found that 100% of all assessed learners received a grade of 88% or higher, on the Science Thematic Unit.

Results :

Success Criteria Achievement: Exceeded

Recommendations:

Recommendations: Based on the collected data, the results showed that the outcome was met. However, the Science Thematic Unit was modified to decrease the number of lessons required to be submitted. This is due to the challenges the students faced during the virtual classes.

Reflections/Notes:

Reflections/Notes: Students were successful in the completion of this project.

Measure: Teachback Rubric (ED351)

Course level Direct - Student Artifact

Details/Description: Students will explain the theories, approaches, standards, and controversies that surround classroom management.


Success Criteria: Acceptable Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 6 assessment: 85% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Ideal Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 7 assessment: 100% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Implementation Plan (timeline): Due date is throughout the semester.

Key/Responsible Personnel: Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED351 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

Findings for Teachback Rubric (ED351)

Summary of Findings: Summary of Findings: 100% of the assessed learners received a 3 or above on the "Comprehension" category of the teachback rubric.

Results : Success Criteria Achievement: Exceeded

Recommendations: Recommendations: None at this time

Reflections/Notes: Reflections/Notes: The results showed that the outcome was met. Based on the outcome, all students were able to meet the expectations

SOE Program Learning Outcomes (PLOs-complete set)

Outcome

Outcome: SOE PLO 4

SOE PLO 4 Engaging students in learning.

Measure: Assessment (ED 406)

Course level Direct - Student Artifact

Details/Description:

Details/Description:

For each chapter, discussion questions were posted on a class forum where students were required to post responses to illustrate their understanding of the concepts of culture, language, literacy, and cognition and were required to provide applicable examples related to their everyday lives in the CNMI. Responses were rated on relevance, completeness and clarity as well as how well they were able to support their knowledge with examples. Students also had to respond to two posts by their peers by posing questions, elaborating on points made, concurring or disagreeing and providing support for their points.

Success Criteria:

Acceptable Target:

80% of students enrolled should be able to articulate their understanding of the concepts in clear, relevant and complete posts (3 posts per chapter for 12 chapters) to all of the chapter forums.

Ideal Target:

100% of the class enrollment

Implementation Plan (timeline):

Implementation Plan (timeline):

Forum questions are posted each week starting on week 3 up until week 15.

Key/Responsible Personnel:

Key/Responsible Personnel:

Faculty teaching course (Resida S. Keller)
Roland Merar, SOE Director

Supporting Attachments:

ED 406 (Adobe Acrobat Document) (See appendix)

Findings for Assessment (ED 406)

Summary of Findings:

Summary of Findings:

For this semester, 28 students were enrolled in this course. For this assignment, there were 8 discussion forums with 5 questions for each forum. Students were given three days to post an initial post that illustrated and conveyed their understanding of concepts covered and discussed in each chapter. They were then given an additional 2 days to respond to a minimum of two posts by their peers to further elaborate, pose questions or to express concurrence or disagreement to points made by their peers and provide support for their points. Based on the forum posts, over 89% (or 25

students) were able to provide posts that were rated at a 90% or higher. This means that their posts demonstrated a high understanding and clarity of the concepts of the chapters discussed and were able to articulate this understanding by also relating it to their potential professions and experience. The remaining 3 students (or 11%) had responses that were rated at 70%-89% and was able to show some understanding but could use better support and examples to better clarify their understanding.

Results : Success Criteria Achievement: Met

Recommendations: Recommendations:
This course assignment needs to continue to be offered as it provided an alternative platform for students to express and demonstrate a deeper understanding of their knowledge of concepts and theories discussed.

Reflections/Notes: Reflections/Notes:
Because this forum platform is similar to other electronic platforms that students are familiar with (comparable to their social media postings) students showed an enthusiasm for participating and were able to post within the set time while many even exceeded the minimum requirement of responding to two posts by their peers. Many of the students also linked outside sources to their posts to support the points being made, demonstrating not only knowledge of the topic but understanding and application.

Measure: Assessment (ED 435)

Course level Direct - Student Artifact

Details/Description:	Details/Description: Students enrolled in this course will be able to practice and demonstrate the use of assessment tools in an elementary reading program, to identify children's reading levels, develop lessons to implement to increase reading levels and fluency.
Success Criteria:	Acceptable Target: 85% of the students enrolled in this course will be able to practice and demonstrate the use of assessment tools in an elementary reading program to identify/determine student needs in reading, in terms of reading levels. Ideal Target: 100% of the students enrolled in this course will be able to practice and demonstrate the use of assessment tools in an elementary reading program to identify/determine student needs in reading, in terms of reading levels.
Implementation Plan (timeline):	Implementation Plan (timeline): In Spring 2021, students will have the opportunity to conduct observations, review and interpret individual children's reading assessment results, develop lessons, and execute lessons to help children increase their reading levels and fluency.
Key/Responsible Personnel:	Key/Responsible Personnel: Melissa Palacios, Instructor

Roland Merar, Program Director

Supporting Attachments:

ED 435 CAF (Adobe Acrobat Document) (See appendix)

Findings for Assessment (ED 435)

Summary of Findings: Summary of Findings:
Overall, students enrolled in this course (except for one student-Incomplete due to non-approval of supervisor to leave work for practicum) are able to practice and demonstrate the use of reading assessment tools in elementary reading program to identify/determine student needs in reading. The one student who received an incomplete grade will complete her practicum hours during the summer, as discussed and approved by the program director.

Results : Success Criteria Achievement: Met

Recommendations: Recommendations:
Move to lesson the required 60 practicum hours to at least 40. Given the challenges with the pandemic, particularly social distancing and the new set up out at the schools, it has been really difficult for students to complete their required hours. They all struggled with scheduling to come in to schools to teach.

Reflections/Notes: Reflections/Notes:
Due to the limited number of people allowed in the classrooms at a time, all pre and post observations may be conducted virtually in Fall 2021.

Measure: Case Scenario (RH 310)
Course level Direct - Student Artifact

Details/Description: Students (working in groups) will be able to distinguish ethical practices of counselors from unethical practices using the ASCA and ACA Ethical Guidelines.

Success Criteria: Acceptable: 88% of assessed students should achieve at least an 80% on the case scenario activity.
Ideal: 88% of assessed students should achieve at least an 100% on the case scenario activity.

Implementation Plan (timeline): 5th week of the semester

Key/Responsible Personnel: Ms. Rebecca Flores, Faculty
Mr. Roland Merar, Director of SOE

Supporting Attachments:

CAF Spring 2021_RH 310 (R. Flores).pdf (Adobe Acrobat Document) (See appendix)

Findings for Case Scenario (RH 310)

Summary of Findings: 100% of students demonstrated understanding of the steps in ethical decision-making through case analysis presented as a group activity.

Results : Success Criteria Achievement: Exceeded

Recommendations: As a result of students' better understanding of resolving ethical dilemmas, they are more confident that they can handle ethical issues as they arise. They will continue to hone the ethical decision-making skills by problem solving case vignettes/scenarios and reviewing the ASCA/ACA ethical guidelines.

Reflections/Notes: See recommendations above.

Measure: Community Education Project (ED 493)

Course level Direct - Portfolio

Details/Description: Students will create a community education project that is specific to their practicum placement sites. They will be required to submit a proposal, project design, implementation plan, timeline, and project assessment plan.

Success Criteria: Acceptable Target: Students will receive an average of "Meets Expectation" on their rubrics filled out by themselves, their site supervisor, and the course instructor. Ideal Target: Students will receive an average of "Exceeds Expectation" on their rubrics filled out by themselves, their site supervisor, and the course instructor.

Implementation Plan (timeline): Students will be required to submit their project proposals not later than 8 weeks into the semester and have their projects completed and assessed by the last day of class (May 11th, 2021).

Key/Responsible Personnel: Student, Site Supervisor, and Course instructor (Beylul Solomon)
Roland Merar, SOE Director

Supporting Attachments:

ED 493 CAF (Adobe Acrobat Document) (See appendix)

Findings for Community Education Project (ED 493)

Summary of Findings:

The data collected for assessment of SLO 1 varied. 3 out of 6 students received the highest marks on their community education project rubrics filled out by themselves, their site supervisors and myself – which would be equivalent to “Exceeds Expectations”. One student utilized a survey (and not a rubric) which also had overwhelmingly positive evaluations of her performance. However, 2 students didn’t have evaluations that pertained to their performance. One of those students only had an evaluation of the platform she was teaching about (which had positive evaluations from the students who took the survey) but not on her performance. The final student, did not submit his assessment for his community education project.

Results :

Success Criteria Achievement: Met

Recommendations:

The tool for assessing SLO 1.0 STILL needs A LOT of work. When it was last assessed in Fall 2018, the recommendation was to make sure that students created a rubric to assess their community education project. Although that recommendation was implemented, due to the wide range of agencies that students can complete their practicum hours, the rubrics are diverse and don’t always utilize the same values and evaluation rubrics on their education projects and their performance on those projects. The recommendation is to implement one standardized rubric that evaluates student performance on their project using the “exceeds expectation, meets expectation, etc.” scoring and another rubric that can be more specific to their site.

Reflections/Notes:

Next semester I need to build rubric creation into the course at the beginning of the semester so all students have one standardized tool to use for assessment of themselves and their community education projects that meets all their site-specific needs.

Measure: Oral & Visual Presentations (ED 205)

Course level Direct - Student Artifact

Details/Description:

This SLO will be measured through various assignments and projects. Students will be assigned to complete a chapter teach back, a multimedia autobiography project showing their growth and development as influenced by their environments, their parents/families/upbringing. Students will also be assigned a midterm and a final exam, that discusses influences in childhood development. Lastly, students will engage in weekly reading assignments and in-class discussions through break-out sessions and report back.

Success Criteria:

Acceptable Target:

85% of the students enrolled in both sections of the course will be able to describe the importance of and lasting influences in childhood development.

Ideal Target:

100% of the students enrolled in both sections of the course are able to describe the importance of and lasting influences in childhood development.

Implementation Plan (timeline):

Implementation Plan (timeline):
In Fall 2021, add new activities and assignments, to include more opportunities for students to articulate and demonstrate knowledge about the importance of and the lasting influences in childhood development. Engage students more on in-depth discussions, where they can confidently explain and describe the topic, and expand conversations on the topic, relative to real life experiences.

Key/Responsible Personnel:

Roland Merar, Program Director
Melissa Palacios, Instructor

Supporting Attachments:

ED 205 (Adobe Acrobat Document) (See appendix)

Findings for Oral & Visual Presentations (ED 205)

Summary of Findings:

Of the total number of students enrolled in the two sections of the course, 100% are able to describe the importance of and lasting influences in childhood development.

Results :

Success Criteria Achievement: Exceeded

Recommendations:

In Fall 2021, add new activities and assignments, to include more opportunities for students to articulate and demonstrate knowledge about the importance of and the lasting influences in childhood development. Engage students more on in-depth discussions, where they can confidently explain and describe the topic, and expand conversations on the topic, relative to real life experiences.

Reflections/Notes:

Due to the sudden transition into virtual learning, and because internet connectivity was quite a challenge for some students, as well as myself as the instructor, some changes to some of the activities, assignments, projects, etc. needed to be made. Nonetheless, I did my very best to maintain the core course requirements and my students did their very best as well, with no complaints. Our students are amazing!

Measure: Oral & Visual Presentations (ED 341)

Course level Direct - Student Artifact

Details/Description:

This SLO will be assessed through the completion of assigned projects creating learning corners and lesson design for young children & the implementation of the lessons.

Note: All assignments and projects (pieces of evidence) can be viewed via the course Moodle.

Success Criteria:

Acceptable Target: 85% of the students enrolled will be able to identify language and literacy development in an early childhood setting.

**Implementation Plan
(timeline):**

Ideal Target: 100% of the students enrolled in this course are able to identify language and literacy development in an early childhood setting.

By the end of Spring 2021, students enrolled in this course will be able to identify language and literacy development in an early childhood setting via observations, completion of assigned projects. Examples of assigned projects are the chapter teach back, curriculum design and proposal, creating learning corners for children, designing lessons for young children and teaching the lessons, and by developing a curriculum portfolio.

**Key/Responsible
Personnel:**

Roland Merar, Program Director
Melissa Palacios, Instructor

Supporting Attachments:

ED 341 (Adobe Acrobat Document) (See appendix)

Findings for Oral & Visual Presentations (ED 341)

Summary of Findings:

100% of the students enrolled in this course are able to identify language and literacy development in an early childhood setting.

Results :

Success Criteria Achievement: Exceeded

Recommendations:

In Fall of 2021, add more activities and projects to enhance student learning by requiring at least 5 hours of observation in various types of classroom environments, specifically in early childhood classrooms, to be able to see how language and literacy development occurs.

Reflections/Notes:

Overall and despite some challenges due to social distancing, the activities that were offered and completed in order to provide students the opportunity to experience identifying where language and literacy develops in young children went well.

Overall Recommendations

Faculty were able to complete their CAF timely along with findings and recommendations.

Overall Reflection

The effect of the COVID 19 pandemic played a big influence on the outcome of student learning outcome. Instructors and students migrated abruptly from face to face class to virtual classes. The transition period effects the integrity of teaching and learning.

OPERATIONAL PLAN (THIS IS WHERE YOU CAN LINK AN OUTCOME TO AN ACTION PLAN WITH OR WITHOUT A SPECIAL BUDGET REQUEST.)

STATUS REPORT

2021-2022 Assessment Cycle

MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN OR COLUMN 3 OF THE 5-COLUMN MODEL)

Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the School of Education: The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

Measures

BS in Education Outcome Set 09.2020

Outcome

Outcome: SOE PLO 8

SOE PLO 8 Demonstrate professionalism in educational settings.

Measure: "Quiz". (ED 211)

Course level Direct - Student Artifact

Details/Description: SLO 7: Students will describe the key ideas of professional teacher in the classroom settings during the quiz.

Success Criteria: Acceptable Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 85% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.
Ideal Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 100% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.

Implementation Plan (timeline): Week 4th of Fall 2020

Key/Responsible Personnel: Ms. Amanda Diaz, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

[CAF AY 2020-21 ED211.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Chapters and Resources Teachback Rubric (ED451)

Course level Direct - Student Artifact

Details/Description: SLO 5.0 Recognize spatial development and Science.

When completing a chapter or a resource teach back assignment, students are expected to include in their presentation, information regarding strategies and skills on recognizing spatial development and Science, as related to the assigned chapter topic.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 3 on the "Comprehension" criteria of teachback rubric during the presentation.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of assessed students will score 5/5 on the "Comprehension" criteria of teachback rubric during the presentation.

Implementation Plan (timeline): August - December (Fall 2020)

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Melissa Palacios, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Measure: Checklist for Student Portfolio (ED 456)

Course level Direct - Portfolio

Details/Description: SLO 4: Plan and develop a classroom assessment and evaluation portfolio.

The portfolio will contain elements of student work through semester related to MOODLE assignments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% of students assessed will achieve 4/5 on each items on checklist.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will achieve 5/5 on each items on checklist.

Implementation Plan (timeline): Week 15 and 16

Key/Responsible Personnel: Key/Responsible Personnel:
Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

CAF ED 456 (Adobe Acrobat Document) (See appendix)

Measure: Community Education Project (ED493)

Course level Direct - Student Artifact

Details/Description: SLO 3: Identify best practices in their subject area and be able to present material to meet those standards.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Implementation Plan (timeline): By the last day of class (December 7th)

Key/Responsible Personnel: Key/Responsible Personnel:
Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

ED 493 (Adobe Acrobat Document) (See appendix)

Measure: Final Organization Paper (RH420)

Course level Direct - Student Artifact

Details/Description: SLO 2: Apply the methods of organizational planning and implementation.

Students will be assessed on the organizational planning phase in the final organization paper.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% students assessed will score a 90% and above in the final organization paper.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will score a 90% and above in the final organization paper.


Implementation Plan Due on the 12th week of the Fall 2020.

(timeline):

**Key/Responsible
Personnel:**

Key/Responsible Personnel:
Mr. Jesse Pangelinan, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF RH420.pdf (Adobe Acrobat Document) (See appendix)

Measure: Final Project - Virtual Classroom Set Up and presentation, Rubric. (ED 451)

Course level Indirect - Other

Details/Description:

SLO 6: Recognize spatial development and Math.

Students will be able to set up a virtual classroom that displays opportunities for students to explore Science and Math components, and are expected to include in their set up, learning areas such as, Science Discoveries and Math. In this environment, the set up must be intentional, so that students will naturally be attracted to learning areas, materials, etc. that will enable them to integrate Science and Math by way of hands on and table top manipulative and exploration/discovery learning opportunities.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 100% on a virtual classroom presentation rubric.

Ideal Target:


In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of students assessed will score 100% on a virtual classroom presentation rubric.

**Implementation Plan
(timeline):**

**Key/Responsible
Personnel:**

Key/Responsible Personnel:
Ms. Melissa Palacios, Assistant Professor
Ms. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Measure: Formal Observation (ED493)

Course level Direct - Student Artifact

Details/Description:

SLO 5 : Design and present in their content area activities that respect the various cultural influences that make up our society.

Success Criteria:

Acceptable Target:

In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 95% of the students

assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.

Ideal Target:

In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 100% of the students assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.

Implementation Plan (timeline):


By the last day of class (Dec. 7th).

Key/Responsible Personnel:

Key/Responsible Personnel:

Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED 493 CAF.pdf (Adobe Acrobat Document) (See appendix)

Measure: Rubric for Research Paper (ED456)

Course level Direct - Student Artifact

Details/Description:

SLO 9: Students will write a fact-based report on an assessment and evaluation book that was pre-chosen by the course instructor to read throughout the semester; and

SLO 10: Demonstrate the ability to select appropriate materials, texts, and technology for assessing and evaluating student learning.

SLO 9 and 10 will assess students readiness and understanding of research.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10 Assessment; 80% of students will achieve 4/5 on "Professional" criteria of the research rubric.

Ideal Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10: 100% of students assessed will achieve 5/5 on "Professional" criteria of the research rubric.


Implementation Plan (timeline):

Week 15 and 16

Key/Responsible Personnel:

Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED 456.pdf (Adobe Acrobat Document) (See appendix)

Measure: Science Demonstration Rubric (ED433)

Course level Direct - Student Artifact

Details/Description: SLO 2: Students will demonstrate the processes of science, scientific inquiry, and the 5-E instructional model through science experiments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 85% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.

Ideal Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 100% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.

Implementation Plan (timeline): Throughout the Fall 2020 semester.

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

[ED433 AMS Taskstream FA20.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Science Thematic Unit Plans (ED433)

Course level Direct - Student Artifact

Details/Description: SLO 4: Students will develop and compose standard based integrated curriculum units, lesson plans, activities, and/or experiments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 85% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Ideal Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 100% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Implementation Plan (timeline): Due in Week 14th.

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

[ED433 AMS Taskstream FA20.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Measure: Teachback Rubric (ED351)

Course level Direct - Student Artifact

Details/Description: Students will explain the theories, approaches, standards, and controversies that surround classroom management.


Success Criteria: Acceptable Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 6 assessment: 85% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Ideal Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 7 assessment: 100% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Implementation Plan (timeline): Due date is throughout the semester.

Key/Responsible Personnel: Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED351 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

SUMMARY OF DATA COLLECTED AND USE OF RESULTS (ASSESSMENT FINDINGS OR COLUMNS 4 & 5 OF THE 5-COLUMN MODEL)

Finding per Measure

BS in Education Outcome Set 09.2020

Outcome

Outcome: SOE PLO 8

SOE PLO 8 Demonstrate professionalism in educational settings.

Measure: "Quiz". (ED 211)

Course level Direct - Student Artifact

Details/Description: SLO 7: Students will describe the key ideas of professional teacher in the classroom settings during the quiz.

Success Criteria: Acceptable Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 85% of the assessed students will receive 85% or higher on the questions related to the key ideas of a professional teacher in the classroom settings.
Ideal Target:
In the Fall of 2020 assessment of GELO 1, PLO 8, SLO 7: 100% of the assessed students will receive 85% or higher on the questions related to the key ideas of a

professional teacher in the classroom settings.

Implementation Plan (timeline): Week 4th of Fall 2020
Key/Responsible Personnel: Ms. Amanda Diaz, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

CAF AY 2020-21 ED211.pdf (Adobe Acrobat Document) (See appendix)

Findings for "Quiz". (ED 211)

No Findings Added

Measure: Chapters and Resources Teachback Rubric (ED451)
Course level Direct - Student Artifact

Details/Description: SLO 5.0 Recognize spatial development and Science.

When completing a chapter or a resource teach back assignment, students are expected to include in their presentation, information regarding strategies and skills on recognizing spatial development and Science, as related to the assigned chapter topic.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 3 on the "Comprehension" criteria of teachback rubric during the presentation.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of assessed students will score 5/5 on the "Comprehension" criteria of teachback rubric during the presentation.

Implementation Plan (timeline): August - December (Fall 2020)
Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Melissa Palacios, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Findings for Chapters and Resources Teachback Rubric (ED451)

No Findings Added

Measure: Checklist for Student Portfolio (ED 456)

Course level Direct - Portfolio

Details/Description: SLO 4: Plan and develop a classroom assessment and evaluation portfolio.

The portfolio will contain elements of student work through semester related to MOODLE assignments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% of students assessed will achieve 4/5 on each items on checklist.


Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will achieve 5/5 on each items on checklist.

Implementation Plan (timeline): Week 15 and 16

Key/Responsible Personnel: Key/Responsible Personnel:

Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED 456 (Adobe Acrobat Document) (See appendix)

Findings for Checklist for Student Portfolio (ED 456)

No Findings Added

Measure: Community Education Project (ED493)

Course level Direct - Student Artifact

Details/Description: SLO 3: Identify best practices in their subject area and be able to present material to meet those standards.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric for assessing the various components of the community education project.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO, 8, and SLO 3 Assessment: 100% of the assessed students will receive a "Meets Expectation" or "Exceeds Expectation" on the rubric

for assessing the various components of the community education project.

Implementation Plan (timeline):

By the last day of class (December 7th)

Key/Responsible Personnel:

Key/Responsible Personnel:
Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

ED 493 (Adobe Acrobat Document) (See appendix)

Findings for Community Education Project (ED493)

No Findings Added

Measure: Final Organization Paper (RH420)

Course level Direct - Student Artifact

Details/Description:

SLO 2: Apply the methods of organizational planning and implementation.

Students will be assessed on the organizational planning phase in the final organization paper.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 85% students assessed will score a 90% and above in the final organization paper.

Ideal Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 2 Assessment: 100% of students assessed will score a 90% and above in the final organization paper.

Implementation Plan (timeline):

Due on the 12th week of the Fall 2020.

Key/Responsible Personnel:

Key/Responsible Personnel:
Mr. Jesse Pangelinan, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

CAF RH420.pdf (Adobe Acrobat Document) (See appendix)

Findings for Final Organization Paper (RH420)

No Findings Added

Measure: Final Project - Virtual Classroom Set Up and presentation, Rubric. (ED 451)

Course level Indirect - Other

Details/Description: SLO 6: Recognize spatial development and Math.

Students will be able to set up a virtual classroom that displays opportunities for students to explore Science and Math components, and are expected to include in their set up, learning areas such as, Science Discoveries and Math. In this environment, the set up must be intentional, so that students will naturally be attracted to learning areas, materials, etc. that will enable them to integrate Science and Math by way of hands on and table top manipulative and exploration/discovery learning opportunities.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 85% of students assessed will score 100% on a virtual classroom presentation rubric.

Ideal Target:
In Fall 2020 GELO 1 & 7, PLO 8, SLO 5 Assessment: 100% of students assessed will score 100% on a virtual classroom presentation rubric.

Implementation Plan (timeline): As scheduled and to be completed by the end of semester

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Melissa Palacios, Assistant Professor
Ms. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED451.pdf (Adobe Acrobat Document) (See appendix)

Findings for Final Project - Virtual Classroom Set Up and presentation, Rubric. (ED 451)

No Findings Added

Measure: Formal Observation (ED493)

Course level Direct - Student Artifact

Details/Description: SLO 5 : Design and present in their content area activities that respect the various cultural influences that make up our society.

Success Criteria: Acceptable Target:
In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 95% of the students assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.

Ideal Target:
In the Fall 2020 assessment of GELO 7, PLO, 8, and SLO 5: 100% of the students


assessed will receive a "Meets Expectations" or "Exceeds Expectations" on their formal observations of presentations.

Implementation Plan (timeline): By the last day of class (Dec. 7th).

Key/Responsible Personnel: Key/Responsible Personnel:

Dr. Beylul Solomon, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED 493 CAF.pdf (Adobe Acrobat Document) (See appendix)

Findings for Formal Observation (ED493)

No Findings Added

Measure: Rubric for Research Paper (ED456)

Course level Direct - Student Artifact

Details/Description: SLO 9: Students will write a fact-based report on an assessment and evaluation book that was pre-chosen by the course instructor to read throughout the semester; and

SLO 10: Demonstrate the ability to select appropriate materials, texts, and technology for assessing and evaluating student learning.

SLO 9 and 10 will assess students readiness and understanding of research.

Success Criteria:

Acceptable Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10 Assessment; 80% of students will achieve 4/5 on "Professional" criteria of the research rubric.


Ideal Target:

In Fall 2020 GELO 1 & 7, PLO 8, SLO 9 & 10: 100% of students assessed will achieve 5/5 on "Professional" criteria of the research rubric.

Implementation Plan (timeline): Week 15 and 16

Key/Responsible Personnel: Dr. Randy Yates, Associate Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 CAF ED 456.pdf (Adobe Acrobat Document) (See appendix)

Findings for Rubric for Research Paper (ED456)

No Findings Added

Measure: Science Demonstration Rubric (ED433)

Course level Direct - Student Artifact

Details/Description: SLO 2: Students will demonstrate the processes of science, scientific inquiry, and the 5-E instructional model through science experiments.


Success Criteria: Acceptable Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 85% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.

Ideal Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 2 assessment: 100% of all assessed learners will receive a score of 28/32 (88%) on the Science Demonstration Rubric.

Implementation Plan (timeline): Throughout the Fall 2020 semester.

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

 ED433 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

Findings for Science Demonstration Rubric (ED433)

No Findings Added

Measure: Science Thematic Unit Plans (ED433)

Course level Direct - Student Artifact

Details/Description: SLO 4: Students will develop and compose standard based integrated curriculum units, lesson plans, activities, and/or experiments.

Success Criteria: Acceptable Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 85% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Ideal Target:
In Fall 2020 GELO 1, 7, & PLO 8, SLO 4 Assessment: 100% of all assessed learners will receive a grade of 88% on the Science Thematic Unit Plan.

Implementation Plan Due in Week 14th.

(timeline):

Key/Responsible Personnel: Key/Responsible Personnel:
Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

ED433 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

Findings for Science Thematic Unit Plans (ED433)

No Findings Added

Measure: Teachback Rubric (ED351)

Course level Direct - Student Artifact

Details/Description: Students will explain the theories, approaches, standards, and controversies that surround classroom management.

Success Criteria: Acceptable Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 6 assessment: 85% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Ideal Target:
In FALL 2020 GELO 1, 7, & PLO 8, SLO 7 assessment: 100% of all assessed learners will receive a 35/40 or 88% on the teachback rubric.

Implementation Plan Due date is throughout the semester.

(timeline):

Key/Responsible Personnel: Ms. Rosaline Cepeda, Assistant Professor
Mr. Roland Merar, SOE Director

Supporting Attachments:

ED351 AMS Taskstream FA20.pdf (Adobe Acrobat Document) (See appendix)

Findings for Teachback Rubric (ED351)

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

OPERATIONAL PLAN (THIS IS WHERE YOU CAN LINK AN OUTCOME TO AN ACTION PLAN WITH OR WITHOUT A SPECIAL BUDGET REQUEST.)

STATUS REPORT

Pilot Programs/Practice Assessment Cycle (2009, 2016)

MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN)

Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the School of Education: The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

Measures

B.S. in Education Outcomes

Outcome

Outcome: SOE PLO 1

SOE PLO 1 Establishing knowledge of content & pedagogy.

No measures specified

Outcome: SOE PLO 2

SOE PLO 2 Design & create coherent resources, instruction, and assessment of student learning.

No measures specified

Outcome: SOE PLO 3

SOE PLO 3 Demonstrating knowledge of students.

No measures specified

Outcome: SOE PLO 4

SOE PLO 4 Engaging students in learning.

No measures specified

Outcome: SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

No measures specified

Outcome: SOE PLO 6

SOE PLO 6 Managing the classroom (procedures, student behavior, and space).

No measures specified

Outcome: SOE PLO 7

SOE PLO 7 Communicating effectively and providing feedback (questions and discussions).

No measures specified

Outcome: SOE PLO 8

SOE PLO 8 Establishing professionalism (developing, demonstrating, and reflecting).

No measures specified

Outcome: SOE PLO 9

SOE PLO 9 Communicating and building relationships and accountability with the community.

No measures specified

Outcome: SOE PLO 10

SOE PLO 10 Demonstrating ethics for the professional educator.

No measures specified

ASSESSMENT FINDINGS

Finding per Measure

B.S. in Education Outcomes

Outcome

Outcome: SOE PLO 1

SOE PLO 1 Establishing knowledge of content & pedagogy.

No measures specified

Outcome: SOE PLO 2

SOE PLO 2 Design & create coherent resources, instruction, and assessment of student learning.

No measures specified

Outcome: SOE PLO 3

SOE PLO 3 Demonstrating knowledge of students.

No measures specified

Outcome: SOE PLO 4

SOE PLO 4 Engaging students in learning.

No measures specified

Outcome: SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

No measures specified

Outcome: SOE PLO 6

SOE PLO 6 Managing the classroom (procedures, student behavior, and space).

No measures specified

Outcome: SOE PLO 7

SOE PLO 7 Communicating effectively and providing feedback (questions and discussions).

No measures specified

Outcome: SOE PLO 8

SOE PLO 8 Establishing professionalism (developing, demonstrating, and reflecting).

No measures specified

Outcome: SOE PLO 9

SOE PLO 9 Communicating and building relationships and accountability with the community.

No measures specified

Outcome: SOE PLO 10

SOE PLO 10 Demonstrating ethics for the professional educator.

No measures specified

Overall Recommendations

No text specified

Overall Reflection

No text specified

OPERATIONAL PLAN

STATUS REPORT (THIS SIMPLY STATES THE STATUS OF YOUR OPERATIONAL PLAN.)

2019-2020 Assessment Cycle

MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN OR COLUMN 3 OF THE 5-COLUMN MODEL)

Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the School of Education: The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

Measures

Outcome Set 2019-2020

Outcome

Outcome: SOE PLO 5


SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

Measure: ED 300 Course Assessment

Course level Direct - Student Artifact

Details/Description:	ED 300 Course Assessment
Success Criteria:	Please see ED 300 Course Assessment
Implementation Plan (timeline):	Please see ED 300 Course Assessment
Key/Responsible Personnel:	Dr. Randy Yates and Director

Supporting Attachments:


 ED 300 Course Assessment spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Measure: ED 343 Course Assessment

Course level Direct - Student Artifact

Details/Description:	ED 343 Course Assessment
Success Criteria:	Please see ED 343 Course Assessment
Implementation Plan (timeline):	Please see ED 343 Course Assessment
Key/Responsible Personnel:	Ms. Melissa Palacios and Director


Supporting Attachments:

 ED 343 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Measure: ED 370 Course Assessment
Course level Direct - Student Artifact

Details/Description: ED 370 Course Assessment
Success Criteria: Please see ED 370 Course Assessment
Implementation Plan (timeline): Please see ED 370 Course Assessment
Key/Responsible Personnel: Ms. Rosaline Cepeda and Director


Supporting Attachments:

 ED 370 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Measure: ED 450 Course Assessment
Course level Direct - Student Artifact

Details/Description: ED 450 Course Assessment
Success Criteria: Please see ED 450 Course Assessment
Implementation Plan (timeline): Please see ED 450 Course Assessment
Key/Responsible Personnel: Dr. Randy Yates and Director


Supporting Attachments:

 Ed 450 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Measure: ED 492 Course Assessment
Course level Direct - Student Artifact

Details/Description: ED 492 Course Assessment
Success Criteria: Please see ED 492 Course Assessment
Implementation Plan (timeline): Please see ED 492 Course Assessment
Key/Responsible Personnel: Ms. Rosaline Cepeda and Director

Supporting Attachments:


 ED 492 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Measure: RH 330 Course Assessment

Course level Direct - Student Artifact

Details/Description: RH 330 Course Assessment
Success Criteria: Please see RH 330 Course Assessment
Implementation Plan (timeline): Please see RH 330 Course Assessment
Key/Responsible Personnel: Mr. Jesse Pangelinan and Director

Supporting Attachments:


 RH 330 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Measure: RH 400 Course Assessment

Course level Direct - Student Artifact

Details/Description: RH 400 Course Assessment
Success Criteria: Please see RH 400 Course Assessment
Implementation Plan (timeline): Please see RH 400 Course Assessment
Key/Responsible Personnel: Mr. Jesse Pangelinan and Director

Supporting Attachments:

 RH 400 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

SUMMARY OF DATA COLLECTED AND USE OF RESULTS (ASSESSMENT FINDINGS OR COLUMNS 4 & 5 OF THE 5-COLUMN MODEL)

Finding per Measure

Outcome Set 2019-2020

Outcome

Outcome: SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

Measure: ED 300 Course Assessment

Course level Direct - Student Artifact

Details/Description: ED 300 Course Assessment

Success Criteria: Please see ED 300 Course Assessment
Implementation Plan (timeline): Please see ED 300 Course Assessment
Key/Responsible Personnel: Dr. Randy Yates and Director

Supporting Attachments:

[ED 300 Course Assessment spring 2019-2020.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Findings for ED 300 Course Assessment

Summary of Findings: See ED 300 Course Assessment
Results : Success Criteria Achievement: Met
Recommendations: See ED 300 Course Assessment
Reflections/Notes: See ED 300 Course Assessment

These Findings are associated with the following Actions:

Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Measure: ED 343 Course Assessment
Course level Direct - Student Artifact

Details/Description: ED 343 Course Assessment
Success Criteria: Please see ED 343 Course Assessment
Implementation Plan (timeline): Please see ED 343 Course Assessment
Key/Responsible Personnel: Ms. Melissa Palacios and Director

Supporting Attachments:

[ED 343 spring 2019-2020.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

Findings for ED 343 Course Assessment

Summary of Findings: See ED 343 Course Assessment
Results : Success Criteria Achievement: Met
Recommendations: See ED 343 Course Assessment

Reflections/Notes: See ED 343 Course Assessment

These Findings are associated with the following Actions:


Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Measure: ED 370 Course Assessment

Course level Direct - Student Artifact

Details/Description: ED 370 Course Assessment
Success Criteria: Please see ED 370 Course Assessment
Implementation Plan (timeline): Please see ED 370 Course Assessment
Key/Responsible Personnel: Ms. Rosaline Cepeda and Director

Supporting Attachments:

 ED 370 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Findings for ED 370 Course Assessment

Summary of Findings: See ED 370 Course Assessment
Results : Success Criteria Achievement: Met
Recommendations: See ED 370 Course Assessment
Reflections/Notes: See ED 370 Course Assessment

These Findings are associated with the following Actions:

Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Measure: ED 450 Course Assessment

Course level Direct - Student Artifact

Details/Description: ED 450 Course Assessment
Success Criteria: Please see ED 450 Course Assessment
Implementation Plan (timeline): Please see ED 450 Course Assessment

Key/Responsible Personnel: Dr. Randy Yates and Director

Supporting Attachments:

Ed 450 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Findings for ED 450 Course Assessment

Summary of Findings: See ED 450 Course Assessment
Results : Success Criteria Achievement: Met
Recommendations: See ED 450 Course Assessment
Reflections/Notes: See ED 450 Course Assessment

These Findings are associated with the following Actions:

Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Measure: ED 492 Course Assessment
Course level Direct - Student Artifact

Details/Description: ED 492 Course Assessment
Success Criteria: Please see ED 492 Course Assessment
Implementation Plan (timeline): Please see ED 492 Course Assessment
Key/Responsible Personnel: Ms. Rosaline Cepeda and Director

Supporting Attachments:

ED 492 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Findings for ED 492 Course Assessment

Summary of Findings: See ED 492 Course Assessment
Results : Success Criteria Achievement: Met
Recommendations: See ED 492 Course Assessment
Reflections/Notes: See ED 492 Course Assessment

These Findings are associated with the following Actions:


Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Measure: RH 330 Course Assessment

Course level Direct - Student Artifact

Details/Description:	RH 330 Course Assessment
Success Criteria:	Please see RH 330 Course Assessment
Implementation Plan (timeline):	Please see RH 330 Course Assessment
Key/Responsible Personnel:	Mr. Jesse Pangelinan and Director

Supporting Attachments:

 RH 330 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Findings for RH 330 Course Assessment

Summary of Findings:	See RH330 Course Assessment
Results :	Success Criteria Achievement: Met
Recommendations:	See RH 330 Course Assessment
Reflections/Notes:	See RH 330 Course Assessment

These Findings are associated with the following Actions:


Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Measure: RH 400 Course Assessment

Course level Direct - Student Artifact

Details/Description:	RH 400 Course Assessment
Success Criteria:	Please see RH 400 Course Assessment
Implementation Plan (timeline):	Please see RH 400 Course Assessment
Key/Responsible Personnel:	Mr. Jesse Pangelinan and Director

Supporting Attachments:

 RH 400 spring 2019-2020.pdf (Adobe Acrobat Document) (See appendix)

Findings for RH 400 Course Assessment

Summary of Findings:	See RH 400 Course Assessment
Results :	Success Criteria Achievement: Met
Recommendations:	See RH 400 Course Assessment
Reflections/Notes:	See RH 400 Course Assessment

These Findings are associated with the following Actions:

Professional Development for teaching and counseling.
(Operational Plan; 2019-2020 Assessment Cycle)

Overall Recommendations

Please see course assessments.

Overall Reflection

Please see course assessments.

OPERATIONAL PLAN (THIS IS WHERE YOU CAN LINK AN OUTCOME TO AN ACTION PLAN WITH OR WITHOUT A SPECIAL BUDGET REQUEST.)

Mission Statement

NMC Mission Statement:Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth.ESIP for the School of Education:The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

Actions

Outcome Set 2019-2020

Outcome

Outcome: SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

Action: Professional Development for teaching and counseling.

This Action is associated with the following Findings

Findings for ED 300 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See ED 300 Course Assessment

Findings for ED 343 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See ED 343 Course Assessment

Findings for ED 370 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See ED 370 Course Assessment

Findings for ED 450 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See ED 450 Course Assessment

Findings for ED 492 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See ED 492 Course Assessment

Findings for RH 330 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See RH330 Course Assessment

Findings for RH 400 Course Assessment

(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

See RH 400 Course Assessment

Action details:	Need professional training for innovative technology to enhance teaching, leaning and counseling in the classrooms or outside of the classrooms.
Implementation Plan (timeline):	Fall 2020
Key/Responsible Personnel:	Mr. Roland Merar, SOE Director
Measures:	Based on personal request, collected data from faculty and staff as well as students.
Budget approval required? (describe):	Yes
Budget request amount:	\$15,000.00
Priority:	High

STATUS REPORT (THIS SIMPLY STATES THE STATUS OF YOUR OPERATIONAL PLAN.)

Action Statuses

Outcome Set 2019-2020

Outcome

Outcome: SOE PLO 5

SOE PLO 5 Creating an environment of respect and rapport to establish a culture of learning.

Action: Professional Development for teaching and counseling.

Action details:	Need professional training for innovative technology to enhance teaching, leaning and counseling in the classrooms or outside of the classrooms.
Implementation Plan (timeline):	Fall 2020
Key/Responsible Personnel:	Mr. Roland Merar, SOE Director
Measures:	Based on personal request, collected data from faculty and staff as well as students.
Budget approval required? (describe):	Yes
Budget request amount:	\$15,000.00
Priority:	High

Status for Professional Development for teaching and counseling.

Current Status:	In Progress
Budget Status:	Pending Approval
Additional information:	It was scheduled but it was postponed due to COVID 19.

Next Steps:

September - December 2020

Status Summary

Professional Development plan is pending due to COVID 19 until September 2020.

Summary of Next Steps

Professional Development plan is pending due to COVID 19 until September 2020.

Appendix

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- A. **AY 2020-21, GELO 1 & 7, PLO 8** (Curriculum Map)
 - B. **CAF AY 2020-21 ED211.pdf** (Adobe Acrobat Document)
 - C. **CAF AY 2020-21 ED211.pdf** (Adobe Acrobat Document)
 - D. **CAF AY 2020-21 ED433.pdf** (Adobe Acrobat Document)
 - E. **CAF AY 2020-21 ED451.pdf** (Adobe Acrobat Document)
 - F. **CAF ED 456** (Adobe Acrobat Document)
 - G. **CAF ED 456.pdf** (Adobe Acrobat Document)
 - H. **CAF ED451.pdf** (Adobe Acrobat Document)
 - I. **CAF ED451.pdf** (Adobe Acrobat Document)
 - J. **CAF RH420.pdf** (Adobe Acrobat Document)
 - K. **CAF Spring 2021_RH 310 (R. Flores).pdf** (Adobe Acrobat Document)
 - L. **CAFS ED211.pdf** (Adobe Acrobat Document)
 - M. **ED 205** (Adobe Acrobat Document)
 - N. **ED 300 Course Assessment spring 2019-2020.pdf** (Adobe Acrobat Document)
 - O. **ED 341** (Adobe Acrobat Document)
 - P. **ED 343 spring 2019-2020.pdf** (Adobe Acrobat Document)
 - Q. **ED 370 spring 2019-2020.pdf** (Adobe Acrobat Document)
 - R. **ED 406** (Adobe Acrobat Document)
 - S. **ED 435 CAF** (Adobe Acrobat Document)
 - T. **Ed 450 spring 2019-2020.pdf** (Adobe Acrobat Document)
 - U. **ED 492 spring 2019-2020.pdf** (Adobe Acrobat Document)
 - V. **ED 493** (Adobe Acrobat Document)
 - W. **ED 493 CAF** (Adobe Acrobat Document)
 - X. **ED 493 CAF.pdf** (Adobe Acrobat Document)
 - Y. **ED 493 CAF.pdf** (Adobe Acrobat Document)
 - Z. **ED351 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)

- AA. **ED351 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- AB. **ED433 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- AC. **ED433 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- AD. **RH 330 spring 2019-2020.pdf** (Adobe Acrobat Document)
- AE. **RH 400 spring 2019-2020.pdf** (Adobe Acrobat Document)
- AF. **CAF AY 2020-21 ED211.pdf** (Adobe Acrobat Document)
- AG. **CAF AY 2020-21 ED211.pdf** (Adobe Acrobat Document)
- AH. **CAF AY 2020-21 ED433.pdf** (Adobe Acrobat Document)
- AI. **CAF AY 2020-21 ED451.pdf** (Adobe Acrobat Document)
- AJ. **CAF ED 456** (Adobe Acrobat Document)
- AK. **CAF ED 456.pdf** (Adobe Acrobat Document)
- AL. **CAF ED451.pdf** (Adobe Acrobat Document)
- AM. **CAF ED451.pdf** (Adobe Acrobat Document)
- AN. **CAF RH420.pdf** (Adobe Acrobat Document)
- AO. **CAFS ED211.pdf** (Adobe Acrobat Document)
- AP. **ED 300 Course Assessment spring 2019-2020.pdf** (Adobe Acrobat Document)
- AQ. **ED 343 spring 2019-2020.pdf** (Adobe Acrobat Document)
- AR. **ED 370 spring 2019-2020.pdf** (Adobe Acrobat Document)
- AS. **Ed 450 spring 2019-2020.pdf** (Adobe Acrobat Document)
- AT. **ED 492 spring 2019-2020.pdf** (Adobe Acrobat Document)
- AU. **ED 493** (Adobe Acrobat Document)
- AV. **ED 493 CAF.pdf** (Adobe Acrobat Document)
- AW. **ED 493 CAF.pdf** (Adobe Acrobat Document)
- AX. **ED351 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- AY. **ED351 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- AZ. **ED433 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- BA. **ED433 AMS Taskstream FA20.pdf** (Adobe Acrobat Document)
- BB. **RH 330 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BC. **RH 400 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BD. **RH 330 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BE. **RH 400 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BF. **Ed 450 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BG. **ED 492 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BH. **ED 300 Course Assessment spring 2019-2020.pdf** (Adobe Acrobat Document)
- BI. **ED 343 spring 2019-2020.pdf** (Adobe Acrobat Document)
- BJ. **ED 370 spring 2019-2020.pdf** (Adobe Acrobat Document)