

Course Owning Unit	Course ID	SLO Name	Assessment Type	Assessment Tool	Benchmark	Benchmark Met	Assessment Tool Assigned To	Assessment Data & Analysis	Actions	Based on your assessment results & analysis, does the SLO statement needs revision?	Supervisor's Feedback Using The High Quality SLO Assessment Rubric	Department Chair Approval Status
				Students will have to write a class reflection paper at the end of the semester that answer the following questions:								
				1. What has this class done for you? (e.g. Has this class made you a better thinker? Has this class helped you become a better person? Has this class made you change your mind on any ethical views you might have had before taking the class?) Explain your answer. [1-2 Paragraphs]								
				2. What was the most interesting thing or things you learned in class? [1 Paragraph]								
				3. Which ethical theory do you believe is the strongest? Why? [1 Paragraph]								
				4. Which ethical theory do you believe is the weakest? Why? [1 Paragraph]								
				5. Having now completed the class, what do you think justice is in society? Why? [1-2 Paragraphs]								
				6. Finally, what do you think it means to be a good person? Why? [1-2 Paragraphs]				97% (29 out of 30 students) earned 70% or higher; 29% of the students in the class (12 out of 42) did not do the assignment.	Due Date: 04/01/2022 Action: This was, by far, one of the most successful SLO assignments I have ever given. Most of the students in the class participated and enjoyed writing their class reflections and presenting their views in front of the class. Most students gave very detailed and thorough responses. I will definitely give this assignment again in the future, albeit with slightly different questions.	No. The SLO statement doesn't need revision.		
Program (BUS) - Accounting Clerkship CC	ETH 101	Alternative Models_Inactive	Written Assignment or Essay	So, at the end of the semester, students will complete the SLO by analyzing the different ethical theories and recognizing alternative models for conduct in personal and societal situations.	80% of the students who complete the assignment will earn 70% or higher.	Benchmark Met	Alexander Velasquez					

		Students will have to write a class reflection paper at the end of the semester that answer the following questions:									
		1. What has this class done for you? (e.g. Has this class made you a better thinker? Has this class helped you become a better person? Has this class made you change your mind on any ethical views you might have had before taking the class?) Explain your answer. [1-2 Paragraphs]									
		2. What was the most interesting thing or things you learned in class? [1 Paragraph]									
		3. Which ethical theory do you believe is the strongest? Why? [1 Paragraph]									
		4. Which ethical theory do you believe is the weakest? Why? [1 Paragraph]									
		5. Having now completed the class, what do you think justice is in society? Why? [1-2 Paragraphs]									
		6. Finally, what do you think it means to be a good person? Why? [1-2 Paragraphs]									
		So, at the end of the semester, students will complete the SLO by analyzing the different ethical theories and recognizing alternative models for conduct in personal and societal situations.		80% of the students who complete the assignment will earn 70% or higher.		Benchmark Met		Alexander Velasquez		97% (29 out of 30 students) earned 70% or higher; 29% of the students in the class (12 out of 42) did not do the assignment.	
Program (GE) - General Education		Alternative Models_Inactive	Written Assignment or Essay							Due Date: 04/01/2022 Action: This was, by far, one of the most successful SLO assignments I have ever given. Most of the students in the class participated and enjoyed writing their class reflections and presenting their views in front of the class. Most students gave very detailed and thorough responses. I will definitely give this assignment again in the future, albeit with slightly different questions.	
ETH 101										No. The SLO statement doesn't need revision.	

Program (LA) - Liberal Arts AA	ETH 101	Alternative Models_Inactive	Written Assignment or Essay	Students will have to write a class reflection paper at the end of the semester that answer the following questions:	80% of the students who complete the assignment will earn 70% or higher.	Benchmark Met	Alexander Velasquez	97% (29 out of 30 students) earned 70% or higher; 29% of the students in the class (12 out of 42) did not do the assignment.	Due Date: 04/01/2022 Action: This was, by far, one of the most successful SLO assignments I have ever given. Most of the students in the class participated and enjoyed writing their class reflections and presenting their views in front of the class. Most students gave very detailed and thorough responses. I will definitely give this assignment again in the future, albeit with slightly different questions.	No. The SLO statement doesn't need revision.
				1. What has this class done for you? (e.g. Has this class made you a better thinker? Has this class helped you become a better person? Has this class made you change your mind on any ethical views you might have had before taking the class?) Explain your answer. [1-2 Paragraphs]						
				2. What was the most interesting thing or things you learned in class? [1 Paragraph] 3. Which ethical theory do you believe is the strongest? Why? [1 Paragraph] 4. Which ethical theory do you believe is the weakest? Why? [1 Paragraph] 5. Having now completed the class, what do you think justice is in society? Why? [1-2 Paragraphs] 6. Finally, what do you think it means to be a good person? Why? [1-2 Paragraphs]						
				So, at the end of the semester, students will complete the SLO by analyzing the different ethical theories and recognizing alternative models for conduct in personal and societal situations.						

Program (DEV) - Developmental Education	CMI 101	CMI Resources_In active(2023)	Written Assignment or Essay	To be aware of the human resources available for their academic success at CMI, students will be required to visit 3 of the following personnel during the semester at their convenience. For each visit, students will have a worksheet where they will need the assistance of the personnel in order to complete the task successfully.	70% of the students who participate will get a score of 70% or more in the reflective journals.	Benchmark Not Met	SAVU, SILIPA VILA, CHERYL MANASE, MANASE OSBORNE, KARALAINI MOTTELANG, MANNY MAITOKANA, GADE LORD, RIGIETA SUMAOANG, MOSES VILA, CURTIS	Out of the 14 sections of CMI 101, a total of 175 students participated in the task. Of these, 50% met the benchmark i.e. scored 70% or more in the reflective journals. Attached in the related documents is the data table which contain the specific results of each section. It needs mentioning that 4 sections achieved the benchmark (section 3 - 90%, section 5 - 83%, section 7 - 100%, section 12 - 75%) . These sections reported that the quality of responses were commendable i.e "showed high level of critical thinking", "supported their views with personal experiences", "showed credit-level skills of reflection and writing", "displayed coherent reasoning", "ability to evaluate experiences with	Due Date: 05/12/2022 Action: Moving forward, the team will continue to coordinate common assessment tasks to improve the quality of the CMI 101 SLO's - as it has done for Spring 2022.	No. The SLO statement doesn't need revision.	High quality with clear data. A more disaggregated data in the next next SLO assessment report	Approved
				1) A Counselor 2) Nurse 3) Academic Adviser 4) Instructor (during office hours) 5) A student officer elected to the SGA 6) An IT officer 7) A Librarian After visiting the personnel, students will then write a 250 word reflective journal for each of the 3 visits capturing how the personnel assisted the student, and how the department she/ he represents can contribute to the student's success in college. A rubric will be used to evaluate the reflective journals.								

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Program (GE) - General Education	CMI 101	CMI Resources_In active(2023)	Written Assignment or Essay	student's success in college. A rubric will be used to evaluate the reflective journals. After visiting the personnel, students will then write a 250 word reflective journal for each of the 3 visits capturing how the personnel assisted the student, and how the department she/ he represents can contribute to the student's success in college. A rubric will be used to evaluate the reflective journals.	70% of the students who participate will get a score of 70% or more in the reflective journals.	Benchmark Not Met					

				Students will take a final where both of the essay questions ask students to connect the insights of the great philosophers to their own lives. Below are the two essay questions along with their answers: (1a) How do the stoics see and perceive the world around us? (1b) Do you follow this philosophy in your own day-to-day life? Why or why not? Answers: (1a) Knowing what is in your control and knowing what is outside your control. Example: You can control your thoughts and attitude, but you cant control the weather. So if its raining and you hate the rain, the only thing you can change is your attitude toward the rain. Controlling your emotions rather than being controlled by them; keeping a calm mind instead of being roused to anger. If your mind is the only thing you can control, then be careful what you let inside your mind. (1b) Your answer goes here. (2a) What is Earl Nightingales analogy for the human mind? (2b) Do you believe this to be true in your own experience? Why or why not? Answers: (2a) The human mind is like a farmers land, and you are the farmer. You can plant seeds of corn (success: concrete worthwhile goals) or poison (confusion, fear, anxiety, and so on). The mind, like the land, will return what you plant, but it doesnt care what you plant it will return poison just as much as it will corn. (2b) Your answer goes here.								
Program (GE) - General Education	PHIL 101	Great Philosophers_ Inactive	Objective Type Exam - Midterm	80% of Students will score 70% and above on their essay questions.	Benchmark Not Met	Velasquez, Alexander	75% (21 out of 28 students) earned 70% or higher; 10% of the students in the class (3 out of 31) did not take the midterm.	Due Date: 06/12/2022 Action: Although the class did not meet the benchmark, I believe it was a successful attempt because it was a large class, and had two more students done well on the essay questions, the benchmark would have been met. I suppose if I try this SLO again in the future, I will take more time in going over the essay questions instead of focusing on the multiple choice questions during the midterm review.	No. The SLO statement doesn't need revision.			

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Program (LA) - Liberal Arts AA	PHIL 101	Great Philosophers_ Inactive	Objective Type Exam - Midterm	80% of Students will score 70% and above on their essay questions.	Benchmark Not Met	Velasquez, Alexander	75% (21 out of 28 students) earned 70% or higher; 10% of the students in the class (3 out of 31) did not take the midterm.	Due Date: 06/12/2022 Action: Although the class did not meet the benchmark, I believe it was a successful attempt because it was a large class, and had two more students done well on the essay questions, the benchmark would have been met. I suppose if I try this SLO again in the future, I will take more time in going over the essay questions instead of focusing on the multiple choice questions during the midterm review.	No. The SLO statement doesn't need revision.		

Program (GE) - General Education	HIS 201	Nationhood_I nactive	Exam - Midterm	Students had two or three short answer essay questions on their mid-term exams to answer as well as a quiz after the first quarter. Students were ask to give a definition of the nation and list some things which comprise modern nation states. In another question, they were asked to explain the differences between nationalism and nationalist movements in Europe and Latin America. The midterm also included questions on colonialism, where students could address emerging concepts of their own nationhood. This was covered over three or four weeks in the first half of the semester in class lectures and developed in the second half of the semester.	80% of students expected to pass with a grade of 70 (C) or higher.	Benchmark Met	James Pearce	Students answered short essay questions on compositions of the nation, differences in nationalisms in different countries and on independence movements. On the whole, students showed a good understanding of these things, but most lacked any in-depth analysis. 60% of the 9 students assessed received a grade C or higher. When the instructor arrives in Majuro, much more effort will be made on the document analysis side of things and engagement with the historical sources to enhance this knowledge. Moreover, much of the issues related to this course came from in being online and all the technical issues associated with that.	Due Date: 04/13/2022 Action: The instructor will bring in new knowledge gained on the RA 101 training course to allow for more time spent on analyzing documents to enhance student knowledge and improve their critical thinking skills. This will not just improve their level of understanding but also the writing quality. In turn, being in person and having the ability to deliver more fruitful lessons will naturally follow.	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA	HIS 201	Nationhood_ nactive	Exam - Midterm	Students had two or three short answer essay questions on their mid-term exams to answer as well as a quiz after the first quarter. Students were ask to give a definition of the nation and list some things which comprise modern nation states. In another question, they were asked to explain the differences between nationalism and nationalist movements in Europe and Latin America. The midterm also included questions on colonialism, where students could address emerging concepts of their own nationhood. This was covered over three or four weeks in the first half of the semester in class lectures and developed in the second half of the semester.	80% of students expected to pass with a grade of 70 (C) or higher.	Benchmark Met	James Pearce	Students answered short essay questions on compositions of the nation, differences in nationalisms in different countries and on independence movements. On the whole, students showed a good understanding of these things, but most lacked any in-depth analysis. 60% of the 9 students assessed received a grade C or higher. When the instructor arrives in Majuro, much more effort will be made on the document analysis side of things and engagement with the historical sources to enhance this knowledge. Moreover, much of the issues related to this course came from in being online and all the technical issues associated with that.	Due Date: 04/13/2022 Action: The instructor will bring in new knowledge gained on the RA 101 training course to allow for more time spent on analyzing documents to enhance student knowledge and improve their critical thinking skills. This will not just improve their level of understanding but also the writing quality. In turn, being in person and having the ability to deliver more fruitful lessons will naturally follow.	No. The SLO statement doesn't need revision.

Program (EDU) - Elementary Education AS	PSY 201	Research Designs_Inact ive	Research Report	Students will do two reports. Firstly Students will be asked to , Interview three Pregnant women of different backgrounds about their pregnancy experiences. They will compare and contrast the three accounts noting especially any influence of culture, personality, and the circumstances surrounding their pregnancy.. Secondly Students will be ask to , Interview three mothers of ages (0-2) years with varied backgrounds about their birth experiences. Then compare and contrast the three accounts noting especially any influences of culture, personality and the circumstances in the Childs development.. They will have to check the following: Check for the following: a, Developmental problems. b, Influence of teratogens	70% of the students who do this research will score 70% and above with a criteria grading rubrics.	Benchmark Met	Oyinade Ogunmokun	PSY 201 students were given two research questions one is to interview three pregnant women from three different cultural background. They were to analyses differences in terms of culture, personality and circumstances and also their similarities. The second is interviewing mothers of (0-2yrs) comparing their birth experiences and their experience as a mother. 27 students did these research out of 31students.	No. The SLO statement doesn't need revision.	The assessment tool clearly tied to the SLO. The tool is well developed as it assessed the ability of the students to apply different research design to the the topics in question	Approved
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Program (NURS) - Nursing AS	PSY 201	Research Designs_Inactive	Research Report	Students will do two reports. Firstly Students will be asked to , Interview three Pregnant women of different backgrounds about their pregnancy experiences. They will compare and contrast the three accounts noting especially any influence of culture, personality, and the circumstances surrounding their pregnancy.. Secondly Students will be ask to , Interview three mothers of ages (0-2) years with varied backgrounds about their birth experiences. Then compare and contrast the three accounts noting especially any influences of culture, personality and the circumstances in the Childs development.. They will have to check the following: Check for the following: a, Developmental problems. b, Influence of teratogens	70% of the students who do this research will score 70% and above with a criteria grading rubrics.	Benchmark Met	Oyinade Ogunmokun	PSY 201 students were given two research questions one is to interview three pregnant women from three different cultural background. They were to analyses differences in terms of culture, personality and circumstances and also their similarities. The second is interviewing mothers of (0-2yrs) comparing their birth experiences and their experience as a mother. 27 students did these research out of 31students.	No. The SLO statement doesn't need revision.	The assessment tool clearly tied to the SLO. The tool is well developed as it assessed the ability of the students to apply different research design to the the topics in question	Approved
Program (ABE) - Adult Basic Education	WRI 020	SLO 1_Adjectives & Adverbs	Objective Type Exam/Quiz - In Course Objective Type	Quiz, Test, Mid-Term Exam and Final Exam at the end of school year. (LMaujen)	75 % of the students who will take the test will pass with 70% and above.						
- Program (PLO) Sample AA	BU 108	SLO 1_Basic Skills	Exam/Quiz - In Course	same	70	Benchmark Met	test	test	test	No. The SLO statement doesn't need revision.	

- Program (PLO) Sample AA	BU 108	SLO 1_Basic Skills	Survey	Students will receive a score based on the rubric is scoring tool (a simple list, chart, or guide). That describes the criteria being use to score or grade an exam or quiz.	The rubrics are used to comprised of four parts in which the faculty identifies the parameters of the Exam/Quiz. That selection used to measuring tool , use formula, and estimation 70% of students will satisfactorily preform the skills listed in the rubric.	Benchmark Met	Kirby Puckett	Sample	It is better to use or create another kind of Accounting Assessment Rubrics since the students coming to accounting getting better. This is because of the students coming from High-School are taking accounting in 11th and 12 grades. It is good to give a general business pre testes and at the end of the semester post test.	No. The SLO statement doesn't need revision.	Sample	Approved
- Program (PLO) Sample AA	BU 108	SLO 1_Basic Skills	Survey	Students will receive a score based on the rubric is scoring tool (a simple list, chart, or guide). That describes the criteria being use to score or grade an exam or quiz.	The rubrics are used to comprised of four parts in which the faculty identifies the parameters of the Exam/Quiz. That selection used to measuring tool , use formula, and estimation 70% of students will satisfactorily preform the skills listed in the rubric.	Benchmark Met	Kirby Puckett	Sample	It is better to use or create another kind of Accounting Assessment Rubrics since the students coming to accounting getting better. This is because of the students coming from High-School are taking accounting in 11th and 12 grades. It is good to give a general business pre testes and at the end of the semester post test.	No. The SLO statement doesn't need revision.	Sample	Approved
Program (AHS) - Adult High School	SCI 050	SLO 1_Chemical Properties	Objective Type Exam/Quiz - In Course	The results of the objective test/quiz for this SLO will be analyzed to evaluate student's understanding.	80% of students will achieve 75% or higher							

					Analysis:					
					The EDU 241 course enrolled 22 students in spring semester (2022). The data below shows the results of the students’ scores for the SLO being assessed this semester. 21 students enrolled in the course. Three students withdrew from the class. 19 students completed the course. Mark out of 201515151818187121515121271718181518151212	Due Date: 04/17/2022				
					19 students completed the course. Mark out of 201515151818187121515121271718181518151212	Action: "I hope to continue with the reading assessment and encourage students to honor the reading schedule with the school and build on collection of resources for future use .				
					19 students completed the course. Mark out of 201515151818187121515121271718181518151212	"I intend to improve the performance with more hands-on modelling by the instructor and more similar micro-teaching activities (class-based) by students, especially those who have problems with confidence and work on improving volume of voice and tone, and clear expressions.				
					19 students completed the course. Mark out of 201515151818187121515121271718181518151212	"I have in mind to use these reading strategies to enhance students understanding and development of innovative teaching philosophy, guidelines, procedures, engaging activities, and resources to build positive classroom environments.				
					19 students completed the course. Mark out of 201515151818187121515121271718181518151212	"I intend to encourage students to realize that knowledge gained from other courses can be used interchangeably and that collaboration with peers and instructors is necessary.				
					19 students completed the course. Mark out of 201515151818187121515121271718181518151212	"I aspire to add more peer teaching and follow ups to observe their mastering of integration of classroom management and procedures to conduct instruction.				
					19 students completed the course. Mark out of 201515151818187121515121271718181518151212	No. The SLO statement doesn't need revision.				
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					Analysis:					
					The EDU 241 course enrolled 22 students in spring semester (2022). The data below shows the results of the students’ scores for the SLO being assessed this semester. 21 students enrolled in the course. Three students withdrew from the class. 19 students completed the course. Mark out of 20151515181818171215151212171718181518151212	Due Date: 04/17/2022				
					16 students passed this assignment. The benchmark is that 70% of the students(13 students) should score 70%(14/20) or better in the group project was achieved or MET.	Action: "I hope to continue with the reading assessment and encourage students to honor the reading schedule with the school and build on collection of resources for future use . I intend to improve the performance with more hands-on modelling by the instructor and more similar micro-teaching activities (class-based) by students, especially those who have problems with confidence and work on improving volume of voice and tone, and clear expressions. I have in mind to use these reading strategies to enhance students understanding and development of innovative teaching philosophy, guidelines, procedures, engaging activities, and resources to build positive classroom environments. I intend to encourage students to realize that knowledge gained from other courses can be used interchangeably and that collaboration with peers and instructors is necessary. I aspire to add more peer teaching and follow ups to observe their mastering of integration of classroom management and procedures to conduct instruction.				
					Assessment Data and Analysis (EDU 241)					Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.Assessment tool appears to be very appropriate for the SLO assessment.The action is clearly tied to the analysis of data results.
Program (EDU) - Elementary Education BA	EDU 241	SLO 1_Classroom Management	Project - Group	This is a paired-students project that focuses on researching two best classroom management methods that are grade appropriate in an elementary classroom setting(K-6). There are two parts in marking the project. The instructor will assess students on: 1.Two CM methods to be researched and will be presented in an annotated bibliography. 2.Incorporating the two CM methods into their Reading experiences and present their finding in a power-point /video presentation if it is practical or not and how it can be made to be workable (Luisa Kamenio)	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	KAMENIO, LUISA	No. The SLO statement doesn't need revision.	Approved	

					Analysis:				
Program (EDU) - Elementary Education AS	EDU 210	SLO 1_Collect Resources	Project - Individual	This is an individual project that focuses on the collection of reading resources of stories from Books (3) , Tumble Book cloud(2) ,Readers Theater(2) .All the stories will have correct MLA citation with scripts and activities attached. The instructor will assess students on: "Reading resources with activities shared on google drive "Incorporating one of these resources into their Reading experience in school and presented in audio visual, highlighting a positive impact on the student and it's relevancy to the teacher in the classroom.(Luisa Kamenio)	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	KAMENIO, LUISA	The EDU 210 course enrolled 20 students in Spring semester (2022). The data below shows the results of the 18 students scores for the SLO being assessed this semester.	Due Date: 04/12/2022
								Two students did not participate in this assignment for personal reasons	Action: "I will continue to assess developments and presentations of Reading of stories in classroom environments.
								Marks out of 20: 20171915191818121919191418161217191215	"I intend to focus on improving the performance on clarity of presentations, development of a variety of resources (stories) and with clear demonstration to assist students to develop adeptness in the art and science of teaching.
								"The 15 /18 students (83%) who participated in this assignment scored 14/20 or higher "The benchmark was achieved	"I aspire to develop a wider variety of skills and approaches to provide a resource base and assist students to be inventive and creative in their presentations
					No. The SLO statement doesn't need revision.				

					Analysis:				
Program (EDU) - Elementary Education BA	EDU 210	SLO 1_Collect Resources	Project - Individual	This is an individual project that focuses on the collection of reading resources of stories from Books (3) , Tumble Book cloud(2) ,Readers Theater(2) .All the stories will have correct MLA citation with scripts and activities attached. The instructor will assess students on: "Reading resources with activities shared on google drive "Incorporating one of these resources into their Reading experience in school and presented in audio visual, highlighting a positive impact on the student and it's relevancy to the teacher in the classroom.(Luisa Kamenio)	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	KAMENIO, LUISA	The EDU 210 course enrolled 20 students in Spring semester (2022). The data below shows the results of the 18 students scores for the SLO being assessed this semester. Two students did not participate in this assignment for personal reasons	Due Date: 04/12/2022 Action: "I will continue to assess developments and presentations of Reading of stories in classroom environments.
				Marks out of 20 18/20 19/20 17/20	"I intend to focus on improving the performance on clarity of presentations, development of a variety of resources (stories) and with clear demonstration to assist students to develop adeptness in the art and science of teaching.				
				"The 15 /18 students (83%) who participated in this assignment scored 14/20 or higher "The benchmark was achieved	"I aspire to develop a wider variety of skills and approaches to provide a resource base and assist students to be inventive and creative in their presentations				
					No. The SLO statement doesn't need revision.				

Program (EDU) - Elementary Education CCT in Teaching	EDU 210	SLO 1_Collect Resources	Project - Individual	This is an individual project that focuses on the collection of reading resources of stories from Books (3) , Tumble Book cloud(2) ,Readers Theater(2) .All the stories will have correct MLA citation with scripts and activities attached. The instructor will assess students on: "Reading resources with activities shared on google drive "Incorporating one of these resources into their Reading experience in school and presented in audio visual, highlighting a positive impact on the student and it's relevancy to the teacher in the classroom.(Luisa Kamenio)	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	KAMENIO, LUISA	Analysis:
								The EDU 210 course enrolled 20 students in Spring semester (2022). The data below shows the results of the 18 students scores for the SLO being assessed this semester. Two students did not participate in this assignment for personal reasons Marks out of 20: 18/20 19/20 19/20 17/20 "The 15 /18 students (83%) who participated in this assignment scored 14/20 or higher "The benchmark was achieved Due Date: 04/12/2022 Action: "I will continue to assess developments and presentations of Reading of stories in classroom environments. "I intend to focus on improving the performance on clarity of presentations, development of a variety of resources (stories) and with clear demonstration to assist students to develop adeptness in the art and science of teaching. "I aspire to develop a wider variety of skills and approaches to provide a resource base and assist students to be inventive and creative in their presentations No. The SLO statement doesn't need revision.

Program (DEV) - Developmental Education	ENG 097	SLO 1_Comprehen sion	Skill Performance	ENG 097 students will be assigned a short reading article. that focuses on their lived experience and expectations as college students. As a reading activity, they will do a whole reading and class discussion of the article. The discussion will focus on the article source, topic, main idea, and supporting evidence. The consequences and impacts of the topic should also be encouraged in the discussion. Furthermore, the discussion can tap on students connecting text to self, connecting to related text with the same topic, and connecting text to their prior knowledge, background, experiences.	To assess students' application of critical thinking they will take a short essay-type quiz. Students will be expected to answer the questions with no less than 3 sentences or more using evidence and details from the text and other sources that they had made connections to. They will be expected to weave some of the discussion points in their responses with supporting evidence.	70% of the participants will be able able to read and actively engage in the reading and discussion. 70% of the participants will score a total of 70% or above on the quiz.	Benchmark Not Met	MAITOKANA, GADE BOJOS, ROSALIE GLUCHMAN, MARTIN MANASE, MANASE SAVU, SILIPA	Each instructor was provided with the documents for the SLO assessment to conduct their own assessment activity in their classes. These sections included 3 accelerated cohorts which includes 2 L2/L3 cohorts and 1 L3/Credit cohort. In addition to the single AP cohorts there are 6 regular sections included in this report. Each section conducted their reading, discussion and reponse writing exercise under their own schedule, therefore although it was the same assessment material across the sections, the time and assessment environments were not the same. The instructors of each section read and graded their own students responses.	Due Date: 05/16/2022 Action: "When introducing articles Class discussion time on article will be increased to give them a space to voice their opinions before they can put it down in writing. Each section will do More reflective journals, Note taking and summary writing and emphasized activities that encourages students to apply what they learn to their daily lives. They need not see what they learn in class in isolation to their lives. Students will be taught how to answer information questions. Knowing how to answer the what, why and how questions and how to respond to reflection questions can help students answer open-ended questions. Each instructor will Prepare more reading and response activities which will develop their critical reading skills, and higher thinking skills. The classes in the coming semesters will be More robust pre-reading activities and during-reading activities to be designed to draw out their opinions and prior knowledge on the subject More support to be provided by the Instructor during response time by clarifying questions to the students to help them respond clearly. The department will increase the Moodle requirements of reflective journals and writings are needed where students apply	No. The SLO statement doesn't need revision.	Assessment well articulated and data disaggregated to inform the department on gap areas that needs attention	Approved
				A total of 88 ENG 097 students participated in									

Program (DEV) - Developmental Education	ENG 087	SLO 1_Comprehen sive Reading Skills	Written Assignment or Essay	Demonstrate reading comprehension of prepared articles set forth by their respective instructors. Students will write a three- sentence summary from each of the paragraphs.	65% of the students will score 70% or above.	Benchmark Not Met	MANASE, MANASE OSBORNE, KARALAINI ENRIQUEZ, EMILIANA	Out of all the ENG 87 sections, a total of 89 students were assessed or manage to come to class during that set assessed day. Only 42% of the students manage to score 70% or above, 58% score less than 70%. The overall benchmark set for this course was not met. (MM)	Due Date: 04/17/2022 Action: Review and revised the set plan for this course in the next school semester. All faculties assigned to the course need to work together finding ways to see that the benchmark is met for future teaching and learning in the department.	Yes. The SLO statement needs revision.	In order to make the neccesary revisions as suggested, a more detailed (indepth) anlysis is appropriate to infrom changes.	Approved
Program (ABE) - Adult Basic Education	MATH 030	SLO 1_Counting Methods	Objective Type Exam/Quiz - In Course	exam paper, quiz, and test	75% of the student will earn 70% and better as a result of averaging the tests, mid-term test and the semester final examination.							

Program (ABE) - Adult Basic Education	MATH 030	SLO 1_Counting Methods	Objective Type Exam/Quiz - In Course	Tests, Mid-Term Test, and Semester Final Examination:	75% of the student will earn 70% and better as a result of averaging the tests, mid-term test and the semester final examination.	Benchmark Met	Anel Philimon	The total numbers of students that were able to complete the ABE Math-3 were 23. Of these 23 students, 18 successfully managed to pass the course and 5 were forced to retain and repeat the course. As a result of the good attendance records, willingness and commitments to studying hard, good behavior shown by these 18 students, it enabled them to attain passing marks and were promoted to a higher level. Reasons for those 5 students not passing the course included; unwillingness to study hard, accumulating many absences, and coming to class late. The 18 students who passed the course produced a Learning and passing Outcomes of 83%, ensuring to have the approved Learning Outcomes of 70% to be met	Due Date: 04/01/2022 Action: Plans for the 4 students who were not promoted to a higher level, I will continue engaging them in group study and activities, and work with their parents to have their attendance much improved. Have them get counseling advice. Use some of my free time tutoring them.
				The students success results will be determined by the numbers of tests they will take before the Mid-Term including the Mid- Term Test as well as the tests that they will take before the Semester ends including the Final Examination. Tests, Mid-Term Test and Final Exam will be averaged to determine the students grade. This is in line with Math 3 SLO 1. (Anel)					

Program (ABE) - Adult Basic Education	MATH 030	SLO 1_Counting Methods	Objective Type Exam/Quiz - In Course	Tests, Mid-Term Test, and Semester Final Examination: The students success results will be determined by the numbers of tests they will take before the Mid-Term including the Mid- Term Test as well as the tests that they will take before the Semester ends including the Final Examination. Tests, Mid-Term Test and	75% of the student will earn 70% and better as a result of averaging the tests, mid-term test and the semester final examination.	Benchmark Met	Final examination	In section 1 there were no males that sat the exam, but there were only 6 females, and only 4 passed with 70 and above.	There is no changes needed in this course.	No. The SLO statement doesn't need revision.
				Final Exam will be averaged to determine the students grade. This is in line with Math 3 SLO 1. (Anel)						

Program (ABE) - Adult Basic Education	MATH 030	SLO 1_Counting Methods	Objective Type Exam - Midterm	To demonstrate their ability to apply their counting skills in problem solving, students will take the Midterm and Final Exams in Math 030. The Midterm and Final Exams will be averaged to determine the students grade which reflects their overall performance in counting numbers. (Mercy C Kamram)	75% of the students will get 70% and better as a result of averaging the tests, mid-term test and the semester final examination.	Mercy Calimlim Kamram 5/18/2022	Benchmark Met	Mercy Calimlim	The total number of students that were able to complete to complete ABE Math-3 were 7. Of these 7 students, 5 successfully managed to pass the course and 2 were forced to retain and repeat the course. Therefore, the benchmark was met.	As a result of the good attendance records, willingness and commitment to studying hard, and good behavior shown by these 5 students, they were able to attain passing marks and were promoted to a higher level. The reasons why those 2 students who did not pass the course included unwillingness to study hard, accumulating many absences, and coming to class late. The 5 students who passed the course produced a Learning and passing Outcomes of 71%, ensuring	Due Date: 05/25/2022 Action: Plans for the 2 students who were not promoted to a higher level: I will continue engaging them in group study and activities, and work with their parents to improve their attendance. I will have them get counseling advice and use some of my free time tutoring them.	No. The SLO statement doesn't need revision.

[illegible]

Program (LA) - Liberal Arts AA	BIO 101	SLO 1_Describe the Basics	Experiment or Other Laboratory Experience	A practical on the structure and function of DNA and RNA was given to students to test their knowledge of complementary base pairing, relationship between the gene sequence and the mRNA, mRNA nucleotide sequence and tRNA sequence, genetic code table, nucleotide components and functions of the different types of RNAs (mRNA, tRNA, rRNA and snRNA).	70% of the students will attain a C grade or better.	Benchmark Met	Dako Nating	There were twenty two (22) students enrolled in this course. Out of 22 students, fourteen (14) were females and seven (7) were males. A total of twenty one (21) students participated in this practical. Out of 7 males, only 3 (42.9%) scored 70% or more and out of 14 females, 12 (85.7%) scored 70% or better. This means that 14.3% of males and 85.5% of females scored 70% or more in this practical. Overall, 81.8% of students scored 70% or higher and therefore the Benchmark was achieved.	Due Date: 05/20/2022 Action: Introduce students to: (i). more hands on exercises particularly on DNA electrophoresis (ii). various methods of DNA extraction and let students view their own DNA under the microscope.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (NURS) - Nursing AS	BIO 101	SLO 1_Describe the Basics	Experiment or Other Laboratory Experience	A practical on the structure and function of DNA and RNA was given to students to test their knowledge of complementary base pairing, relationship between the gene sequence and the mRNA, mRNA nucleotide sequence and tRNA sequence, genetic code table, nucleotide components and functions of the different types of RNAs (mRNA, tRNA, rRNA and snRNA).	70% of the students will attain a C grade or better.	Benchmark Met	Dako Nating	There were twenty two (22) students enrolled in this course. Out of 22 students, fourteen (14) were females and seven (7) were males. A total of twenty one (21) students participated in this practical. Out of 7 males, only 3 (42.9%) scored 70% or more and out of 14 females, 12 (85.7%) scored 70% or better. This means that 14.3% of males and 85.5% of females scored 70% or more in this practical. Overall, 81.8% of students scored 70% or higher and therefore the Benchmark was achieved.	Due Date: 05/20/2022 Action: Introduce students to: (i). more hands on exercises particularly on DNA electrophoresis (ii). various methods of DNA extraction and let students view their own DNA under the microscope.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (ABE) - Adult Basic Education	WRI 040	SLO 1_Essay	Project - Individual	Individual student will be able to respond to a given topic appropriately. Each student will be able to evaluate the the topic by creating a relevant points or ideas. Therefore, students will be able to write an introduction, the three body paragraphs and of course the conclusion. (LMaujen)	The benchmark is set at 75%. This means whoever will read the student's essay will be able to follow through without any confusion regarding the ideas or the points the students are trying to get across.

Program (ABE) - Adult Basic Education	WRI 040	SLO 1_Essay	Observation	Project - Individual student will be able to respond to a given topic appropriately. Each student will be evaluate the topic by creating a relevant points or ideas. Therefore, student will be able to write and introduction , the three body paragraph and a conclusion. (NNeptali)	bench mark is set at 70%. Which means whoever will read the student's or students' essay will be able to follow through without any confusion regarding the ideas or the points the students are trying to get across. Every student who take this course will be able to get 70%and up to pass this course.

Department (STEM) - STEM	SCI 135	SLO 1_Explore the use of the Scientific Method	Research Report	Students will conduct an inventory on the biodiversity of intertidal fauna particularly crustaceans and gastropods in the intertidal zones at the ocean side of the College of the Marshall Islands, Uliga Campus towards the third week of October 2021. The objectives of this simple research is to: (i) to compile a list of traditional Marshallese names and scientific names of intertidal marine organisms found at the ocean side of the College of Marshall Islands. (ii) to assemble information which will be made available to future researchers wishing to conduct in depth studies on the intertidal biodiversity of Majuro atoll.	70	Benchmark Not Met	Dako Nating	There were eight (8) students enrolled in this course. Four (4) students did the research (or practical) and only two (2) completed the report and scored 70% or more and therefore the benchmark was not achieved. Most students did not complete it because they were always absent and never bother to maintain daily contacts through their emails and therefore it was difficult to assist them.	Due Date: 11/01/2021 Action: Students must: (i). attend and participate in supervised field work. (ii). seek help and guidance on lab report write up. (iii). be punctual and show dedication and commitment all throughout. (iv). maintain connection digitally or physically.	No. The SLO statement doesn't need revision.
				Sampling will be carried out at low tide and will begin at the low tide water mark and ends at the high tide mark. At every 10 meters along the transect line, a 1 m by 1 m quadrat will be placed and substratum will be searched for mollusks, crustaceans and fishes. The sea weed litters and all substrate surfaces in the intertidal zone will be inspected and organisms found will be recorded. A sample of each specimen will be collected and taken to the lab for photography and identification.						

Program (LA) - Liberal Arts AA	SCI 135	SLO 1_Explore the use of the Scientific Method	Research Report	Students will conduct an inventory on the biodiversity of intertidal fauna particularly crustaceans and gastropods in the intertidal zones at the ocean side of the College of the Marshall Islands, Uliga Campus towards the third week of October 2021. The objectives of this simple research is to: (i) to compile a list of traditional Marshallese names and scientific names of intertidal marine organisms found at the ocean side of the College of Marshall Islands.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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Program (ABE) - Adult Basic Education	SST 040	SLO 1_International Systems	Objective Type Exam/Quiz - In- Course	I will prep the students to do well on their quiz after each lesson is covered by going through the correct answers with them. I also can translate every single word into Marshallese language , so the students could understand what we are trying to talk about. And above all, I will deliver a productive lecture to ensure that the whole class will get the message across. Lastly, prepare all students to have 70% or above on their Mid-Term exam as well as their final. (NNeptali)	The target level of achievement will be at 70% or better to pass this course.
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Program (ABE) - Adult Basic Education	SST 040	SLO 1_International Systems	Objective Type Exam/Quiz - In- Course	I will prep the students to do well on their quiz after each lesson is covered by going through the correct answers with them. I also can translate every single word into the Marshallese language, so the students could understand what we are trying to talk about. And above all, I will deliver a productive lecture to ensure that the whole class will get the message across. Lastly, prepare all students to have 70% or above on their Mid-Term exam as well as their final. (LMaujen)	The target level of achievement will be at 70% or better to pass this course.
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Program (VCARP) - Carpentry Certificate	VCARP 050	SLO 1_Listening	Objective Type Exam/Quiz - In Course	Using different listening skills, students will be tested on their knowledge on responding appropriately to short emergency warnings, responding to routine social phrases, garnering essential information from short announcements, answering simple wh- vs. yes.no questions, and responding to simple requests for clarification or repetition.	70% of students will satisfactorily perform the listening skills mentioned above.	Benchmark Met	Patricia Owens- Livai	Using different listening skills, students were tested on their knowledge on responding appropriately to short emergency warnings, responding to routine social phrases, garnering essential information from short announcements, answering simple wh- vs. yes.no questions, and responding to simple requests for clarification or repetition. Students were given an exam consisting of multiple choice questions.	Out of 8 students enrolled in the class, 7 students attempted the exam. The exam consisted of 20 questions totaling 100 points. One student received a grade of 100%, three students received a grade of 85%, one student received a grade of 75%, one student received a grade of 35%, and one student received a grade	This SLO statement does not need revision however, I would like to revise the exam to include short answer questions along with a few multiple choice questions. It would also be helpful to hold more studying sessions.	No. The SLO statement doesn't need revision.	Approved
				Students will be given questions through an exam. The exam will consist of different types of questions.								

Program (EDU) - Elementary Education AS	MAR 230	SLO 1_Marshallese Sentence Grammar	Skill Performance	Grammatically sound sentences: After having learnt the different part of speech, students will write grammatically correct sentences in Marshallese	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 6 students officially registered to this course (SP21). 18 students registered for this course 2 (33.3%) students received a score of 70 or higher (SP21). 4 (66.6%) students received a score of 69 or lower (SP21). Benchmark not met (SP21). 16 (88.8%) students received 70% scores and higher (FA21). 2 (11.1%) students received below 70% score (FA21).	Due Date: 05/31/2022 Action: Make sure students who registered for MAR 230, have taken MAR 120 and received a C or better letter grade	No. The SLO statement doesn't need revision.
								One reason why 33.3 % of the students met the benchmark is because they took MAR 120 prior to taking MAR 230 (SP21). One reason why the 66.6% of the students did not meet the benchmark is because they did not take the prerequisite (MAR 120) (SP21). More time was given to students so they could complete their poster project		

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Program (MAR) - Marshallese Social Studies CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Skill Performance	Grammatically sound sentences: After having learnt the different part of speech, students will write grammatically correct sentences in Marshallese	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 6 students officially registered to this course (SP21). 18 students registered for this course 2 (33.3%) students received a score of 70 or higher (SP21). 4 (66.6%) students received a score of 69 or lower (SP21). Benchmark not met (SP21). 16 (88.8%) students received 70% scores and higher (FA21). 2 (11.1%) students received below 70% score (FA21).	One reason why 33.3 % of the students met the benchmark is because they took MAR 120 prior to taking MAR 230 (SP21). One reason why the 66.6% of the students did not meet the benchmark is because they did not take the prerequisite (MAR 120) (SP21). More time was given to students so they could complete their poster project	Due Date: 05/31/2022 Action: Make sure students who registered for MAR 230, have taken MAR 120 and received a C or better letter grade	No. The SLO statement doesn't need revision.
				Students will be given a list of wooden building materials such as plywood, and solid lumber.Choosing one ,they will describe the process it is manufactured.They will explain the part of the tree and the stages it goes through namely, mill processing , termite treatment and any of the seasoning method used.	70 % of the students will get a grade of 70 or higher						
Program (VCARP) - Carpentry Certificate	VCARP 101	SLO 1_Materials	Written Assignment or Essay								

Archived Courses	SCI 215	SLO 1_Microorgan isms	Objective Type Exam/Quiz - In Course	A short topic test was given to students to test their understanding on the major differences that distinguished prokaryotic cells from eukaryotic cells in terms of the nucleus, nuclear membrane, proteins, genetic materials, nucleolus, size of ribosomes, cellular organelles, types of RNAs, number of chromosomes, mitotic spindle, presence of plasmid, cell divisions, presence of cell wall and composition of cell wall. Students were also asked to name some examples of prokaryotes and eukaryotes. The test was worth 32 points.	75% of the students will attain a C grade or better.	Benchmark Met	Dako Nating	Eleven (11) students enrolled in SCI215 this semester. Out of this enrollment, only two (2) students were males and the remaining were females. All 11 students took the test and all males scored 75% or better compared to 77.8% of females that scored 75% or higher. Overall, the percent of students that scored 75% or more is 81.8%. Therefore the Benchmark was achieved.	Due Date: 05/20/2022 Action: Always give additional review questions and pre-tests before the actual test in order to give them much confidence. Also identify at risk students and provide continuous additional tutorials on challenging topics.	No. The SLO statement doesn't need revision.
Program (ABE) - Adult Basic Education	SST 050	SLO 1_Modern Economics	Objective Type Exam - Midterm	After each subject has been covered, prepare the students for their midterm exam by going over the correct answers with them. I can also translate every single word into Marshallese so that the students understand what we are trying to say. I will give a useful lesson to ensure that the entire class understands the content. Finally, ensure that all students achieve a 70% or higher on their Mid-Term and Final exams. (WB)	70% of the students that take the exam will pass with 70% and above.	Benchmark Met	Wesley Bosin	94% of the students performed well on the midterm exam. Most of the students were well prepared during the midterm. 1 out of 18 did not performed well based on the poor attendance.	Due Date: 04/01/2022 Action: Everything from the syllabi are running very clearly and concisely.	No. The SLO statement doesn't need revision.
Program (ABE) - Adult Basic Education	WRI 050	SLO 1_Narratives	Project - Group	Student will organize, clarify, or simplify complex information before presenting the project.	Rubric will be used to measure the student understanding during presentation. 70% of the students will achieve 70% and higher from the group project presentation.					

Program (ABE) - Adult Basic Education	WRI 050	SLO 1_Narratives	Written Assignment or Essay	The students will write an essay on a topic of their choice. They will follow all the steps in the writing process (prewriting, writing, revising, and editing). An essay scoring checklist will be use to score each student's essay. (TH)	70% of the student will pass with a score of 70% and above.	Benchmark Not Met	Tarry Henos	The results was made for the student who came for the writing essay part. Only 16 of the students took the assessment on the SLO 1 which is to write narratives to develop real or imagined experience or events using effective. Out of 14 students, 8 students received a score of 70% and above and 6 students got a score below 70% which is 25% of the students who took the quiz. Prior to the test, the students did several email practices about sending out proper email. The failing students were the one who always have attendance issue and they did not attend the review sessions on the tested topic.	Due Date: 04/19/2022 Action: The plan is to work with the lower level writing instructors so we can come up with a better solution to address the problem with the upper level writing skills.	No. The SLO statement doesn't need revision.	Approved
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Archived Courses SCI 110

SLO

1 Organizatio

Objective Type

Exam/Quiz - In Course

0.5 grade-Any one term carrying 0.5 mark each
e is correct

70% overall quiz
average with

50% students scoring
grade C or better

Benchmark
Met

Ekta Madan

N=19
78.95% is the overall class average and 57.9%(N=11) students scored grade C or better while 42.1%(N=8) students scored

Due Date: 03/31/2022

Action: More illustrative

activities or virtual lab

simulations are required for

directional terms, planes and body cavities.

No. The SLO statement doesn't need revision.

Archived Courses	SCI 110	SLO Basis	Objective Type Exam/Quiz - In Course	Quiz is given to students present to use appropriate anatomical and directional terminology. It included labelling the planes and sections represented in the illustration of human body. Lab Quiz -1 is included in Moodle gradebook for this SLO assessment.	70% overall quiz average with 50% students scoring grade C or better	Benchmark Met	Ekta Madan	Total number of students officially registered for this class N=19. All students participated in the class (19) activity Results of students' performance on the Assessment Tool were as follows:		
				Rubric 1.Learning and Writing skill activity(Quiz-1) Students are given lab quiz activity to assess and evaluate their understanding of human anatomical and directional terminology.Anatomical positions with directional terms are to be indicated in order of their occurrence in the human body when wide blank spaces have to be filled with appropriate terms in the copies of the quiz test.This is a maximum 5 grade assignment with minimum 0 grade.For one spelling mistake 0.25 deduction of mark 5 grade- All ten terms carrying 0.5 mark each is correct 4.5 grade-Any nine terms carrying 0.5 mark each is correct 4.0 grade-Any eight terms carrying 0.5 mark each is correct 3.5 grade-Any seven terms carrying 0.5 mark each is correct 3.0 grade-Any six terms carrying 0.5 mark each is correct 2.5 grade-Any five terms carrying 0.5 mark each is correct 2.0 grade-Any four terms carrying 0.5 mark each is correct 1.5 grade-Any three terms carrying 0.5 mark each is correct 1.0 grade-Any two terms carrying 0.5 mark each is correct 0.5 grade-Any one term carrying 0.5 mark each is correct 0.0 grade-All ten terms carrying 0.5 mark each is wrong				78.95% is the overall class percentage average for performance in this lab quiz activity .Out of the total participants 57.9%(N=11)students scored grade C or better while 42.1%(N=8) students scored below than grade C. The results are provided online in the Moodle gradebook for this course for Lab quiz-1.Benchmark was met for this activity.	Due Date: 04/28/2022 Action: Action More illustrative activities or virtual lab simulations are required for directional terms, planes and body cavities. Activity required understanding, learning and writing skills of the students.11 students scored grade C or better and 75% of them are nursing department students with basic information and previously recognized material in other related science courses from previous semesters for anatomical terms while 8 students got below grade C includes most of the students attending this course for the first time so they found difficulty in reminiscing scientific terms or made some errors.	Yes. The SLO statement needs revision.

Program (ABE) - Adult Basic Education	REA 050	SLO 1_Plot & Setting	Project - Group	by MI: Assignment: Analyze the relationship between the plot and setting based on the reading excerpts written by Langston Hughes from one of his stories entitled Early Autumn, using the 5 stages of plot development: exposition, rising action, climax, falling action, and resolution, through a combination of individual work followed by group work, in line with SLO identified above.	80% of students will achieve 80% or higher on the group presentation and report.	Benchmark Not Met	MI: 50% of students achieved 80% or higher on group essay presentation, well below the benchmark. 30% achieved 80% or higher, and approximately 5% achieved a 90% or higher. One group received 0 for the group report due to incomplete report as most group members were absent. Group essay seemed to be working well but class absenteeism is a factor that negatively impact students learning. So, in the future, I may continue with group work but making sure to motivate students to improve their attendance.	Due Date: 05/21/2019 Action: Attendance is a major issue that I need to continuously remind and motivate students in my future classes. In addition, Reading is a challenging class as most students need to be motivated to develop the habit of reading widely in order to improve their reading skills.	No. The SLO statement doesn't need revision.	Approved
				The class activity is divided into two phases. The first phase is individual work on the class work where each student reads the story and then answer the short answer questions. The second phase is splitting up of the class into four groups where each group discussed the short answer questions. A graphic organizer was also provided to each group. Next, each group delivered a 5 to 10 minutes presentation of their draft group answer in the next class the following day. After the presentation, each group submitted a copy of the groups reports. The assessment was strictly based on the rubric provided to each group.						

Program (ABE) - Adult Basic Education	REA 050	SLO 1_Plot & Setting	Project - Group	by MI: Assignment: Analyze the relationship between the plot and setting based on the reading excerpts written by Langston Hughes from one of his stories entitled Early Autumn, using the 5 stages of plot development: exposition, rising action, climax, falling action, and resolution, through a combination of individual work followed by group work, in line with SLO identified above.						
				The class activity is divided into two phases. The first phase is individual work on the class work where each student reads the story and then answer the short answer questions. The second phase is splitting up of the class into four groups where each group discussed the short answer questions. A graphic organizer was also provided to each group. Next, each group delivered a 5 to 10 minutes presentation of their draft group answer in the next class the following day. After the presentation, each group submitted a copy of the groups reports. The assessment was strictly based on the rubric provided to each group.	80% of students will achieve 80% or higher on the group presentation and report.	Benchmark Not Met		Reading Level 5 is now done by Patricia Owens Spring 2021 till Fall 2021. So, please update and delete it.	Yes. The SLO statement needs revision.	Needs Revision
Admin - Counseling Services	COUN WS1	SLO 1_Probations	Survey	Use survey to identify the percentage of students who are able to identify the types of probations	80% of students who attend different workshop will successfully identify the types of probations..	Benchmark Met	Demiana Kumoru	80 students attended the workshop out of which 70 students were successful in identifying the types of probations.	Continue with workshop	No. The SLO statement doesn't need revision.

Program (ABE) - Adult Basic Education	MATH 040	SLO 1_Real Numbers	Objective Type Exam/Quiz - In Course	At the end of each chapter, the ABE students will be tested by a quiz on operations with real numbers in Moodle. Three chapters are covered in this assessment, and students will be tested on their skills in adding, subtracting, multiplying and dividing real numbers. (Dde)	Upon completion, 70% of the students will pass the quizzes on Real Numbers. (Dde)	Benchmark Met	Derick Debrum	Section 1: 16 students (7 boys and 9 girls) took the quiz on adding and subtracting real numbers. 10 of the students passed the quiz with 70% and above grades. More than half of this class pass the quiz. Section 2: 14 students (6 boys and 8 girls) took the same quiz on Moodle, and 13 of the students passed the quiz with above average grades. Section 1: 14 students (5 boys and 9 girls) took the multiplying real numbers quiz. 13 students passed and only one student failed by 50%. Section 2: 17 students (9 boys and 8 girls) took the same quiz, and 14 of them passed and 3 failed. Section 1: 15 students (6 boys and 9 girls) took the dividing real numbers quiz. 13 students passed and 2 failed badly. Section 2: 17 students (9 boys and 8 girls) took the same quiz, and 14 students	Due Date: 05/04/2022 Action: The students that passed all the quizzes are the ones that always come to class and ask questions for clarification. The students that failed are the ones that always come to class late and usually absent. I always give revision on Kahoot before posting the quizzes on Moodle. The students really enjoy are very attentive when we do our revision on Kahoot. I plan to keep Kahoot as our revision tool because it is very useful for the students. Dde	No. The SLO statement doesn't need revision

[illegible]

Program (ABE) - Adult Basic Education	WRI 030	SLO 1_Sentences	Objective Type Exam/Quiz - In Course	After having learned the difference between simple, compound, and complex sentences, students will be tested on their knowledge through an exam. The exam will consist of different sentences and students will state whether each sentence is simple, compound, or complex. (POwens)	70% of students that take the exam will pass with 70% and above.	Benchmark Not Met	Patricia Owens	Only 67% of the students satisfactorily performed in identifying the differences between simple, compound, and complex sentences. Out of 27 students, 8 students did not take the exam, 11 students passed the exam with an A, 3 students passed the exam with a B, 4 students passed the exam with a C, and 1 student failed. Most students showed a great understanding of the three topics. Some students acknowledged that they needed more time to learn the differences between simple, compound, and complex sentences. Some students confused compound and complex sentences.	Due Date: 03/31/2022 Action: Have more revisions and especially using educational tools such as Kahoot to help bring more excitement to learning.	Yes. The SLO statement needs revision.	Approved
Program (GE) - General Education	MAR 101	SLO 1_Simple Conversation	Skill Performance	Practiced Dialogue	70% of the students should be able to achieve a 80% score or higher.	Benchmark Met	Hermon Lajar	100% of enrolled students completed the assignment. 100% of enrolled students received an 80% or higher.	Due Date: 05/31/2022 Action: Prepared by: Hermon	No. The SLO statement doesn't need revision.	

Program (LA) - Liberal Arts AA	MAR 101	SLO 1_Simple Conversation	Skill Performance	Practiced Dialogue	70% of the students should be able to achieve a 80% score or higher.	Benchmark Met	Hermon Lajar	100% of enrolled students completed the assignment. 100% of enrolled students received an 80% or higher.	Due Date: 05/31/2022 Action: Prepared by: Hermon	No. The SLO statement doesn't need revision.
Program (MAR) - Marshallese Language Arts CCT	MAR 101	SLO 1_Simple Conversation	Skill Performance	Practiced Dialogue	70% of the students should be able to achieve a 80% score or higher.	Benchmark Met	Hermon Lajar	100% of enrolled students completed the assignment. 100% of enrolled students received an 80% or higher.	Due Date: 05/31/2022 Action: Prepared by: Hermon	No. The SLO statement doesn't need revision.
Program (MAR) - Marshallese Social Studies CCT	MAR 101	SLO 1_Simple Conversation	Skill Performance	Practiced Dialogue	70% of the students should be able to achieve a 80% score or higher.	Benchmark Met	Hermon Lajar	100% of enrolled students completed the assignment. 100% of enrolled students received an 80% or higher.	Due Date: 05/31/2022 Action: Prepared by: Hermon	No. The SLO statement doesn't need revision.
Program (VCARP) - Carpentry Certificate	VCARP 210	SLO 1_Skills	Skill Performance	Students will be assigned to a worksite is are expected to put in to practice skills learnt in class into real life work situation. This will include the daily attendance, safe working practices and following instructions from site supervisors. A daily work will be compiled and skills effectively carried out will be marked in students work skills workbook.	This assessment is worth 100% and 75% of the class is expected to score at least 75% and above.					
Admin - Counseling Services	COUN WS2	SLO 1_SMART Goals	Survey	Student will be introduce to smart goals during couesling workshops and emphasy will be on the importance of understanding what it means and also applying smart goals to academic success.Students will be assesesed to find the percentage of students who really understand what smart goals are..	80% of the students who attend the workshop will be able to understand smart goals.	Benchmark Met	Demiana Kumoru	80 students attended the workshop on understanding the meaning of smart goals, out of the 80 students 75 of the students succesfully understood what smart goals meant and the importance of applying smart goals to academic success.	There will be more workshop on making students understand the meaning of the concept smart goals.	No. The SLO statement doesn't need revision.

Program (EDU) - Elementary Education BA	EDU 322	SLO 1_Social Studies Projects	Project - Group presentation	This is a paired-students project whereby they will develop and submit a Multi-Grade QPF learning plan for social studies that integrate ELA and Arts 329 for Grade K-6 elementary students. In marking the project, the instructor will assess how students have incorporated a: 1. Multi-Grade QPF in Teaching and 2.Highlighting the QPF components and the integrated parts (ELA+ Arts 329) in audio visual	70% of the students should be able to get 70% (C grade) or better	Benchmark Not Met	Luisa Kamenio	Analysis: The EDU 322 course enrolled 41 students in Spring semester (2022). The data below shows the results of the students scores for the SLO being assessed this semester. One student did not participate in the assessment.	Due Date: 04/06/2022 Action: "Intend to develop parts of the six components as my assessment tools and focus on improving the performance on QPF presentation with more hands-on modelling by the instructor and micro-teaching activities (fieldwork) by students. The students will do more practice in the last four (4) to five(5) weeks of the Spring semester whereby they will incorporate the pedagogy and components of QPF step by step with clear demonstration to develop adeptness in the art and science of QPF.		
								SECTION 1 Student12345678910111213141516171819202122 Mark19191812191618181212111911191211181818182324161916.21911	"Intend to develop a wider variety of skills and approaches to the six components of QPF to integrate social studies with other elementary subjects to provide a resource base and assist students to be inventive to create meaningful and grade-appropriate student- centered QPF learning plans.	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.Assessment tool appears to be very appropriate for the SLO assessment.The action is clearly tied to the analysis of data results.	
								SECTION 2 Student1234567891011121314151617181920211918181919181113111116.21911	"Intend to use more of the QPF and resources in the developed College of the Marshall Islands -QPF Handbook as sample resources to guide our BAEE education students	No. The SLO statement doesn't need revision.	Approved

Program (ABE) - Adult Basic Education	REA 020	SLO 1_Sources	Objective Type Exam/Quiz - In Course	The students will learn to be able to determine whether sources are primary or secondary. (LMaujen)	A rubric will be used to determine the students' learning outcomes in the skill that they have learned. 75% of the total students who take the exam/test will pass with a score of 70% or more.
Program (ABE) - Adult Basic Education	WRI 010	SLO 1_Types of Sentences	Objective Type Exam/Quiz - In Course	Quiz, test, and Mid-term Exam, and Final Exam at end of school year. (LMaujen)	75% of the students who will the the quiz, test, and exam will pass with 70% and above.
Program (ABE) - Adult Basic Education	WRI 010	SLO 1_Types of Sentences	Skill Performance	Text-Book, Internet sources (computer),and other reliable sources that can help boost or build basic skills and performance of students	75% of the students who will attend this class will be able to pass with the passing score or average of 70% and higher

Program (VCARP) - Carpentry Certificate	VCARP 202	SLO 1_Understand Framing	Focus Group	The students will be asked to design floor plan of a 2 bedroom house with all the plumbing and electrical features. The positions will be visible in the floor plan of the house. The students will be able to identify each members and their functions.	This assessment is worth 100% and 75% of the students are expected to score 75% and above	Benchmark Met	SAVU, WAISAKE	VCARP 202 Floor Wall and Ceiling Framing	Number students present for VCARP 202 = 10 Number of students who earned 75% or better = 8 Percentage of students who scored 75% or better = 80% 80 % of the students earned 75% or better ,therefore the benchmark was met.	Due Date: 06/13/2022 Action: The practical components was limited due to space, so classwork will be more reinforced in site visits in related developments in the community . Students will take pics where they can later brainstorm in groups .	No. The SLO statement doesn't need revision.	Approved
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Program (ABE) - Adult Basic Education	SST 030	SLO 1_US Government	Objective Type Exam - Final	Students will be answering and analyzing questions and vocabulary words on government at the local, state, and national levels and the responsibilities of citizenship. The exam papers will be divided into 4 sections. Section A is consists of 5 questions on the lessons topics that they've covered. In section B, there are 10 multiple choices. Section C consists of 10 "Fill in the Blank" statements. The last section (Section D), there are 5 matching vocabulary words. The total marks for the exam papers is 100%. There are 4 sections and each section has 25% marks. (M, L) 80% of the students who take the exam will earn 70% and up on the exam grades. (M, L)
Program (ABE) - Adult Basic Education	SST 030	SLO 1_US Government	Objective Type Exam/Quiz - In Course	Students will take midterm exam which covers 4 main course topics on US Government. Exam will consist of multiple choice, true and false, and short answers. (Dde) Upon completion, 70% of the students who take the exam will earn 70% or higher on the exam. (Dde)

Program (ABE) - Adult Basic Education	SST 030	SLO 1_US Government	Objective Type Exam/Quiz - In Course	The students will be given a ten-item, true or false quiz about US civil liberties and civil rights. The goal is to determine their retention and understanding of the information from their lectures and discussions in class. After the test, the papers will be checked and students will be given feedback of the scores. (LMea).	70% of the students will score 70% or higher.	Lucey Mea April 24, 2020	Background: This SLO is based on United States Government History and Civics. The goal of this assessment is for the majority of the students in level 3 to earn 70% and up of their grades in the assign subject. Throughout the semester, nine students were enrolled in level 3. Three of them were girls, and six of them were boys. Among the nine students, two of them quitted (one female, one male). That decreases the number of students to from nine to seven.	Benchmark Met	Data Results All seven students took the quiz. Five or 71% of them scored 7/10 and higher, while the other two students or 2% of them scored 60% and 50% respectively. therefore, the benchmark, that 70% of the students will score 70% or higher, is met.	Due Date: 05/25/2022 Action: In the next semester, I will do the following: 1. Do review exercises before giving out tests. 2. Focus more time on the students that are struggling in the SLO. 3. Do remedial classes to ensure that every student will pass and understand US Government and Civics. 4. Let students cover missing assignments, especially those who always miss classes. 5. Encourage students to be present in class and avoid absences.	No. The SLO statement doesn't need revision.	
Program (VCARP) - Carpentry Certificate	VCARP 060	SLO 1_Use Algebra	Objective Type Exam/Quiz - In Course	Students will be give a one hour written test in class with 20 multiple questions and 10 short answer questions.	70%			Benchmark Met	From the test that was set for the students, all the 7 students successfully completed and passed with 60% and above.	No. The SLO statement doesn't need revision.	It is very important to develop remedial strategies as well for students who are unable to meet the requirements of this assessment	Approved

Program (EDU) - Elementary Education AS	MAR 120	SLO 1_Use Alphabet	Written Assignment or Essay	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Benchmark Met	Pruter Karben	There were 51 students registered for this course. 9 (90% of the registered students) took the test or participated. 9 (90% of the 90%) students achieved a 70% score or higher. 1 (10% of the 90%) students achieved a 69% score or lower.	One of the possible reasons why the students met the benchmark is because enough time was given to them to study.	Due Date: 05/31/2022 Action: One possible reason why the student didnt meet the benchmark is because she missed class most of the time and didnt submit her assignment.	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA	MAR 120	SLO 1_Use Alphabet	Written Assignment or Essay	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Benchmark Met	Pruter Karben	There were 51 students registered for this course. 9 (90% of the registered students) took the test or participated. 9 (90% of the 90%) students achieved a 70% score or higher. 1 (10% of the 90%) students achieved a 69% score or lower.	One of the possible reasons why the students met the benchmark is because enough time was given to them to study.	Due Date: 05/31/2022 Action: One possible reason why the student didnt meet the benchmark is because she missed class most of the time and didnt submit her assignment.	No. The SLO statement doesn't need revision.
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Program (MAR) - Marshallese		SLO 1_Use Alphabet	Written Assignment or Essay	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Benchmark Met	Pruter Karben	There were 51 students registered for this course. 9 (90% of the registered students) took the test or participated. 9 (90% of the 90%) students achieved a 70% score or higher. 1 (10% of the 90%) students achieved a 69% score or lower.		
Language Arts CCT	MAR 120							One of the possible reasons why the students met the benchmark is because enough time was given to them to study. Due Date: 05/31/2022 Action: One possible reason why the student didnt meet the benchmark is because she missed class most of the time and didnt submit her assignment. No. The SLO statement doesn't need revision.		

Program (MAR) - Marshallese Social Studies CCT	MAR 120	SLO 1_Use Alphabet	Written Assignment or Essay	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Benchmark Met	Pruter Karben	There were 51 students registered for this course. 9 (90% of the registered students) took the test or participated. 9 (90% of the 90%) students achieved a 70% score or higher. 1 (10% of the 90%) students achieved a 69% score or lower.	One of the possible reasons why the students met the benchmark is because enough time was given to them to study.	Due Date: 05/31/2022 Action: One possible reason why the student didnt meet the benchmark is because she missed class most of the time and didnt submit her assignment.	No. The SLO statement doesn't need revision.
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		SLO 1_Use Computer	Software and Hardware Performance	At an introductory level, each participant should perform actions necessary to be able to access, use and manipulate, retrieve an online and a desktop version of a document using Microsoft Office 365 Office 2019 and Microsoft SharePoint-OneDrive functionalities. SKILLS-SET TO BE ASSESSED (13 skills will be assessed by teacher's observation. 2 shall yield output of recorded performance) "Login to Microsoft 365 using CMI student account" "Navigate Microsoft 365 and be able to find One-drive" "Use One-Drive to create an Online Microsoft Word 2019 Doc" "The Online Microsoft Word 2019 Doc Shows required Title" "Type text on the Online Doc" "Format the text on the Online Doc" "Collect email addresses and Share the Online Word Doc to 2 classmates and to Teacher using the SharePoint function of the Online Microsoft Word 2019 (recorded performance-collected by teacher)" "Interact with prompt messages to successfully share and send the Doc to intended recipients" "Navigate to Shared Files in the Microsoft Office SharePoint" "Retrieve shared file and declare to teacher the successful retrieval of a shared online document from another participant" "Download the shared Online Microsoft Word 2019 doc to an Off-line Microsoft Word 2019 Desktop Version" "Save the Microsoft Word 2019 Doc in Desktop version back to Microsoft 365 One Drive for storage WITHOUT OPENING A WEB BROWSER" "Navigate the SharePoint function of Microsoft Word 2019 Doc in Desktop version to share a saved Doc to teache"	70% of participants will be able to execute at least 70% of the required recorded and observed skills-set actions	Benchmark Met	Curtis Vila	ICS101-SLO Assessment Report - Spring2022 (Participants or N=43) Female: 25 Male: 18 Pre-intervention (Learner Status) All users or 100% of N have no Microsoft 365 account and have no access to One Drive Share point. There were 29 out of 43 or 67% have declared a prior experience of using Google Drive. while the remaining 14 were not sure or have no prior experience of using G-Drive or similar software.	Due Date: 04/01/2022 Action: Increase the frequency of practice and schedule periodic practice and seatwork of the entire skills-set is necessary throughout the entire semester. The hands-on practice must focus on conversion of an online version of a Word Doc into a Desktop Version which posed a significant challenge for participants who were not able to execute the succeeding required actions to be able to share the doc without opening a web browser.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 1_Use Computer Software and Hardware	Skill Performance	At an introductory level, each participant should perform actions necessary to be able to access, use and manipulate, retrieve an online and a desktop version of a document using Microsoft Office 365 Office 2019 and Microsoft SharePoint-OneDrive functionalities. SKILLS-SET TO BE ASSESSED (13 skills will be assessed by teacher's observation. 2 shall yield output of recorded performance) "Begin to Microsoft 365 using CMI student account "Navigate Microsoft 365 and be able to find One-drive "Use One-Drive to create an Online Microsoft Word 2019 Doc "The Online Microsoft Word 2019 Doc Shows required Title "Type text on the Online Doc "Format the text on the Online Doc "Collect email addresses and Share the Online Word Doc to 2 classmates and to Teacher using the SharePoint function of the Online Microsoft Word 2019 (recorded performance- collected by teacher) "Interact with prompt messages to successfully share and send the Doc to intended recipients "Navigate to Shared Files in the Microsoft Office SharePoint "Retrieve shared file and declare to teacher the successful retrieval of a shared online document from another participant "Download the shared Online Microsoft Word 2019 doc to an Off-line Microsoft Word 2019 Desktop Version "Save the Microsoft Word 2019 Doc in Desktop version back to Microsoft 365 One Drive for storage WITHOUT OPENING A WEB BROWSER "Navigate the SharePoint function of Microsoft Word 2019 Doc in Desktop version to share a saved Doc to teach	70% of participants will be able to execute at least 70% of the required recorded and observed skills-set actions	Benchmark Met	Curtis Vila	ICS101-SLO Assessment Report - Spring2022 (Participants or N=43) Female: 25 Male: 18 Pre-Intervention (Learner Status) All users or 100% of N have no Microsoft 365 account and have no access to One Drive Share point. There were 29 out of 43 or 67% have declared a prior experience of using Google Drive. while the remaining 14 were not sure or have no prior experience of using G-Drive or similar software. Intervention/Actions Taken All users were required to acquire Microsoft 365 account by visiting the CMI IT Services office during the 1st and second weeks of the Spring semester. The student received guidance on the location of the IT office. From weeks 2 up to weeks 4, a total of	Due Date: 04/01/2022 Action: Increase the frequency of practice and schedule periodic practice and seatwork of the entire skills-set is necessary throughout the entire semester. The hands-on practice must focus on conversion of an online version of a Word Doc into a Desktop Version which posed a significant challenge for participants who were not able to execute the succeeding required actions to be able to share the doc without opening a web browser. Thoroughly discuss in lectures, the meanings of the terms document title, file name, and subject or paper title which are regularly used in word processing to fulfill varying requirements.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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[illegible]

Program (DEV) - Developmental Education	ENG 096	SLO 1_Utilize Organizationa I Strategies	Skill Performance	After having practiced small talk and conversations, students will work in pairs or groups to create a dialogue on a real-life situation and role-play it in class. Each group will be assigned a discussion topic for which they will prepare for and present their dialogue in a round table discussion forum or in a one-on one conversation format for those who choose to work in pairs. A rubric will be used to assess their skill in initiating, sustaining, and closing a conversation. (ENG 096 Common Assessment for SP22)	70% of the students will score 70 or higher	Benchmark Not Met	BOJOS, ROSALIE VELASQUEZ, ALEXANDER GLUCHMAN, MARTIN SAVU, SILIPA MAITOKANA, GADE SERU, JENNIFER	DATA RESULTS The instructors teaching ENG 096 this SP semester 2022 conducted the conversation assessment to their respective students and turned in their report for consolidation and analysis. The assessment used two formats: 1. small talk and conversation, and 2. round table group discussion which topics were predetermined by the teacher and their students. Students were tested on their skill to initiate, sustain, and close a conversation in English. There was a total of one hundred and one (101) students who participated in the assessment. Thirty-six (36) of them engaged in small talks and/or transactional conversations, while the sixty-five others (65) participated in the round table discussions.	Due Date: 05/18/2022 Action: The following are the recommendations of the instructors: 1. In the next semester, continue to teach students conversational strategies that are useful in communicative dealings with others. Provide more opportunities in class and outside of class to practice their conversational skills. 2. Organize more conversation and group discussion activities that will build students confidence in expressing their views and opinions. More of these small group discussions would help them get used to this kind of activity. 3. Make these organized conversations, like the round table discussions as opportunities for students to talk about community issues and current affairs that impact them as students and members of the community. 4. Give time to students to do research work prior to organizing discussions in class. 5. Have students practice round table discussion in Marshallese so they can speak naturally in their own language and then let them translate the same skills in English. 6. Work continuously toward achieving this SLO1 goal by creating activities with students at the beginning of the semester progressing through the last week of class sessions. Running the Dev Ed Family Day at the start of the	No. The SLO statement doesn't need revision.	Well articulated narrative. This information is to be used to help ENG 096 students in the next assessment cycle.	Approved
								Results of the small talk and				

				The SLO will be assessed using 4-6 word problems set as part of final exam problems. The exam paper will be shared with faculties teaching the course and the Departmental Chairs for their input on the relevance of the exam problems to the performance of skills needed for solving word problems. The reliability of the questions will be assured by the use of a 5-point rubric as well as a marking scheme. The instructors will be expected to carry out a survey of students perception of their understanding of the SLO. The result will be disaggregated by age, gender, major course of studies and the mode of study (F2F or distance).	Benchmark: At least 70% of the students who took the exam will score 70% or better in questions involving solving real word problems.	Benchmark Not Met	Adedayo Ogunmokun, Rosalinda Sumaoang and Michael Corpuz	Six questions from the final exam paper each with a score of 5 (totalling 30 points) were chosen to assess the SLO. Question 1 deals with multiplication and percent of whole numbers, Question 3 is about fraction addition with mixed numbers, Question 4 involves decimal division, Question 5 deals with addition and subtraction with decimals, Question 6 deals with division with fraction while Question 10 deals with addition and subtraction of whole numbers. The questions were set with local context and are made to be related to what the students are familiar with. Question 1 is about RMI population, Question 3- recipe for Marshall Islands Macadamia nut pie, question 4- the population density of Majuro, Question 5- daily	Due Date: 06/04/2022 Action: "Emphasize on Polya's How to Solve It principle with the following steps when solving a mathematical problem: Understand the problem; make a plan; Carry out the plan and Review. Pay special attention to DE students' need and have separate sections for DE students without mixing them with Face to Face students. Start the course with the ALEK program to meet each student at their level and to ensure that students continuously mastered the topics. Broaden the activities in Moodle and in hard copy to strengthen the mastery of the topics. Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings (Academic coaching). Improve on test validity and reliability by including rubrics and marking guide. Embark on targeted qualitative feedback where all Instructors will collect information on students perspective of their knowledge on the SLO topics through questionnaires or interview guides. Pursue strategies to improve tardiness and reduce absenteeism. As these are College wide problems, another workshop on how to discourage these negative attributes, which are the main contributors to failure and low	No. The SLO statement doesn't need revision.	Well developed	Approved		
Department (STEM) - STEM	MATH 099	SLO 1_Word Problems	Objective Type Exam - Final											

Program (DEV) - Developmental Education	MATH 099	SLO 1_Word Problems	Objective Type Exam - Final	The SLO will be assessed using 4-6 word problems set as part of final exam problems. The exam paper will be shared with faculties teaching the course and the Departmental Chairs for their input on the relevance of the exam problems to the performance of skills needed for solving word problems. The reliability of the questions will be assured by the use of a 5-point rubric as well as a marking scheme. The instructors will be expected to carry out a survey of students perception of their understanding of the SLO. The result will be disaggregated by age, gender, major course	Benchmark: At least 70% of the students who took the exam will score 70% or better in questions involving solving real word problems.	Not Met	Sumaoang and Michael Corpuz	Six questions from the final exam paper each with a score of 5 (totalling 30 points) were chosen to assess the SLO. Question 1 deals with multiplication and percent of whole numbers, Question 3 is about fraction addition with mixed numbers, Question 4 involves decimal division, Question 5 deals with addition and subtraction with decimals, Question 6 deals with division with fraction while Question 10 deals with addition and subtraction of whole numbers. The questions were set with local context and are made to be related to what the students are familiar with. Question 1 is about RMI population, Question 3- recipe for Marshall Islands Macadamia nut pie, question 4- the population density of Majuro, Question 5- daily	Due Date: 06/04/2022 Action: "Emphasize on Polya's How to Solve It principle with the following steps when solving a mathematical problem: Understand the problem; make a plan; Carry out the plan and Review. "Pay special attention to DE students' need and have separate sections for DE students without mixing them with Face to Face students. "Start the course with the ALEK program to meet each student at their level and to ensure that students continuously mastered the topics. "Broaden the activities in Moodle and in hard copy to strengthen the mastery of the topics. "Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings (Academic coaching). "Improve on test validity and reliability by including rubrics and marking guide. "Embark on targeted qualitative feedback where all Instructors will collect information on students perspective of their knowledge on the SLO topics through questionnaires or interview guides. "Pursue strategies to improve tardiness and reduce absenteeism. As these are College wide problems, another workshop on how to discourage these negative attributes, which are the main contributors to failure and low	No. The SLO statement doesn't need revision.	Well developed	Approved
				of studies and the mode of study (F2F or distance).								

					Title of Assessment: Develop a video presentation project based on a Marine Science course which is a component of the Marine Science Program. Students are expected to highlight all major elements of the course and explain to the viewers the significance of the course to the public of Marshall Islands.			
					Terms of Reference: Students must be able to provide quality responses to the provided established criteria. Additionally, students are assessed based on content, aesthetics, delivery, correctness, creativity and fluency.			
					Due Date: 10/19/2021 Action: Recommendations Students should be expected to engage in a trial exercise subsequent to comprehensive training.			
					Benchmark Attainment According to the data collected from the evaluative process submitted to the participants, 100%			
					Students should be frequently encouraged to ask questions regarding the assignment for clarification. Students should be able to submit a draft version which should be returned with appropriate feedback.			
Program (MSCI) - Marine Science CCT	SCI 281	SLO 1_Work	Video or Audio Recording	Develop a video presentation project based on a Marine Science course which is a component of the Marine Science Program. Students are expected to highlight all major elements of the course and explain to the viewers the significance of the course to the public of Marshall Islands.	Subsequent to the evaluative process, at least 70% of the students should obtain at least 70% and above in the project.	Benchmark Met	Kendal Roman	No. The SLO statement doesn't need revision.

Program (MSCI) - Marine Science CCT				SCI 281	SLO 1_Work	Video or Audio Recording	Develop a video presentation project based on a Marine Science course which is a component of the Marine Science Program. Students are expected to highlight all major elements of the course and explain to the viewers the significance of the course to the public of Marshall Islands.	Subsequent to the evaluative process, at least 70% of the students should obtain at least 70% and above in the project.	Benchmark Met	Kendal Romany	Reason for average class performance: student preparedness, quality of guidance, dedication to task and understanding.	1. Provide clear explanations	2. Provide clear terms of reference	3. Present high quality examples	4. Motivate	5. Monitor progress of students	No. The SLO statement doesn't need revision.	The data result is developing since the instructor provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Program (GE) - General Education	ENG 201	SLO 2_Analyze Works	Written Assignment or Essay	Students will be required to write a literary analysis paper, of 2-3 pages, for a short story of their choice. Students will select at least two of the following elements/techniques to analyze in the story:			Instructor: Darren Dillman	Assessment Data and Analysis	Grade Frequency Percentage C+ 133 C 267 Total 400	Three (3) samples are included in this assessment. These were the only 3 students who had submitted the assessment before the deadline. Even though these 3 samples satisfactorily met the SLO objective 2 which was to Analyze various works of poetry, essay and fiction, the overall class was to be used as a sample. Of the 18 students enrolled in the class, only these 3 students submitted and met the criteria. In using the whole class to assess this SLO, overall, the SLO was not met.	Due Date: 04/01/2023 Action: It is suggested that: 1.SLO 2 to be reassessed in the next academic period 2.Students to submit their work on time	No. The SLO statement doesn't need revision.	Well-developed assessment tool that assessed the students ability to be creative through poem and poetry. The assessment reflects the students level of thinking and creativeness.	Approved
				Structure of the Plot Setting Characterization Point of View Tension Dialogue Conflict Foreshadowing Flashback Tone										
				Students will be required to write this literary analysis paper with a clear academic thesis; supports for the elements; and a general conclusion.										
				Students must format all quotations correctly.										
				70% of the students should be able to get better										
				70% (C grade) or better										
			Benchmark			Not Met			Darren Dillman					

Program (LA) - Liberal Arts AA	ENG 201	SLO 2_Analyze Works	Written Assignment or Essay	Students will be required to write a literary analysis paper, of 2-3 pages, for a short story of their choice. Students will select at least two of the following elements/techniques to analyze in the story:			Instructor: Darren Dillman	Assessment Data and Analysis			
				Structure of the Plot				Grade/Frequency Percentage C+133 C267 Total3100	Three (3) samples are included in this assessment. These were the only 3 students who had submitted the assessment before the deadline. Even though these 3 samples satisfactorily met the SLO objective 2 which was to Analyze various works of poetry, essay and fiction, the overall class was to be used as a sample. Of the 18 students enrolled in the class, only these 3 students submitted and met the criteria. In using the whole class to assess this SLO, overall, the SLO was not met.	Due Date: 04/01/2023 Action: It is suggested that: 1.SLO 2 to be reassessed in the next academic period 2.Students to submit their work on time	Well-developed assessment tool that assessed the students ability to be creative through poem and poetry. The assessment reflects the students level of thinking and creativeness.
				Setting							
				Characterization							
				Point of View							
Tension			In this task, students were required to write a literary analysis	No. The SLO statement doesn't need revision.	Approved						
Dialogue											
Conflict											
Foreshadowing											
Flashback			Benchmark Not Met	Darren Dillman	Three (3) samples are included in this assessment. These were the only 3 students who had submitted the assessment before the deadline. Even though these 3 samples satisfactorily met the SLO objective 2 which was to Analyze various works of poetry, essay and fiction, the overall class was to be used as a sample. Of the 18 students enrolled in the class, only these 3 students submitted and met the criteria. In using the whole class to assess this SLO, overall, the SLO was not met.	Due Date: 04/01/2023 Action: It is suggested that: 1.SLO 2 to be reassessed in the next academic period 2.Students to submit their work on time	Well-developed assessment tool that assessed the students ability to be creative through poem and poetry. The assessment reflects the students level of thinking and creativeness.				
Tone											
Students will be required to write this literary analysis paper with a clear academic thesis; supports for the elements; and a general conclusion.											
70% of the students should be able to get 70% (C grade) or better											
Students must format all quotations correctly.											

Program (MART) - SPC Basic Fisheries Observer (OBS) Certificate	MART 090	SLO 2_Assess	Objective Type Exam/Quiz - In Course	Each student has to sit and passed a total of about Thirteen to sixteen (13-16) forms scenario test as speculated in the PIRFO standards of training manual in order to be PIRFO certifies observer.	At least 70% of the trainees that took each data form test will score the PIRFO standard pass mark of 75% and above. Students that scores below 75% in any scenario test will be given at least two other chances to do a retest to pass 75% or above.	Benchmark Met	100% of the students completed the course and passed with the lowest 81% and the highest 99%. The students superseded the benchmark since it was 70% completion but 100% actually completed.	Due Date: 12/01/2021 Action: The SLO is developing and should be assessed further.	No. The SLO statement doesn't need revision.	The high quality SLO depicted qualitative and quantitative learning that is retain to pass the exam/quiz. 100% of the students passed with a score of between 81% to highest of 99%. The SLO has met and even exceeded the benchmark.	Approved

Program (EDU) - Elementary Education BA	EDU 444	SLO 2_Assessmen ts	Project - Individual	Using the 5-Step Phases, students will develop a QPF-related summative assessment blueprint for a grade-appropriate topic/subject in a K-6 elementary classroom.	On a scale of 1-20 points, 85% of the students will achieve an average score of 16 points of 20.	Benchmark Met	RALPHO, MARSON	85% (11 out of 13 students) earned an average score of 16 points or higher; 15% (2 out of 13 students) earned less than an average of 16 points.	The benchmark (on a scale of 1-20 points, 85% of the students achieved an average score of 16 points) was met in EDU 444.	The benchmark was exceeded with 90% of the students earning 80% or higher, indicating that the students were successfully meeting the SLO. The remaining 15% (2 out of 13 students) earned an average between 70% and 80%. This gives us an overview that the participants are performing well on the course activities and learning. The students who earned scores of 80% or higher seemed to perform in general at a higher level on Blooms taxonomy in learning and are able to	Due Date: 12/09/2021 Action: In the future, I will continue with the assessment teaching tools and strategies as I find them effective for students. Encouraging student-centered approach in teaching is an essential factor that contributed toward this result, and I will continue to expand it more. Additionally, I will manage to integrate more field work and real-life observations for students to gain a concrete sense of understanding of the 5-phases upon developing a QPF-related summative assessment blueprint for a grade-appropriate levels. I will also consider reviewing and redesigning the assessment tool to identify the steps that are challenging for students in the future and to modify its complex process. This will help students to understand what it means to a constructive QPF-related assessment and adjust it based on the cycle of professional flexibility.	No. The SLO statement doesn't need revision.	The data results clearly reflect the SLO assessment plan. The analysis clearly explains why a certain percentage of students met the benchmark. The action clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).	Approved

Program (ABE) - Adult Basic Education	REA 040	SLO 2_Bio and Autobiograph y	Research Report	ABE students will conduct a research paper comparing and contrasting the biography and autobiography of the first female president of the Marshall Islands President Hilda C. Heine. Students will submit the written report. (LMaujen)	A rubric will be used to gauge students' understanding of the similarity and differences between a biography and an autobiography. A benchmark of 70% of the students will score 70% and above.
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Program (ABE) - Adult Basic Education	REA 040	SLO 2_Bio and Autobiograph y	Research Report	By Moarieta lentaake (Fall Semester, Oct 5, 2021)	A rubric will be used to gauge students' understanding of the similarity and differences between a biography and an autobiography. A benchmark of 70% of the students will score 70% and above.	Not Met	Moarieta lentaake	Moarieta lentaake's SLO Assessed: SLO#2- Biography & Autobiography- due April 1, 2022	SLO Assessment Tool: Objective summative assessment.	The assessment Data & Analysis will be based on Reading Level 4 - section 1 (Morning) and section 2 (Afternoon) for Spring 2022. The beginning enrollment for Level 4 section 1 was 31 and 26 for section 2. However, the enrollment for each section was reduced 12 and 20 students	Due Date: 04/01/2022 Action: Poor attendance is a lingering issue that adversely affected ABE students' performance which they carry with them when they graduate. CMI and ABE need to implement "attendance policy" because poor attendance is a challenge that even CMI graduates carry with them to workplace. Furthermore, I need to collaborate with ABE faculties teaching Level 4 Writing to find a way to collaborate on the same SLO in the next cycle, if possible.	No. The SLO statement doesn't need revision.	Approved
				This is the same assessment tool used for Fall Semester, 2020 which I would like to continue using it in order to compare students' performance for Fall Semester 2020 and Fall Semester 2021. The students will conduct a research comparing and contrasting the biography and autobiography of President Amata Kabua and his accomplishments for the Marshall Islands. Students will submit the written report at the end of Fall Semester, 2021.						respectively due to poor attendance. The average attendance for both sections is around 40% which correlated to 60% absenteeism rate which again indicated a very high absenteeism rate affecting students performance.			

Program (ABE) - Adult Basic Education	REA 040	SLO 2_Bio and Autobiograph y	Project - Group	students will conduct a research comparing and contrasting the biography and autobiography of President Amata Kabua and his accomplishments for the Marshall Islands. Students will submit the written report .	A rubric will be used to gauge students' understanding of the similarity and differences between a biography and an autobiography. A benchmark of 70% of the students will score 70% and above.		
				Students will take three summary tests on normal and altered structure and body systems, after thorough lectures and exercises in class. The average score will be computed to determine the total score of each student.	70% of the students will get 70% as the average score of the three tests		
Program (NURS) - Nursing AS	NURS 122	SLO 2_Body System	Objective Type Exam/Quiz - In Course				
				VCARP 105 Interior Finishing and Cabinet Making			
				Number of students present = 10 Number who earned 75% or better = 8 Percentage of students who scored 75% or better = 80% 80% of the students scored 75% or better so the benchmark was met			
				Due Date: 06/13/2022 Action: More emphasis will practicing blueprint reading and orthographic/ pictorial view as this is an area students struggle in. This will be reviewed project designing.			
Program (VCARP) - Carpentry Certificate	VCARP 105	SLO 2_Cabinet Making	Project - Group	Students will work in groups of 3 to complete a project of their choice from a group of cabinet designs. The group using the orthographic views will : 1. create a scaled model using the scale 1/4 : 1' 00" 2. make a materials list for the project 3. using the detail view of the corner joint, make joint sample	In this assessment 75% of the student is expected to score 75% or more.	Benchmark Met	SAVU, WAISAKE
				No. The SLO statement doesn't need revision.			
				Approved			

[illegible]

[illegible]

Department (STEM) - STEM	SCI 112	SLO 2_Climate System Pacific Presentation	Students are expected to design a power-point and effectively deliver a presentation based on identifying aspects of Marshallese culture and explaining how the impacts of climate change can lead to the eradication of the Marshallese culture. The terms of reference will be provided to help guide students with the presentation requirements.	At least 70% of students should attain 70% or above in this exercise.	Benchmark Met	Kendal Romany	The rubric utilized to evaluate the presentations of the students illustrated that 100 percent of the participants achieved at least 70 percent and above when subjected to the evaluation process. Students were able to attain the benchmark due to the development and distribution of a clear terms of reference, and instructional guidance provided within the classroom.	Due Date: 04/30/2022 Action: 1- Maintain clear terms of reference 2- Ensure that students comprehend the requirements of the exercise 3- Provide clear examples of the requirements 4- Monitor student's progress 5- Motivate students always	No. The SLO statement doesn't need revision.	Need to include data disaggregation.	Approved

Program (EDU) - Elementary Education AS	SCI 112	SLO 2_Climate System Pacific Presentation	Students are expected to design a power-point and effectively deliver a presentation based on identifying aspects of Marshallese culture and explaining how the impacts of climate change can lead to the eradication of the Marshallese culture. The terms of reference will be provided to help guide students with the presentation requirements.	At least 70% of students should attain 70% or above in this exercise.	Benchmark Met	Kendal Romany	The rubric utilized to evaluate the presentations of the students illustrated that 100 percent of the participants achieved at least 70 percent and above when subjected to the evaluation process. Students were able to attain the benchmark due to the development and distribution of a clear terms of reference, and instructional guidance provided within the classroom.	Due Date: 04/30/2022 Action: 1- Maintain clear terms of reference 2- Ensure that students comprehend the requirements of the exercise 3- Provide clear examples of the requirements 4- Monitor student's progress 5- Motivate students always	No. The SLO statement doesn't need revision.	Need to include data disaggregation.	Approved

Program (GE) - General Education	SCI 112	SLO 2_Climate System Pacific Presentation	Students are expected to design a power-point and effectively deliver a presentation based on identifying aspects of Marshallese culture and explaining how the impacts of climate change can lead to the eradication of the Marshallese culture. The terms of reference will be provided to help guide students with the presentation requirements.	At least 70% of students should attain 70% or above in this exercise.	Benchmark Met	Kendal Romany	The rubric utilized to evaluate the presentations of the students illustrated that 100 percent of the participants achieved at least 70 percent and above when subjected to the evaluation process. Students were able to attain the benchmark due to the development and distribution of a clear terms of reference, and instructional guidance provided within the classroom.	Due Date: 04/30/2022 Action: 1- Maintain clear terms of reference 2- Ensure that students comprehend the requirements of the exercise 3- Provide clear examples of the requirements 4- Monitor student's progress 5- Motivate students always	No. The SLO statement doesn't need revision.	Need to include data disaggregation.	Approved

Program (NURS) - Public Health CCT	AH 230	SLO 2_Community Partnerships	Survey	A rubric shall be used to measure the accuracy of the data gathered, process of conducting the survey and the impressions on the gathering of data. Each student is to make a survey of the different medical tests conducted such as - Heart Rates - Blood Pressure - Random Blood Sugar (RBS) - Body Mass Index - Sit and Reach	At least 75% of the students shall be able to conduct a survey to get 75% passing grade from the criteria set forth in the Rubric in conducting a survey.. (CMI Rating Scale).	Benchmark Met	SUMAQANG, MOSES	A sample survey is adapted by using the reference from https://www.rcampus.com/rubrics/howc.cfm?code=A42863&sp=true. From this survey, the results are: For the criterion on Formulating Questions, 5 out of 11 students or 45% of the students formulated the questionnaire without grammatical error. 5 out of 11 students or has a mistake or two grammatical errors in the construction of questions. 1 out of 11 students or 9% has grammatical errors in the questions and can hardly be understood. The benchmark on this criterion has very well met.	Due Date: 06/15/2022 Action: For the next cycle of evaluation, the interns should: - Conduct more surveys so that the interns shall be more comfortable in assessing community profiles; - Participate in a community health outreach program and or create a community health program as needed by the community; - Use this community health outreach program to seek the difference the achievement of the health program is being conducted, and - Correct some community practices that may have been impacted by the community activities.	No. The SLO statement doesn't need revision.
								As to the criterion on formulation of the choices of responses, 10 out of 11 or 91% of the students has given 5 choices to choose from. 1		

Program (GE) - General Education	SOC 130	SLO 2_Critical Issues	Objective Type Exam - Midterm	Students had multiple choice and short essay answer questions, which identified the key sociological concepts. The short answer questions required examples of these from their own lives and in relation to their own society. Some examples included, but were not limited to race, gender, groups and organizations, crime and social stratification.	80% of students expected to received mark 70 (C) or higher.	Benchmark Met	James Pearce	Students completed an open midterm exam comprised of multiple choice and short answer essay questions relating to the most important sociological issues of the twenty-first century. There were 60 students in total 84% of 34 students assessed received Grade C or higher.	Due Date: 04/13/2022 Action: The instructor will bring in new knowledge gained on the RA 101 training course to allow for more time spent on analyzing documents to enhance student knowledge and improve their critical thinking skills. This will not just improve their level of understanding but also the writing quality. In turn, being in person and having the ability to deliver more fruitful lessons will naturally follow. (04/13/2022)	No. The SLO statement doesn't need revision.	The SLO assessment used is good for this type of assessment	Approved
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Program (LA) - Liberal Arts AA	SOC 130	SLO 2_Critical Issues	Objective Type Exam - Midterm	Students had multiple choice and short essay answer questions, which identified the key sociological concepts. The short answer questions required examples of these from their own lives and in relation to their own society. Some examples included, but were not limited to race, gender, groups and organizations, crime and social stratification.	80% of students expected to received mark 70 (C) or higher.	Benchmark Met	James Pearce	Students completed an open midterm exam comprised of multiple choice and short answer essay questions relating to the most important sociological issues of the twenty-first century. There were 60 students in total 84% of 34 students assessed received Grade C or higher.	Due Date: 04/13/2022 Action: The instructor will bring in new knowledge gained on the RA 101 training course to allow for more time spent on analyzing documents to enhance student knowledge and improve their critical thinking skills. This will not just improve their level of understanding but also the writing quality. In turn, being in person and having the ability to deliver more fruitful lessons will naturally follow. (04/13/2022)	No. The SLO statement doesn't need revision.	The SLO assessment used is good for this type of assessment	Approved
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Program (NURS) - Nursing AS	SOC 130	SLO 2_Critical Issues	Objective Type Exam - Midterm	Students had multiple choice and short essay answer questions, which identified the key sociological concepts. The short answer questions required examples of these from their own lives and in relation to their own society. Some examples included, but were not limited to race, gender, groups and organizations, crime and social stratification.	80% of students expected to received mark 70 (C) or higher.	Benchmark Met	James Pearce	Students completed an open midterm exam comprised of multiple choice and short answer essay questions relating to the most important sociological issues of the twenty-first century. There were 60 students in total 84% of 34 students assessed received Grade C or higher.						Due Date: 04/13/2022 Action: The instructor will bring in new knowledge gained on the RA 101 training course to allow for more time spent on analyzing documents to enhance student knowledge and improve their critical thinking skills. This will not just improve their level of understanding but also the writing quality. In turn, being in person and having the ability to deliver more fruitful lessons will naturally follow.		No. The SLO statement doesn't need revision.	The SLO assessment used is good for this type of assessment	Approved

Program (LA) - Liberal Arts AA	MAR 290	SLO 2_Cultural Skills	Presentation	Presentation on Marshallese cultural skill: After having learnt about some cultural skills, 70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 7 students officially registered for this course. 5 (71.4%) students received a score of 70 or higher 2 (28.5%) students received a score of 69 or lower Benchmark met One reason why 71 % of the students met the benchmark is because these students presented and demonstrate a cultural skill. One reason why the 28% of the students did not meet the benchmark is because of the students flew off island without notifying the instructor. The other student did not submit his/her work.	Due Date: 05/31/2022 Action: Advice students on the importance of completing and submitting all assignments.	No. The SLO statement doesn't need revision.
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Program (MAR) - Marshallese Social Studies CCT	MAR 290	SLO 2_Cultural Skills	Presentation	Presentation on Marshallese cultural skill: After having learnt about some cultural skills, students are tasked to research on any cultural skill and produce a PowerPoint on how to do it.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 7 students officially registered for this course. 5 (71.4%) students received a score of 70 or higher 2 (28.5%) students received a score of 69 or lower Benchmark met One reason why 71 % of the students met the benchmark is because these students presented and demonstrate a cultural skill. One reason why the 28% of the students did not meet the benchmark is because of the students flew off island without notifying the instructor. The other student did not submit his/her work.	Due Date: 05/31/2022 Action: Advice students on the importance of completing and submitting all assignments.	No. The SLO statement doesn't need revision.
Program (ABE) - Adult Basic Education	SST 040	SLO 2_Economics	Objective Type Exam/Quiz - In Course	Students will use text books and handouts during the course (both face to face and moodle). Students will assess through quiz, tests, and exam that are being done on moodle. (Dde)	The assessment of the students will be measured by moodle regarding assignments, forums, quizzes, and tests. Students will satisfactorily perform 70% of the total grades. (Dde)					

Program (EDU) - Elementary Education AS	EDU 296	SLO 2_Effective Lessons	Presentation	Students in this course plan lessons and present these in classes they are assigned to teach during their in-school practice in local elementary schools. Two assessment instruments that will be utilized, include the:	On a scale of 1 100 points, 80% of the students will achieve an average score of 70.	Benchmark Met	CASTANO, LUCIANA	EDU 296 SLO #2 Plan and deliver effective lessons using appropriate teaching methods and materials and appropriate assessment tools and techniques. Performance Indicator: On a scale of 1 100 points, 80% of the students will achieve an average score of 70. Total Number of Students Enrolled = 19 Total Number of Students who Withdrew = 3 Total Number of Students Assessed = 16 Overall Analysis 15/16 (i.e., 94%) of students achieved an average score of 70. SLO Met. Only one student achieved an average score below 70. For all students combined, the average score was 80. Disaggregated by Gender Female: 9/16 (56%) = female. 100% achieved an average score	Due Date: 04/05/2022 Action: Action: While the benchmark was met, faculty in the department believe, despite their performance, that the EDU 296 students continue to struggle with designing and implementing QPFs lesson plans. Thus, we have decided to implement a new strategy for the Fall 2022 semester where we have students only be responsible for designing and implementing 1 QPF lesson at a time (in Spring 2022, students were writing 2 plans at a time during this data collection window). We are hoping that this will allow students time to work more collaboratively with their cooperating teachers and supervisors to develop more effective and innovative plans.	No. The SLO statement doesn't need revision.
				(1) QPF Learning Plan Rubric and (2) the Instructional Observation Form. This rubric will assess the learning plans designed for the week. This rubric contains 9 elements with corresponding maximum points, namely: Preparation (15), Learning Outcomes (5), Success Criteria (10), Resource, Flow of Learning (25), Assessments (5), Reflection (5), Homework, (5) and Standards (5). (2) Instructional Observation Form. This is the form used when observing a student execute the above mentioned QPF. It has 3 components, each component is assigned a corresponding maximum weight, namely: Personality (10), Instruction (55), and Management (35). The points earned for both sets will be averaged. Then all averages will further be averaged into a single average which will become the final point earned.						

									EDU 296 SLO #2 Plan and deliver effective lessons using appropriate teaching methods and materials and appropriate assessment tools and techniques. Performance Indicator: On a scale of 1 100 points, 80% of the students will achieve an average score of 70.	
									Total Number of Students Enrolled = 19	
									Total Number of Students who Withdrew = 3	
									Total Number of Students Assessed = 16	Due Date: 04/05/2022 Action: Action:
									Overall Analysis	While the benchmark was met, faculty in the department believe, despite their performance, that the EDU 296 students continue to struggle with designing and implementing QPFs lesson plans. Thus, we have decided to implement a new strategy for the Fall 2022 semester where we have students only be responsible for designing and implementing 1 QPF lesson at a time (in Spring 2022, students were writing 2 plans at a time during this data collection window). We are hoping that this will allow students time to work more collaboratively with their cooperating teachers and supervisors to develop more effective and innovative plans.
									?B5/16 (i.e., 94%) of students achieved an average score of 70. SLO Met.	
									?Only one student achieved an average score below 70.	
									?For all students combined, the average score was 80.	
									Disaggregated by Gender	
									Female:	
									?B/16 (56%) = female.	
									?100% achieved an average score	No. The SLO statement doesn't need revision
Program (EDU) - Elementary Education CCT in Special Education (SPED)	EDU 296	SLO 2_Effective Lessons	Presentation	The points earned for both sets will be averaged. Then all averages will further be averaged into a single average which will become the final point earned.	On a scale of 1 100 points, 80% of the students will achieve an average score of 70.	Benchmark	CATANNO, LUCIANA			

Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 2_Effective Lessons	Presentation	Students in this course plan lessons and present these in classes they are assigned to teach during their in-school practice in local elementary schools. Two assessment instruments that will be utilized, include the:	On a scale of 1 100 points, 80% of the students will achieve an average score of 70.	Benchmark	CASTANO, LUCIANA	EDU 296 SLO #2 Plan and deliver effective lessons using appropriate teaching methods and materials and appropriate assessment tools and techniques. Performance Indicator: On a scale of 1 100 points, 80% of the students will achieve an average score of 70.	No. The SLO statement doesn't need revision
				(1) QPF Learning Plan Rubric and (2) the Instructional Observation Form. This rubric will assess the learning plans designed for the week. This rubric contains 9 elements with corresponding maximum points, namely: Preparation (15), Learning Outcomes (5), Success Criteria (10), Resource, Flow of Learning (25), Assessments (5), Reflection (5), Homework, (5) and Standards (5).				Total Number of Students Enrolled = 19 Total Number of Students who Withdrew = 3 Total Number of Students Assessed = 16 Overall Analysis 75/16 (i.e., 94%) of students achieved an average score of 70. SLO Met. Only one student achieved an average score below 70. For all students combined, the average score was 80. Disaggregated by Gender Female: 78/16 (56%) = female. 100% achieved an average score	
Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 2_Effective Lessons	Presentation	(2) Instructional Observation Form. This is the form used when observing a student execute the above mentioned QPF. It has 3 components, each component is assigned a corresponding maximum weight, namely: Personality (10), Instruction (55), and Management (35).	On a scale of 1 100 points, 80% of the students will achieve an average score of 70.	Benchmark	CASTANO, LUCIANA	Due Date: 04/05/2022 Action: Action: While the benchmark was met, faculty in the department believe, despite their performance, that the EDU 296 students continue to struggle with designing and implementing QPFs lesson plans. Thus, we have decided to implement a new strategy for the Fall 2022 semester where we have students only be responsible for designing and implementing 1 QPF lesson at a time (in Spring 2022, students were writing 2 plans at a time during this data collection window). We are hoping that this will allow students time to work more collaboratively with their cooperating teachers and supervisors to develop more effective and innovative plans.	No. The SLO statement doesn't need revision
				The points earned for both sets will be averaged. Then all averages will further be averaged into a single average which will become the final point earned.					

[illegible]

						Instructors: Kirk Layton, James Pearce, Darren Dillman and Ana Bulavakarua					
						Assessment Data and Analysis					
						GradeFrequencyPercentage					
						A16					
						B+213					
						B16					
						C+531					
						C319					
						D212.5					
						F212.5					
						Total16100					
						Students will be required to write a Descriptive Paper, of three to four (3-4) pages, in which they have to describe to their audience a topic given by their instructor, such as a favourite place on campus, in RMI or in the world, or favourite food, or favourite photograph, or favourite song, or a favourite person.					
						The paper should have a clear beginning, middle, and end and should be should be presented in a logical manner. The essay should use good descriptive words and phrases, with the descriptions of the five senses vivid as possible. The essay should be correctly formatted and organized well.					
						In formatting, papers need to use: MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The essay should be titled (something other than Descriptive Paper is necessary) Write in paragraph form Be sure to use a spelling and grammar check Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch					
						70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Kirk Layton, James Pearce, Darren Dillman and Ana Bulavakarua	No. The SLO statement doesn't need revision.	The assessment used here is a well-developed assessment tool as it looked into the student's ability to critically think and process their thoughts into writing.	Approved
Program (GE) - General Education	ENG 111	SLO 2_Essay	Written Assignment or Essay	Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Dillman and Ana Bulavakarua	the SLO objective: SLO 2: Write papers against plagiarism should continue	No. The SLO statement doesn't need revision.		

				Students will be required to write a Descriptive Paper, of three to four (3-4) pages, in which they have to describe to their audience a topic given by their instructor, such as a favourite place on campus, in RMI or in the world, or favourite food, or favourite photograph, or favourite song, or a favourite person.					Instructors: Kirk Layton, James Pearce, Darren Dillman and Ana Bulavakarua Assessment Data and Analysis GradeFrequencyPercentage A16100 B+2013 B1610 C+531 C199 D212.5 F212.5 Total16100			
				The paper should have a clear beginning, middle, and end and should be should be presented in a logical manner. The essay should use good descriptive words and phrases, with the descriptions of the five senses vivid as possible. The essay should be correctly formatted and organized well.					Sixteen (16) samples were submitted for the Norming process, grading and discussions, though 8 samples will be submitted later as this assignment was planned as the 4th assignment, rather than as the second assignment. Due Date: 04/01/2023 Action: It is recommended that: 1. An increase of the percentage of marks allocated to grammar and grammar mechanics. Currently it is 10 of the 100 points in the rubric and this to be increased to 20 points 2. Rubric to clearly state the need for a thesis in the introduction 3. Submission of assignments through Turnitin to check papers against plagiarism			
				In formatting, papers need to use: MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The essay should be titled (something other than Descriptive Paper is necessary) Write in paragraph form Be sure to use a spelling and grammar check Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch					The assessment used here is a well-developed assessment tool as it looked into the student's ability to critically think and process their thoughts into writing.			
Program (LA) - Liberal Arts AA	ENG 111	SLO 2: Essay	Written Assignment or Essay	Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Dillman and Ana Bulavakarua	the SLO objective: SLO 2: Write	papers against plagiarism should continue	No. The SLO statement doesn't need revision.	Approved	

Program (ABE) - Adult Basic Education	REA 030	SLO 2_Graphic Organizers	Project - Group	Student will use graphic organizer to organize, clarify, or simplify complex information before presenting the project. (WB)	Rubric will be used to score the student understanding on group project. 70% of the student will achieve 70% and higher from the group project.	Benchmark Met	Wesley Bosin	75% the students performances and outcomes were evaluated on the group project. Most students spent a great amount of time to work on their project. 33% of the students were not able to participate in this due to not showed up and stop coming to class. 85% of the students understand on what they were doing in the project.	Due Date: 04/01/2022 Action: Include more time to do the project before presenting to the class.	No. The SLO statement doesn't need revision.
Program (ABE) - Adult Basic Education	REA 010	SLO 2_Inferences	Objective Type Exam/Quiz - In Course	The assessment tool will include an analysis of the results of the quiz/tests/exam for the topics on Memos and Forms, How to and Instructions, Websites, Workplace Documents, Graphic Documents, Reference Texts, and Comparing texts in different media. (LMaujen)	70% of the students should be able to score 70% and up.					

[illegible]

Program (ABE) - Adult Basic Education	MATH 010	SLO 2_Integers	Objective Type Exam/Quiz - In Course	The evaluating process of the students' learning progress and outcomes on the topics that will determine base on the results of numbers of quizzes, tests, Mid-test, and Semester final examinations. The evaluation process will be includes these topics: absolute value, add and subtract integers, multiply and divide integers, coordinate grid, and problem solving. (LMaujen)	75% of the students will earn 70% and above as a result of averaging the tests, quizzes, mid-term test and the semester final examination.	Benchmark Met	Anel N. Philimon	A total of 22 students took the integers test. Of these 22 students who took the test, 20 of them received passing percentages of 70 and up, and only 2 of them have failed receiving percentages of below 70.	Plans to improve learning skills and knowledge on the topic (integers) for those 2 students who did not receive the passing points of 70 and up will include to give them extra works outside class and to tutor them.	No. The SLO statement doesn't need revision.
				This assessment method is given to determine if the students have achieved and gained all these topics they have learned in this subject.						

Program (ABE) - Adult Basic Education	MATH 010	SLO 2_Integers	Objective Type Exam/Quiz - In Course	The evaluating process of the students' learning progress and outcomes on the topics will determine base on the results of numbers of tests ,Mid-term test, and the Semester final examinations. The evaluation process will be include: absolute value, add-subtract-multiply-divide of integers, the coordinate grid, and problem solving throughout this semester.	75% of the students will earn 70% and better as a result of averaging the tests, mid-term test and the semester final examination.	Benchmark Met	Anel Philimon	In 2021, the total numbers of students enrolled in my ABE Math 1 class were 58. Of these 58 students, 47 successfully managed to pass and got promoted to a higher level, but 11 were forced to retain and repeat the course. As a result of the good attendance records, willingness and commitments to studying hard, good behavior shown by these 47 students, it enabled them to attain passing marks and were promoted to a higher level. Reasons for those 11 students not passing the course included; unwillingness to study hard, accumulating many absences, and coming to class late. The 47 students who passed the course produced a Learning Outcomes of 81%, ensuring to have the approved Learning Outcomes of 70%	Due Date: 04/01/2022 Action: to be taken for the 11 students who were not promoted to a higher level will include; to continue engaging them in group study and activities, to work with their parents so the students' attendance can and will be improved, to have students get counseling advice, and also to use some of my free time tutoring the students.	No. The SLO statement doesn't need revision.	Approved

[illegible]

Program (EDU) - Elementary Education AS	EDU 101	SLO 2_Knowledge Demonstration Skill Performance	Students will analyze and evaluate the dynamic roles of the components of their own sentences in creating simple, compound, and complex sentences within the third piece of their own writing..	70% of students will correctly analyze the roles of the basic parts of speech that comprise simple, compound, and complex sentences	Benchmark Not Met	PERKINS, PAMELA	Students will intersperse writing authentic personal narratives with guided study of sentence structure that focuses on the 2 types of clauses and the function of words within each clause. Each of their 5 writings will demonstrate their development of meaning and at the sentence level. Learning requires understanding, and investigating the active roles of words in authentic writing provides understanding; isolated worksheets of skills do not. Even the teachers passing out hundreds of worksheets of isolated skills do not learn those skills.	Due Date: 04/22/2022 Action: Action: It would be helpful if all faculty who deal with writing used the MLA text required of students in ENG 111 to consistently demonstrate the construction of sentences. In the Education Department students must learn how to support students in learning to write meaningful texts (which means outlawing the lame 5-paragraph essay formula) and concentrate on the basic skills that have not developed because few students have ever written meaningfully.	No. The SLO statement doesn't need revision.	Assessment data results range from not to somewhat provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis ranges from not to somewhat addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment.	Approved
							Benchmark Not Met 52% met the minimum requirements Analysis: The results are very disappointing. Attendance has				

The Table 1, shows the result of the Assessment of the workmanship and presentation of brochures/posters (in local language). Please find the raw data from the Notes.

In the first category, which is on Presentation, it can be shown in a graph that, 1 out of 16 students or 9% was evaluated as is very smooth and effective. 12 out of 16 students or 75% of the students was evaluated that the Presentation is smooth and effective. 2 out of 16 or 13% of the students evaluated that the Presentation of the brochure is understandable is a bit and 1 out of 16 students or 6%, the presentation of the brochure makes some sense but is confusing. For the presentation, 84% being assessed show the presentation of the brochures met beyond the benchmark.

Due Date: 06/14/2022
Action: For the next semesters, these are some of the steps to be improved:

1. Increase the production of brochures for wider accessibility of information for the community.
2. Students should be able to use more Marshallese terms for information drive purposes.
3. For the next cycle, I will require students to create videos where the characters are the AH 107 students.

Program (NURS) - Public Health CCT	AH 107	SLO 2_Local Materials	Project - Individual	A rubric is used to evaluate the workmanship and presentation of the brochures/posters by students like : a. Presentation b. Effectiveness c. Connection to Topic d. Creativity e. Over-all Impact of the brochure	At least 75% of the students shall be able to present brochure and poster in the local language as set forth in the Rubric. (CMI Rating Scale).	Benchmark Met	SUMAOANG, MOSES	100% of the students received a 70% score or higher	No. The SLO statement doesn't need revision.
Program (GE) - General Education	MAR 101	SLO 2_Mashallese Culture & Taboos	Observation	A discussion on visiting a neighboring island in the RMI and what to expect was held in class in order to	70% of the students will get a 70% score or better	Benchmark Met	Hermon Lajar	100% of the students received a 70% score or higher	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	MAR 101	SLO 2_Mashallese Culture & Taboos	Observation	A discussion on visiting a neighboring island in the RMI and what to expect was held in class in order to	70% of the students will get a 70% score or better	Benchmark Met	Hermon Lajar	100% of the students received a 70% score or higher	No. The SLO statement doesn't need revision.

Program (MAR) - Marshallese Language Arts CCT	MAR 101	SLO 2_Mashallese Culture & Taboos	Observation	A discussion on visiting a neighboring island in the RMI and what to expect was held in class in order to	70% of the students will get a 70% score or better	Benchmark Met	Hermon Lajar	100% of the students received a 70% score or higher	No. The SLO statement doesn't need revision.	
Program (MAR) - Marshallese Social Studies CCT	MAR 101	SLO 2_Mashallese Culture & Taboos	Observation	A discussion on visiting a neighboring island in the RMI and what to expect was held in class in order to	70% of the students will get a 70% score or better	Benchmark Met	Hermon Lajar	100% of the students received a 70% score or higher Science 5 section 2 SLO Assessment by Moarieta Ientaake - April 1, Spring 2022. Benchmark: 80% of students will achieve 75% or higher on this SLO SLO Assessed - SLO#2: Describe the cycles of matter and the formation of fossil fuels SLO Assessment Tool: Objective Summative Assessment Test The assessment Data & Analysis will be based on Science Level 5 section 2 a.k.a afternoon level 5 students for Spring 2022. The beginning enrollment for Level 5 section 2 was 19 students but reduced to 17 students. The average attendance is 30% which correlated to 70% absenteeism rate which indicated high absenteeism rate affecting students performance.	No. The SLO statement doesn't need revision.	
Program (AHS) - Adult High School	SCI 050	SLO 2_Matter	Objective Type Exam/Quiz - In Course	The results of the objective tests/quizzes on SLO#1 will be analyzed in order to determine students' understanding of the concept meet the benchmark or not.	80% of students will achieve 75% or higher on this SLO	Benchmark Not Met	Moarieta Ientaake	Due Date: 04/01/2022 Action: Class hours should not be taken up by workshops. Any workshops to be attended by students should be scheduled during college meeting hours, that is 11am to 12pm or after class hours after 4 pm. The three weeks workshop on investigative journalism, attended by Level 5 Science students, is the three weeks where students did not bother to read any handouts or even do any work on Moodle.	No. The SLO statement doesn't need revision.	Approved

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Department (STEM) - STEM	MATH 102	SLO 2_Number Sequences	Objective Type Exam/Quiz - In Course	A Final Exam will be developed to assess the competency of the students in solving real world problems.	70% of the students will score 70% or more in the Exam.	Benchmark Not Met	Michael Corpuz, Adedayo Ogunmokun and Edward Alfonso	There were 20 out of 24(83%) enrolled in Math 102 Section 1 who took the assessment. Similarly 16 out of 21 (76%) enrolled in Math 102 Section 2 took the assessment. In addition, 16 out of 22(73%) enrolled in Math 102 Section 3 (83%). A total of 52 out 67(78%) enrolled in Math 102 took the assessment. Out of 52 who took the assessment, 25 (48%) scored 70% or better. Likewise, 9 out of the 52 fell a little shy by reaching between 60% to 69%. Yet, the performance benchmark was not met.	Due Date: 05/20/2022 Action: 1. The SLO can be assessed earlier since the essential topics covered were discussed before midterm. A quiz can be administered or a midterm exam can be used as an assessment tool rather than using the final exam. Should this SLO be assessed again next time, a quiz or midterm exam can be administered instead.	No. The SLO statement doesn't need revision.	Well developed	Approved
								Gender wise, there are more females who took the assessment than males. Students who took the assessment comprise of 32 females(62%) and 20 males(38%). 60% of the males were able to meet the benchmark while only 41%	2. Since majority of the students did not master geometric sequence, real life problems in RMI context can be used to distinguish situations between arithmetic and geometric sequence.			

Program (BUS) - Accounting Clerkship CC	MATH 102	SLO 2_Number Sequences	Objective Type Exam/Quiz - In Course	A Final Exam will be developed to assess the competency of the students in solving real world problems.	70% of the students will score 70% or more in the Exam.	Benchmark Not Met	Michael Corpuz, Adedayo Ogunmokun and Edward Alfonso	There were 20 out of 24(83%) enrolled in Math 102 Section 1 who took the assessment. Similarly 16 out of 21 (76%) enrolled in Math 102 Section 2 took the assessment. In addition, 16 out of 22(73%) enrolled in Math 102 Section 3 (83%). A total of 52 out 67(78%) enrolled in Math 102 took the assessment. Out of 52 who took the assessment, 25 (48%) scored 70% or better. Likewise, 9 out of the 52 fell a little shy by reaching between 60% to 69%. Yet, the performance benchmark was not met.	Due Date: 05/20/2022 Action: 1. The SLO can be assessed earlier since the essential topics covered were discussed before midterm. A quiz can be administered or a midterm exam can be used as an assessment tool rather than using the final exam. Should this SLO be assessed again next time, a quiz or midterm exam can be administered instead.	No. The SLO statement doesn't need revision.	Well developed	Approved
								Gender wise, there are more females who took the assessment than males. Students who took the assessment comprise of 32 females(62%) and 20 males(38%). 60% of the males were able to meet the benchmark while only 41%	2. Since majority of the students did not master geometric sequence, real life problems in RMI context can be used to distinguish situations between arithmetic and geometric sequence.			

Program (GE) - General Education	MATH 102	SLO 2_Number Sequences	Objective Type Exam/Quiz - In Course	A Final Exam will be developed to assess the competency of the students in solving real world problems.	70% of the students will score 70% or more in the Exam.	Benchmark Not Met	Michael Corpuz, Adedayo Ogunmokun and Edward Alfonso	There were 20 out of 24(83%) enrolled in Math 102 Section 1 who took the assessment. Similarly 16 out of 21 (76%) enrolled in Math 102 Section 2 took the assessment. In addition, 16 out of 22(73%) enrolled in Math 102 Section 3 (83%). A total of 52 out 67(78%) enrolled in Math 102 took the assessment. Out of 52 who took the assessment, 25 (48%) scored 70% or better. Likewise, 9 out of the 52 fell a little shy by reaching between 60% to 69%. Yet, the performance benchmark was not met.	Due Date: 05/20/2022 Action: 1. The SLO can be assessed earlier since the essential topics covered were discussed before midterm. A quiz can be administered or a midterm exam can be used as an assessment tool rather than using the final exam. Should this SLO be assessed again next time, a quiz or midterm exam can be administered instead.	No. The SLO statement doesn't need revision.	Well developed	Approved
								Gender wise, there are more females who took the assessment than males. Students who took the assessment comprise of 32 females(62%) and 20 males(38%). 60% of the males were able to meet the benchmark while only 41% of the males were able to meet the benchmark while only 41%	2. Since majority of the students did not master geometric sequence, real life problems in RMI context can be used to distinguish situations between arithmetic and geometric sequence.			

Program (LA) - Liberal Arts AA	MATH 102	SLO 2_Number Sequences	Objective Type Exam/Quiz - In Course	A Final Exam will be developed to assess the competency of the students in solving real world problems.	70% of the students will score 70% or more in the Exam.	Benchmark Not Met	Michael Corpuz, Adedayo Ogunmokun and Edward Alfonso	There were 20 out of 24(83%) enrolled in Math 102 Section 1 who took the assessment. Similarly 16 out of 21 (76%) enrolled in Math 102 Section 2 took the assessment. In addition, 16 out of 22(73%) enrolled in Math 102 Section 3 (83%). A total of 52 out 67(78%) enrolled in Math 102 took the assessment. Out of 52 who took the assessment, 25 (48%) scored 70% or better. Likewise, 9 out of the 52 fell a little shy by reaching between 60% to 69%. Yet, the performance benchmark was not met.	Due Date: 05/20/2022 Action: 1. The SLO can be assessed earlier since the essential topics covered were discussed before midterm. A quiz can be administered or a midterm exam can be used as an assessment tool rather than using the final exam. Should this SLO be assessed again next time, a quiz or midterm exam can be administered instead.	No. The SLO statement doesn't need revision.	Well developed	Approved
								Gender wise, there are more females who took the assessment than males. Students who took the assessment comprise of 32 females(62%) and 20 males(38%). 60% of the males were able to meet the benchmark while only 41%	2. Since majority of the students did not master geometric sequence, real life problems in RMI context can be used to distinguish situations between arithmetic and geometric sequence.			

Program (EDU) - Elementary Education AS	MAR 130	SLO 2_Outside Influences	Presentation	PowerPoint Presentation on how social, economic, and political influences affect the Marshallese culture and society: After having researched on their topic, students will present their report in a class using a PowerPoint.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 20 students registered for this course. 10 (50%) out of 20 students presented their report and got a 70% score or higher 10 (50%) out of 20 students were absent on the final exam date. Benchmark met and not met One reason why 50 % of the students met the benchmark is they completed and presented their report. One reason why the other 50% did not meet the benchmark is because they were absent on the exam date.	Due Date: 05/31/2022 Action: To better assess this specific SLO using the same assessment tool, the date need to change. The topic need to be move from the exam date.	No. The SLO statement doesn't need revision.
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Program (GE) - General Education	MAR 130	SLO 2_Outside Influences	Presentation	PowerPoint Presentation on how social, economic, and political influences affect the Marshallese culture and society: After having researched on their topic, students will present their report in a class using a PowerPoint.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 20 students registered for this course. 10 (50%) out of 20 students presented their report and got a 70% score or higher 10 (50%) out of 20 students were absent on the final exam date. Benchmark met and not met One reason why 50 % of the students met the benchmark is they completed and presented their report. One reason why the other 50% did not meet the benchmark is because they were absent on the exam date.	Due Date: 05/31/2022 Action: To better assess this specific SLO using the same assessment tool, the date need to change. The topic need to be move from the exam date.	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA	MAR 130	SLO 2_Outside Influences	Presentation	PowerPoint Presentation on how social, economic, and political influences affect the Marshallese culture and society: After having researched on their topic, students will present their report in a class using a PowerPoint.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 20 students registered for this course. 10 (50%) out of 20 students presented their report and got a 70% score or higher 10 (50%) out of 20 students were absent on the final exam date. Benchmark met and not met One reason why 50 % of the students met the benchmark is they completed and presented their report. One reason why the other 50% did not meet the benchmark is because they were absent on the exam date.	Due Date: 05/31/2022 Action: To better assess this specific SLO using the same assessment tool, the date need to change. The topic need to be move from the exam date.	No. The SLO statement doesn't need revision.
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Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 2_Outside Influences	Presentation	PowerPoint Presentation on how social, economic, and political influences affect the Marshallese culture and society: After having researched on their topic, students will present their report in a class using a PowerPoint.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 20 students registered for this course. 10 (50%) out of 20 students presented their report and got a 70% score or higher 10 (50%) out of 20 students were absent on the final exam date. Benchmark met and not met One reason why 50 % of the students met the benchmark is they completed and presented their report. One reason why the other 50% did not meet the benchmark is because they were absent on the exam date.	Due Date: 05/31/2022 Action: To better assess this specific SLO using the same assessment tool, the date need to change. The topic need to be move from the exam date.	No. The SLO statement doesn't need revision.
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Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 2_Outside Influences	Presentation	PowerPoint Presentation on how social, economic, and political influences affect the Marshallese culture and society: After having researched on their topic, students will present their report in a class using a PowerPoint.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 20 students registered for this course. 10 (50%) out of 20 students presented their report and got a 70% score or higher 10 (50%) out of 20 students were absent on the final exam date. Benchmark met and not met One reason why 50 % of the students met the benchmark is they completed and presented their report. One reason why the other 50% did not meet the benchmark is because they were absent on the exam date.	Due Date: 05/31/2022 Action: To better assess this specific SLO using the same assessment tool, the date need to change. The topic need to be move from the exam date.	No. The SLO statement doesn't need revision.
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Program (ABE) - Adult Basic Education	MATH 020	SLO 2_Percent Problems	Objective Type Exam/Quiz - In Course	Tests, Mid-Term Test, and Semester Final Examination: The students' success results will be determined by the numbers of tests they will take before the Mid-Term including the Mid- Term Test as well as the tests that they will take before the Semester ends including the Final Examination. Tests, Mid-Term Test and Final Exam will be average to determine the students' grade. This is in line with Math 2 SLO 2. (Anel)	75% of the student will earn 70% and better as a result of averaging the tests, mid-term test and the final examination.	Benchmark Met	Anel Philimon	In 2021, the total numbers of students that were able to complete the ABE Math-2 were 39. Of these 39 students, 30 successfully managed to pass the course and 9 were forced to retain and repeat the course. As a result of the good attendance records, willingness and commitments to studying hard, good behavior shown by these 30 students, it enabled them to attain passing marks and were promoted to a higher level. Reasons for those 9 students not passing the course included; unwillingness to study hard, accumulating many absences, and coming to class late. The 30 students who passed the course produced a Learning Outcomes of 77%, ensuring to have the approved Learning Outcomes of 70%	Due Date: 04/01/2022 Action: My plans and strategies to work with the 9 students who were not promoted to a higher level if they attend my Math 2 next school year will include; to continue engaging them in group study and activities, to work with their parents to encourage their students to come to class every school day, and to have them get counseling advice, and also to use some of my free time tutoring them.	No. The SLO statement doesn't need revision.	Approved

Program (ABE) - Adult Basic Education	MATH 020	SLO 2_Percent Problems	Objective Type Exam/Quiz - In Course	Tests, Mid-Term Test, and Semester Final Examination: The students' success results will be determined by the numbers of tests they will take before the Mid-Term including the Mid- Term Test as well as the tests that they will take before the Semester ends including the Final Examination. Tests, Mid-Term Test and	75% of the student will earn 70% and better as a result of averaging the tests, mid-term test and the final examination.	Benchmark Met	Ane! N. Philimon	There were actually 29 students sit in the Percent Test. Of these 29, a total of 24 received the passing percentages of 70 and more. The numbers of students who received	Plans to improved the knowledge and learning skills for those 5 students who got scores below 70% on the topic (percent) will include: to offer tutoring sessions to them, to give them more activities and extra works.	No. The SLO statement doesn't need revision.
				Final Exam will be average to determine the students' grade. This is in line with Math 2 SLO 2. (LMaujen)				percentages of below 70% were 5. The actual passing score was 83% versus the failing score of 17%.		

Program (EDU) - Elementary Education BA	ART 329	SLO	Project - Group	In groups of two students will present two power point presentations. PowerPoint presentation 1 is on a country and PowerPoint presentation 2 is on an island.	A rubric will be used to gauge the quality of the PowerPoint presentations. On a scale of 1-25 groups will achieve 20/ 25, 80% benchmark	Benchmark Not Met
		2_Performing Arts Development s				

The students had to present two power point presentations. The total score for both power points is 25 The students had to present both power points to achieve the benchmark. However they presented only one power point presentation. They were unable to present the second power point presentation due to my medical leave absence. The benchmark that was set was not met. However the first power point presentation was presented well by most of the students. The information shared was relevant and communicated well.

Due Date: 01/06/2020
Action: Students will continue to research and deliver power point presentations on the music, dance and drama of other cultures. This activity will make students appreciate other cultures and also think deeply about their own culture. Also as teachers it will make them think of ways to sustain and teach their own music, dance and drama to their students by integrating the arts in the curriculum

Program (EDU) - Elementary Education BA	ART 329	SLO 2_Performing Arts Development s	In groups of two students will present two power point presentations. PowerPoint presentation 1 is on a country and PowerPoint presentation 2 is on an island.	A rubric will be used to gauge the quality of the PowerPoint presentations. On a scale of 1-25 groups will achieve 20/ 25, 80% benchmark	Benchmark Not Met	Rosie Koroi	24 students enrolled in the Spring 2022 Art 329 class. SLO#2 is that students critique classical, contemporary, and modern cultural developments regarding dance, music and drama. The benchmark of 75% of student(18 students)to score 15/20 in the rubric was not met. The assessment was out of 20 marks. Part 1 of the rubric focused on research and presentation of the chosen performing arts genre. Part 2 of the rubric focused on making their own judgments and giving their own opinion using the information they gathered from the class lectures. 10 students scored 14/20. These students explanation was very informative and showed the developments of the performing arts chosen. 8 students scored 12/20. 6 students scored 11/20. The	Due Date: 04/17/2022 Action: The students did not perform well on the SLO#2. They needed practice in how to critique a piece of work. This can be done as a class discussion where a number of music/dance/drama pieces are shown. So in Spring 2023, for the Art 329 class I will give the same assignment as a final assessment and have class discussions on different music/dance/drama genres where the students can practice judging and giving their own opinions. (04/17/2022)	No. The SLO statement doesn't need revision.	The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. The action is clearly tied to the analysis of data results.	Approved

Program (EDU) - Elementary Education BA	ART 329	SLO 2_Performing Arts Development s	Project - Group	Students will carry out a research on a dance, music and drama genre of their choice. and make a video on the cultural developments on the chosen genre. The video research will be guided and assessed with a rubric out of 50 marks. Students will present their video to the class . The video hopes to enlighten students on the performing arts, and its importance/impact on the identity of people, their culture and civic awareness in society(GED PLO2) (Rosie Koro).	70% of the students will score 39 out of 50 marks in the rubric.	Benchmark Not Met	Rosie Koro	24 students enrolled in the Spring 2022 Art 329 class. SLO#2 is that students critique classical, contemporary, and modern cultural developments regarding dance, music and drama. The benchmark of 75% of students to score 39/50 in the rubric was not met. The marks scored ranged from 10 students scored 35/50. These students scored good marks in the content, language and format criteria of the rubric but scored low in the connection/analysis of the rubric. 8 students scored 34/50 in the rubric. The students scored good marks in the content, language and format criteria of the rubric but scored low in the connection/analysis of the rubric. 6 students scored 32/50 in the rubric. They did well in the content, language and format of the	Due Date: 04/17/2022 Action: In the Spring Semester 2023, SLO#2 will be assessed at the end of the semester.This will give the students more time to do their research and look at various genres in music. dance and drama. In class we will also view a number of music/dance and drama genres and critique them, so that the students understand how critiquing a piece of work entails.	No. The SLO statement doesn't need revision
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Program (GE) - General Education	ART 329	SLO	Project - Group	In groups of two students will present two power point presentations. PowerPoint presentation 1 is on a country and PowerPoint presentation 2 is on an island.	A rubric will be used to gauge the quality of the PowerPoint presentations. On a scale of 1-25 groups will achieve 20/ 25, 80% benchmark	Benchmark Not Met
		2_Performing Arts Development				

The students had to present two power point presentations. The total score for both power points is 25 The students had to present both power points to achieve the benchmark. However they presented only one power point presentation. They were unable to present the second power point presentation due to my medical leave absence. The benchmark that was set was not met. However the first power point presentation was presented well by most of the students. The information shared was relevant and communicated well.

Due Date: 01/06/2020
Action: Students will continue to research and deliver power point presentations on the music, dance and drama of other cultures. This activity will make students appreciate other cultures and also think deeply about their own culture. Also as teachers it will make them think of ways to sustain and teach their own music, dance and drama to their students by integrating the arts in the curriculum

Program (GE) - General Education	ART 329	SLO 2_Performing Arts Development s	Project - Group presentation 1 is on a country and presentation 2 is on an island.	A rubric will be used to gauge the quality of the PowerPoint presentations. On a scale of 1-25 groups will achieve 20/ 25, 80% benchmark	Benchmark Not Met	Rosie Koroi	24 students enrolled in the Spring 2022 Art 329 class. SLO#2 is that students critique classical, contemporary, and modern cultural developments regarding dance, music and drama. The benchmark of 75% of student(18 students)to score 15/20 in the rubric was not met. The assessment was out of 20 marks. Part 1 of the rubric focused on research and presentation of the chosen performing arts genre. Part 2 of the rubric focused on making their own judgments and giving their own opinion using the information they gathered from the class lectures. 10 students scored 14/20. These students explanation was very informative and showed the developments of the performing arts chosen. 8 students scored 12/20. 6 students scored 11/20. The	Due Date: 04/17/2022 Action: The students did not perform well on the SLO#2. They needed practice in how to critique a piece of work. This can be done as a class discussion where a number of music/dance/drama pieces are shown. So in Spring 2023, for the Art 329 class I will give the same assignment as a final assessment and have class discussions on different music/dance/drama genres where the students can practice judging and giving their own opinions. (04/17/2022)	No. The SLO statement doesn't need revision.	The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. The action is clearly tied to the analysis of data results.	Approved

Program (GE) - General Education	ART 329	SLO 2_Performing Arts Development s	Project - Group	Students will carry out a research on a dance, music and drama genre of their choice. and make a video on the cultural developments on the chosen genre. The video research will be guided and assessed with a rubric out of 50 marks. Students will present their video to the class . The video hopes to enlighten students on the performing arts, and its importance/impact on the identity of people, their culture and civic awareness in society(GED PLO2) (Rosie Koroi).	70% of the students will score 39 out of 50 marks in the rubric.	Benchmark Not Met	Rosie Koroi	24 students enrolled in the Spring 2022 Art 329 class. SLO#2 is that students critique classical, contemporary, and modern cultural developments regarding dance, music and drama. The benchmark of 75% of students to score 39/50 in the rubric was not met. The marks scored ranged from 10 students scored 35/50. These students scored good marks in the content, language and format criteria of the rubric but scored low in the connection/analysis of the rubric. 8 students scored 34/50 in the rubric. The students scored good marks in the content, language and format criteria of the rubric but scored low in the connection/analysis is criteria. 6 students scored 32/50 in the rubric. They did well in the content, language and format of the	Due Date: 04/17/2022 Action: In the Spring Semester 2023, SLO#2 will be assessed at the end of the semester.This will give the students more time to do their research and look at various genres in music. dance and drama. In class we will also view a number of music/dance and drama genres and critique them, so that the students understand how critiquing a piece of work entails.	No. The SLO statement doesn't need revision.

Program (LA) - Liberal Arts AA	ART 329	SLO	Project - Group	In groups of two students will present two power point presentations. PowerPoint presentation 1 is on a country and PowerPoint presentation 2 is on an island.	A rubric will be used to gauge the quality of the PowerPoint presentations. On a scale of 1-25 groups will achieve 20/ 25, 80% benchmark	Benchmark Not Met
		2_Performing Arts Development				

The students had to present two power point presentations. The total score for both power points is 25 The students had to present both power points to achieve the benchmark. However they presented only one power point presentation. They were unable to present the second power point presentation due to my medical leave absence. The benchmark that was set was not met. However the first power point presentation was presented well by most of the students. The information shared was relevant and communicated well.

Due Date: 01/06/2020
Action: Students will continue to research and deliver power point presentations on the music, dance and drama of other cultures. This activity will make students appreciate other cultures and also think deeply about their own culture. Also as teachers it will make them think of ways to sustain and teach their own music, dance and drama to their students by integrating the arts in the curriculum

Program (LA) - Liberal Arts AA	ART 329	SLO 2_Performing Arts Development	Project - Group presentation 1 is on a country and PowerPoint presentation 2 is on an island.	In groups of two students will present two power point presentations. PowerPoint presentation 1 is on a country and PowerPoint presentation 2 is on an island.	A rubric will be used to gauge the quality of the PowerPoint presentations. On a scale of 1-25 groups will achieve 20/ 25, 80% benchmark	Benchmark Not Met	Rosie Koroi	24 students enrolled in the Spring 2022 Art 329 class. SLO#2 is that students critique classical, contemporary, and modern cultural developments regarding dance, music and drama. The benchmark of 75% of student(18 students)to score 15/20 in the rubric was not met. The assessment was out of 20 marks. Part 1 of the rubric focused on research and presentation of the chosen performing arts genre. Part 2 of the rubric focused on making their own judgments and giving their own opinion using the information they gathered from the class lectures. 10 students scored 14/20. These students explanation was very informative and showed the developments of the performing arts chosen. 8 students scored 12/20. 6 students scored 11/20. The	Due Date: 04/17/2022 Action: The students did not perform well on the SLO#2. They needed practice in how to critique a piece of work. This can be done as a class discussion where a number of music/dance/drama pieces are shown.So in Spring 2023, for the Art 329 class I will give the same assignment as a final assessment and have class discussions on different music/dance/drama genres where the students can practice judging and giving their own opinions.	No. The SLO statement doesn't need revision.	The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. The action is clearly tied to the analysis of data results.	Approved
								(04/17/2022)				

Program (LA) - Liberal Arts AA	ART 329	SLO 2_Performing Arts Development s	Project - Group	Students will carry out a research on a dance, music and drama genre of their choice. and make a video on the cultural developments on the chosen genre. The video research will be guided and assessed with a rubric out of 50 marks. Students will present their video to the class . The video hopes to enlighten students on the performing arts, and its importance/impact on the identity of people, their culture and civic awareness in society(GED PLO2) (Rosie Koroi).	70% of the students will score 39 out of 50 marks in the rubric.	Benchmark Not Met	Rosie Koroi	24 students enrolled in the Spring 2022 Art 329 class. SLO#2 is that students critique classical, contemporary, and modern cultural developments regarding dance, music and drama. The benchmark of 75% of students to score 39/50 in the rubric was not met. The marks scored ranged from 10 students scored 35/50. These students scored good marks in the content, language and format criteria of the rubric but scored low in the connection/analysis of the rubric. 8 students scored 34/50 in the rubric. The students scored good marks in the content, language and format criteria of the rubric but scored low in the connection/analysis is criteria. 6 students scored 32/50 in the rubric. They did well in the content, language and format of the	Due Date: 04/17/2022 Action: In the Spring Semester 2023, SLO#2 will be assessed at the end of the semester.This will give the students more time to do their research and look at various genres in music. dance and drama. In class we will also view a number of music/dance and drama genres and critique them, so that the students understand how critiquing a piece of work entails.	No. The SLO statement doesn't need revision.

Program (VCARP) - Carpentry Certificate		VCARP 061	SLO 2_Plan	Skill Performance	Students were asked to calculate the materials needed for roof and exterior framing with the given building's dimensions along with the rafters and studs spacings and also the two top plates and the bottom plate with the materials' lengths. (Jelajok Briand)	The assignment is worth 100% but students were expected to score at least 70% or better in the assignment.	Benchmark Met	BRIAND, JELAJOK	VCARP 061 Construction Math Number of students for VCARP 061 present = 10 Number of students who earned 75% or better = 9 Percentage of students who earned 75% or better = 90% 90% of students scored 75% or better so the bench mark met	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education AS	EDU 211	SLO 2_Reading- Across-the- Curriculum	Project - Group	12 students registered in the Summer EDU 211 course. The group work that was given for the students to fulfill was based on the story of, The Adventures of Taxi Dog. Each group member had to design a lesson using the story in the different subjects that were given to them - Maths, ELA, Social Studies, Health Science, Elementary Science The designed lesson plan had to use the Hunter Teaching Model. The groups then had to choose one of the subjects and teach the lesson in class. In addition to their lesson planning the groups took the Hunter Model Lesson plan and put it into the Quality Pedagogy Framework	10 out of 12 students(85%) to score 25 or higher out of 30 in the rubric.	Benchmark Met	5 students scored 28 out of 30 in the rubric (93%). 7 students scored 26 out 30 (85%). The objective of the SLO was for students to plan a lesson using the Hunter Model Teaching Strategy. The lesson plan should show student activities that are integrated with other subjects in the curriculum.The students achieved the objective of the SLO. They read the story of the Taxi Dog and came up with activities that had Physical Education, Music, Math, Science etc linked to the story.
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Program (EDU) - Elementary Education AS	EDU 211	SLO 2_Reading- Across-the- Curriculum	Skill Performance	Students are to design 2 lesson plans one of which must be a Reading lesson. They will need to write and deliver their Reading lesson plan in an elementary classroom. They are expected to create engaging reading activities and teaching materials. Included in the requirements are the creation of 2 evaluation methods assessing the use of any 3 of the 5 essential components of reading.	Students are expected to earn 70% or more from each of the 3 stages of assessment. Thus the total points would be out of 300. Students will need to score 210 or more in order to earn a C or better in the assessment. The total points will be converted to 15%. 70% of the students taking the course should earn a 10.5% or better out of 15% to earn a C or better.	Benchmark Met	10 students took the class this Spring semester. All the 10 students delivered their reading lesson in an elementary class and I did the observation. After totaling the assessment points of the 3 stages into the 15%, 1 student had 14/15%, 1 had 13/15%, 6 earned 12/15% and 2 earned 11/15%. Overall, the students knew what was expected of them. The 2 students who earned 11 had completed all the stages of the assignment but lost points in their implementation stage. One showed a lack of focus on student engagement and the other had prepared his teaching materials, but the one used was not what was checked during the prep stage. He was able to comprise but was not up to the expectation. The student who gained 14/15% had prepared and

							EDU 211	SLO #2 Develop reading activities across the curriculum. The project was an individual one. Students were to create a story in the Big Book format. Using their Big Book students formulated a lesson on the QPF template. The lesson included speaking, reading, and writing activities. Students then took their prepared QPF lesson and taught in one of the PSS classrooms. The SLO assessed students creativity in their Big Book presentation and how they used it as a teaching tool to enhance students' reading and writing activities.	Due Date: 04/26/2021 Action: Actions. Building resources for our students to have when they go to teach is very important. I view the creation of the Big Book format and the activities that go with it to be very useful for our students. I hope it will inspire them to create more books in the Big Book format for their own classrooms and have their students do the same	No. The SLO statement doesn't need revision.	The SLO and assessment tool are well-matched, appropriate in depth, and level of difficulty. Both quantitative and qualitative measures are considered. Guidelines and criteria for evaluating students are clear and direct.	Approved
Program (EDU) - Elementary Education AS	EDU 211	SLO Across-the-Curriculum Project - Individual	Students will carry out an individual project which is to create a story in a Big Book format. Using their story students will develop their curriculum materials on oral language activities, phonics and word activities, and reading and writing activities. The students will use their Big Book to develop their QPF lesson plan and teach their lesson in a PSS classroom. Students will be assessed using a rubric of 100 marks. The rubric will be divided into two categories. Category 1-Organisation (Big Book, reading materials) worth 50 marks and Category 2- Lesson Presentation worth 50 marks.	80% of students will score a total of 80 out of a possible 100 marks.	Benchmark Met			Assessment Data and Analysis. 27 students were				

Program (EDU) - Elementary Education BA	EDU 211	SLO 2_Reading- Across-the- Curriculum	Project - Group	12 students registered in the Summer EDU 211 course. The group work that was given for the students to fulfill was based on the story of, The Adventures of Taxi Dog. Each group member had to design a lesson using the story in the different subjects that were given to them - Maths, ELA, Social Studies, Health Science, Elementary Science The designed lesson plan had to use the Hunter Teaching Model. The groups then had to choose one of the subjects and teach the lesson in class. In addition to their lesson planning the groups took the Hunter Model Lesson plan and put it into the Quality Pedagogy Framework	10 out of 12 students(85%) to score 25 or higher out of 30 in the rubric.	Benchmark Met	5 students scored 28 out of 30 in the rubric (93%). 7 students scored 26 out 30 (85%). The objective of the SLO was for students to plan a lesson using the Hunter Model Teaching Strategy. The lesson plan should show student activities that are integrated with other subjects in the curriculum.The students achieved the objective of the SLO. They read the story of the Taxi Dog and came up with activities that had Physical Education, Music, Math, Science etc linked to the story.
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Program (EDU) - Elementary Education BA	EDU 211	SLO 2_Reading- Across-the- Curriculum	Skill Performance	Students are to design 2 lesson plans one of which must be a Reading lesson. They will need to write and deliver their Reading lesson plan in an elementary classroom. They are expected to create engaging reading activities and teaching materials. Included in the requirements are the creation of 2 evaluation methods assessing the use of any 3 of the 5 essential components of reading.	Students are expected to earn 70% or more from each of the 3 stages of assessment. Thus the total points would be out of 300. Students will need to score 210 or more in order to earn a C or better in the assessment. The total points will be converted to 15%. 70% of the students taking the course should earn a 10.5% or better out of 15% to earn a C or better.	Benchmark Met	10 students took the class this Spring semester. All the 10 students delivered their reading lesson in an elementary class and I did the observation. After totaling the assessment points of the 3 stages into the 15%, 1 student had 14/15%, 1 had 13/15%, 6 earned 12/15% and 2 earned 11/15%. Overall, the students knew what was expected of them. The 2 students who earned 11 had completed all the stages of the assignment but lost points in their implementation stage. One showed a lack of focus on student engagement and the other had prepared his teaching materials, but the one used was not what was checked during the prep stage. He was able to comprise but was not up to the expectation. The student who gained 14/15% had prepared and

						EDU 211	SLO #2 Develop reading activities across the curriculum. The project was an individual one. Students were to create a story in the Big Book format. Using their Big Book students formulated a lesson on the QPF template. The lesson included speaking, reading, and writing activities. Students then took their prepared QPF lesson and taught in one of the PSS classrooms. The SLO assessed students creativity in their Big Book presentation and how they used it as a teaching tool to enhance students' reading and writing activities.	Due Date: 04/26/2021 Action: Actions.			
							Benchmark set: 80% of the students to score a total of 80 marks out of the possible 100 marks.	Building resources for our students to have when they go to teach is very important. I view the creation of the Big Book format and the activities that go with it to be very useful for our students. I hope it will inspire them to create more books in the Big Book format for their own classrooms and have their students do the same	No. The SLO statement doesn't need revision.	The SLO and assessment tool are well-matched, appropriate in depth, and level of difficulty. Both quantitative and qualitative measures are considered. Guidelines and criteria for evaluating students are clear and direct.	
Program (EDU) - Elementary Education BA	EDU 211	SLO Across-the-Curriculum Project - Individual	Students will carry out an individual project which is to create a story in a Big Book format. Using their story students will develop their curriculum materials on oral language activities, phonics and word activities, and reading and writing activities. The students will use their Big Book to develop their QPF lesson plan and teach their lesson in a PSS classroom. Students will be assessed using a rubric of 100 marks. The rubric will be divided into two categories. Category 1-Organisation (Big Book, reading materials) worth 50 marks and Category 2- Lesson Presentation worth 50 marks.	80% of students will score a total of 80 out of a possible 100 marks.	Benchmark Met		Assessment Data and Analysis. 27 students were				Approved

Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 2_Reading- Across-the- Curriculum	Project - Group	12 students registered in the Summer EDU 211 course. The group work that was given for the students to fulfill was based on the story of, The Adventures of Taxi Dog. Each group member had to design a lesson using the story in the different subjects that were given to them - Maths, ELA, Social Studies, Health Science, Elementary Science The designed lesson plan had to use the Hunter Teaching Model. The groups then had to choose one of the subjects and teach the lesson in class. In addition to their lesson planning the groups took the Hunter Model Lesson plan and put it into the Quality Pedagogy Framework	10 out of 12 students(85%) to score 25 or higher out of 30 in the rubric.	Benchmark Met	5 students scored 28 out of 30 in the rubric (93%). 7 students scored 26 out 30 (85%). The objective of the SLO was for students to plan a lesson using the Hunter Model Teaching Strategy. The lesson plan should show student activities that are integrated with other subjects in the curriculum.The students achieved the objective of the SLO. They read the story of the Taxi Dog and came up with activities that had Physical Education, Music, Math, Science etc linked to the story.
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Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 2_Reading- Across-the- Curriculum	Skill Performance	Students are to design 2 lesson plans one of which must be a Reading lesson. They will need to write and deliver their Reading lesson plan in an elementary classroom. They are expected to create engaging reading activities and teaching materials. Included in the requirements are the creation of 2 evaluation methods assessing the use of any 3 of the 5 essential components of reading.	Students are expected to earn 70% or more from each of the 3 stages of assessment. Thus the total points would be out of 300. Students will need to score 210 or more in order to earn a C or better in the assessment. The total points will be converted to 15%. 70% of the students taking the course should earn a 10.5% or better out of 15% to earn a C or better.	Benchmark Met	10 students took the class this Spring semester. All the 10 students delivered their reading lesson in an elementary class and I did the observation. After totaling the assessment points of the 3 stages into the 15%, 1 student had 14/15%, 1 had 13/15%, 6 earned 12/15% and 2 earned 11/15%. Overall, the students knew what was expected of them. The 2 students who earned 11 had completed all the stages of the assignment but lost points in their implementation stage. One showed a lack of focus on student engagement and the other had prepared his teaching materials, but the one used was not what was checked during the prep stage. He was able to comprise but was not up to the expectation. The student who gained 14/15% had prepared and

[illegible]

Program (MAR) - Marshallese Language Arts CCT	EDU 211	SLO 2_Reading-Across-the-Curriculum	Project - Group	12 students registered in the Summer EDU 211 course. The group work that was given for the students to fulfill was based on the story of, The Adventures of Taxi Dog. Each group member had to design a lesson using the story in the different subjects that were given to them - Maths, ELA, Social Studies, Health Science, Elementary Science The designed lesson plan had to use the Hunter Teaching Model. The groups then had to choose one of the subjects and teach the lesson in class. In addition to their lesson planning the groups took the Hunter Model Lesson plan and put it into the Quality Pedagogy Framework			10 out of 12 students(85%) to score 25 or higher out of 30 in the rubric.	Benchmark Met	5 students scored 28 out of 30 in the rubric (93%). 7 students scored 26 out 30 (85%). The objective of the SLO was for students to plan a lesson using the Hunter Model Teaching Strategy. The lesson plan should show student activities that are integrated with other subjects in the curriculum.The students achieved the objective of the SLO. They read the story of the Taxi Dog and came up with activities that had Physical Education, Music, Math, Science etc linked to the story.

Program (MAR) - Marshallse Language Arts CCT	EDU 211	SLO 2_Reading- Across-the- Curriculum	Skill Performance	Students are to design 2 lesson plans one of which must be a Reading lesson. They will need to write and deliver their Reading lesson plan in an elementary classroom. They are expected to create engaging reading activities and teaching materials. Included in the requirements are the creation of 2 evaluation methods assessing the use of any 3 of the 5 essential components of reading.	Students are expected to earn 70% or more from each of the 3 stages of assessment. Thus the total points would be out of 300. Students will need to score 210 or more in order to earn a C or better in the assessment. The total points will be converted to 15%. 70% of the students taking the course should earn a 10.5% or better out of 15% to earn a C or better.	Benchmark Met	10 students took the class this Spring semester. All the 10 students delivered their reading lesson in an elementary class and I did the observation. After totaling the assessment points of the 3 stages into the 15%, 1 student had 14/15%, 1 had 13/15%, 6 earned 12/15% and 2 earned 11/15%. Overall, the students knew what was expected of them. The 2 students who earned 11 had completed all the stages of the assignment but lost points in their implementation stage. One showed a lack of focus on student engagement and the other had prepared his teaching materials, but the one used was not what was checked during the prep stage. He was able to comprise but was not up to the expectation. The student who gained 14/15% had prepared and

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Program (ABE) - Adult Basic Education	MATH 040	SLO 2_Simplify Algebraic Expressions	Objective Type Exam/Quiz - In Course	After having discussed and practiced algebraic expression in class, the students will be given a quiz to solve 5 algebraic problems. Each problem will be given 3 points with a total score of 15. (SKuilamu)	70 % of the students will get a score of 70 % or higher.	Benchmark Met	Sivoki Kuilamu	Data Results. After teaching the students on the algebraic topic, through blackboard teaching, group work activities and individual practice, the students were then given an assessment to see if they have mastered the algebraic skill taught. There was no time limit given during the assessment task. They were given time until they have completed the task. There were 10 students from Level 4 who participated in the assessment. From the 10 students who sat, 4 students scored 90% and above, 4 scored between 80% to 89%, 1 student scored between 70% and 79%, and 1 student scored below 70%. To summarize the score range, out of the 10 students who sat the assessment, 9 students scored above 70%, but 1 scored below 70%. Therefore,	Due Date: 05/18/2022 Action: After analyzing the assessment, I believe, the next assessment needs to be timed, also geometric figures with algebraic solving to be included. Classes for Basic Mathematics needs to take place in the first 2 weeks of the semester before proceeding into the content area of the subject for any level. Extra tutoring is highly recommended, for slow learners.	No. The SLO statement doesn't need revision.	Since the benchmark is met, it would also be appropriate to design some remedial strategies to assist the student that score below 70%, revision of the basics and also additional forms of assessment that will enable the student to understand better. Keep up the hard work.	Approved
								SKuilamu.				

				The average score for this assignment = 88.14 points out of 100 points. 7/7 received a score of 70 or above. The SLO was met. A = 2 B+ = 4 B = 1		Gender: 5/7 (71%) = Female; 2/7 (29%) = Male. Average score for Males = 86.5/100. Average score for Females = 88/100		Due Date: 12/01/2022 Action: As this SLO is about strengthening the curriculum, I believe shifting this assignment towards the end of the semester would allow for students to have more time to create activities to address weaknesses in the existing curriculum.			
Program (EDU) - Elementary Education BA	EDU 416	SLO 2_Strengthen Curriculum	Portfolio	High Quality Activities Portfolio Rubric: Students will create a portfolio of 5 activities focused on strengthening English language development, collaborative group work, independent reading, expository writing, and cross curricular connections. Each activity will be graded using a rubric that focuses on (1) critical thinking opportunities for elementary students, (2) a language rich environment, (3) alignment and improvement upon current RMI Standards, (4) teacher innovation through materials development. Each of the aforementioned criteria are worth 10 points, with 10 points being excellent.	On a scale of 1-50, 75% of students will achieve an average score of 70.	Benchmark Met	Rebecca Raab	Pre-service vs In-Service: 6/7 (86%) = Preservice teachers with an average score of 86.3/100; 1/7 = In-service with a score of 95.	Action: As this SLO is about strengthening the curriculum, I believe shifting this assignment towards the end of the semester would allow for students to have more time to create activities to address weaknesses in the existing curriculum.	Well developed- Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis clearly explains why a certain percentage of students met the benchmark. The action is clearly tied to the analysis of data results.	Approved
								*Please see the attached documents for an individual score breakdown and disaggregation of data.	Additionally, I plan to include an opportunity in the beginning of the semester for students to interview PSS experts and teachers in order to discern for themselves weaknesses in the curriculum.		
Program (AHS) - Adult High School	ICS 040	SLO 2_Typing Speed	Objective Type Exam/Quiz - In Course	Objective Type Exam/Quiz - In Course The students will be monitored on their typing speed by a Final Exam typing test created on Typing Club on Moodle. Student will be able to reach the average 70% and up to pass this course.(NNeptali)	Benchmark: 70% of the students will earn a typing speed of 20 or more on the final exam typing test at the end of Fall 2020 and Spring 2021.			Students were able to create original activities focused on strengthening English language development, collaborative group work, independent reading,	This semester, I identified weaknesses based on conversations I had with colleagues at PSS and CMI; however, it would be more authentic and beneficial for students in 416 to identify weaknesses for themselves. Then, they can individually generate activities based on their own conclusions about the PSS curriculum.	No. The SLO statement doesn't need revision.	

Program (AHS) - Adult High School	MATH 051	SLO 2_Write Expressions	Objective Type Exam/Quiz - In Course	Student will take a chapter quiz on performing basic operation on polynomial at the end of the lesson. They will be tested on their skills to add, subtract, multiply, and divide numbers. (TH)	70% of the students will score 70% or higher	Benchmark Met	Tarry Henos	Students were given two-class sessions for review on the SLO 2 which is to do basic operation on polynomials. On the assessment day, there was a total of 14 students took the test. Out of the 14 students, 10 of them which is 71% passed with 70% and higher and 4 of them which is 28% did not pass the test.	Due Date: 04/19/2022 Action: Students who took the test had perfect attendance and this help them to understand the lesson learned. It was also helpful for the students to take the review sessions before the test because it really prepared them for the test. The students who did not passed the exam are the one who have attendance issue.	No. The SLO statement doesn't need revision.	Approved
								Students who took the test ha perfect attendance and this help them to understand the lesson learned. It was also helpful for the students to take the review sessions before the test because it really prepared them for the test. The students who did not passed the exam are the one who have attendance issue.			

										Due Date: 05/10/2022
										Action: Recommendations
										Produce an elaborative terms of reference
										Thoroughly explain the terms of reference
										Follow-up on the progress of students
										Create an enabling and encouraging environment
										Show examples of high quality projects completed by previous students
										No. The SLO statement doesn't need revision.
Program (MSCI) -										
Marine Science CCT	SCI 281	SLO 3_	Record	The intern is responsible for identifying a major environmental concern in the Marshall Islands and developing a full-scale research project surrounding the environmental issue which should be produced utilizing videography.	At least 70 percent of the candidates should achieve 70 percent and above in the exercise.	Benchmark	Met	Kendal Romany	The results revealed by the assessment tool illustrated that 80 percent of the candidates achieved 70 percent and above in the assessment.	

								BENCHMARK MET = 72% achieved minimum of 70% on the Rubric 10 of the 14 students achieved a score of 70% or higher on SLO 3					
								Analysis: BAAE students, even those who have been teaching for several years, tend to be reticent to engage elementary students in authentic reading and writing experiences because they do not feel confident of their own reading and writing skills. Traditionally, they have had students copy and pronounce words rather than actually write and read. By going out to a local elementary classroom and providing their own well-written autobiography, they have introduced themselves to students in their new classroom and to the nature of the autobiography.		Due Date: 04/21/2022 Action: ACTIONS: We must engage our BAAE students in activities that require critical thinking and improvements in their own reading and writing if we are to help them learn to engage elementary students in activities that will require critical thinking and improvements at the elementary grades. The Literacy Resources Repository available at Elementary Education on www.cmi.edu holds personal narratives, stories, and Readers Theater scripts, most of which our students have contributed. Do what you can with what you have where you are is a way of thinking that can improve the quality of basic (foundational) education in the Pacific. Using available meaningful resources that engage and enlighten rather than lamenting the lack of resources in schools is an example of doing what you can with what you have where you are. Having contributed to these resources should be a source of pride to the contributors and the motivation to continue doing so.			
Program (EDU) - Elementary Education BA	EDU 314	SLO 3_Appropriat e Instructional Methods	Project - Individual	CMI BAAE students will introduce themselves to elementary grade students through an age- appropriate autobiography. The elementary grade students will discuss what aspects of a persons life they want to know. Then elementary students will attempt to write their own autobiographies. From this writing experience, the CMI student will determine a starting point for basic writing skills that they then will provide along with more writing opportunities. CMI BAAE students will create a Quality Pedagogy Framework (QPF) that is based on the strengths and needs indicated in the first writing. P. Perkins	70% of students will achieve a minimum of 70% on the QPF they create to further support their elementary students per the rubric provided.	Benchmark Met	Pamela Perkins	Elementary	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The analysis clearly explains why a certain percentage of students met the benchmark.Assessment tool appears to be very appropriate for the SLO assessment.The action clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).	Approved			
Program (EDU) - Elementary Education AS	MAR 140	SLO 3_Branches	Written Assignment or Essay	Students were assigned to summarized some of the Articles in the Marshall Islands Constitution.	70% of the students should be able to achieved a 70% score or higher.								
Program (GE) - General Education	MAR 140	SLO 3_Branches	Written Assignment or Essay	Students were assigned to summarized some of the Articles in the Marshall Islands Constitution.	70% of the students should be able to achieved a 70% score or higher.								

Program (LA) - Liberal Arts AA	MAR 140	SLO 3_Branches	Written Assignment or Essay	Students were assigned to summarized some of the Articles in the Marshall Islands Constitution.	70% of the students should be able to achieved a 70% score or higher.
Program (MAR) - Marshalllese Social Studies CCT	MAR 140	SLO 3_Branches	Written Assignment or Essay	Students were assigned to summarized some of the Articles in the Marshall Islands Constitution.	70% of the students should be able to achieved a 70% score or higher.
Program (ABE) - Adult Basic Education	MATH 030	SLO 3_Central Tendency & Variations	Objective Type Exam/Quiz - In Course	By Moarieta Ientaake This is an assessment tool for Math 3 section 2 students who should demonstrate and understand the measures of central tendency and various variation through objective tests mainly quiz or test results that will be adminisered during the semester.	That 70% of the students should be able to attain a score of 70% and up.
Program (ABE) - Adult Basic Education	REA 050	SLO 3_Chronologi cal Frame	Skill Performance	Students will work in pairs to read and discuss the article about Amata Kabua. After that they will work for 20 minutes to make an outline of his life: before he was elected RMI president, when he was the President, and after he died. Then each pair will retell the life of Amata Kabua using their notes. A Scoring criteria will be used to score the students. (NNeptali)	70% of the students will score 70% or higher in this assessment.

Program (EDU) - Elementary Education AS	EDU 109	SLO 3_Concepts and Methods	Project - Group presentation).	Students will work in groups of 4-5 to create their Ideal School for the RMI. They will answer and explain the following questions on a team agenda (used for brainstorming) and a group presentation: (A) What is the aim (goal) of education? (B) What is the role of the teacher? (C) What level of education do you want teachers and principals to have? What additional skills should teachers and principals have? (D) What subjects are taught and why? (E) What methods are used or how do teachers teach? (F) What does a typical school day look like or what is the daily schedule? (G) What does the school building look like and why? (H) What resources, including technology does the school have?	29 students one student withdrew prior to the SLO being assessed; thus 28 student scores on the rubric will be used to assess this SLO.	SLO 3: Concepts and Methods: Use major concepts, methods, and terminology to support conclusions from appropriate philosophical and educational sources including local and regional alternatives.	Due Date: 12/01/2022				
				Rubric = worth 40 points, which includes 10 points for a completed rubric with evidence of collaborative group brainstorming, 30 points for the presentation (16 points for each answer above thoroughly explained, 5 points for a visual representation of the group's idea school, 4 points for collaborative group presentation, 5 points for clarity and care of presentation).	75% will receive 70% or more on the rubric.	Benchmark	Met	RAAB, REBBECA	The overall average for the assignment was 84% (33.79 points out of 40). Of the 28 students assessed using the rubric (which is attached to this plan), 26 achieved a score above 70%. Please see the attached document for a break down of the individual scores.	The data results clearly reflect the SLO assessment plan.Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The action clearly provides a rationale for keeping or changing the current SLO.Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
				Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.	Disaggregation by Gender and Pre-service/In-service Male 5/28 (18%) 100% scored above the benchmark.

Program (EDU) - Elementary Education BA	EDU 109	SLO 3_Concepts and Methods	Project - Group	Students will work in groups of 4-5 to create their Ideal School for the RMI. They will answer and explain the following questions on a team agenda (used for brainstorming) and a group presentation: (A) What is the aim (goal) of education? (B) What is the role of the teacher? (C) What level of education do you want teachers and principals to have? What additional skills should teachers and principals have? (D) What subjects are taught and why? (E) What methods are used or how do teachers teach? (F) What does a typical school day look like or what is the daily schedule? (G) What does the school building look like and why? (H) What resources, including technology does the school have?	75% will receive 70% or more on the rubric.	Benchmark Met	RAAB, REBBECA	SLO 3: Concepts and Methods: Use major concepts, methods, and terminology to support conclusions from appropriate philosophical and educational sources including local and regional alternatives.	29 studentsone student withdrew prior to the SLO being assessed; thus 28 student scores on the rubric will be used to assess this SLO.	Due Date: 12/01/2022	The data results clearly reflect the SLO assessment plan.Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The action clearly provides a rationale for keeping or changing the current SLO.Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
				Rubric = worth 40 points, which includes 10 points for a completed rubric with evidence of collaborative group brainstorming, 30 points for the presentation (16 points for each answer above thoroughly explained, 5 points for a visual representation of the group's idea school, 4 points for collaborative group presentation, 5 points for clarity and care of presentation).				The overall average for the assignment was 84% (33.79 points out of 40). Of the 28 students assessed using the rubric (which is attached to this plan), 26 achieved a score above 70%. Please see the attached document for a break down of the individual scores.	Action: First, the department is planning to review EDU 109 and consider a major revision to the course. I'm not sure when this will be done, but I wanted to note it here under actions. This is also the reason why I said the SLO needed to be revised. For addressing this SLO as it is right now, in the future I would like to incorporate more local and regional alternatives in preparation prior to the students creating their ideal schools. For example, since doing this project, Ive engaged with individuals at WAM and learned more about how traditional canoe building occurs (who it is taught). Thus, inviting traditional educators to class, could help students reach even deeper conclusions about local and regional alternatives.	Yes. The SLO statement needs revision.		

[illegible]

[illegible]

Program (VCARP) - Carpentry Certificate	VCARP 201	SLO 3_Construct	Objective Type Exam - Final	In this assessment ,students will identify various types of roofs and will be able to compare and contrast two roof types typically used in the Marshall Islands. This will be based on cost of the materials and availability of high quality of the materials.	This assessment is 100% and 75% of the students are expected 75% or more .	Benchmark Met	BRIAND, JELAJOK	VCARP 201 Roof Framing and Exterior Framing	Number of students present = 10 Number of students who earned 70% or better = 10 Percentage oi students who earned 70% or better = 100%	Due Date: 06/13/2022 Action: As the courses are linked ,the students easily relate the components .This course can build into a survey on roof materials and fixtures and how they withstand the Republic of the Marshall Islands Changing weather patterns.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	MAR 160	SLO 3_Critiquing	Observation	Observation using a Critique worksheet	80% of the students should be able to achieve a 80% score or higher.	Benchmark Not Met	Hermon Lajar		18 of 22 students did the assignment. 66% of the students received a 80% score or higher in this assignment.	Due Date: 05/31/2022 Action: For improvements, I will have to work closely with the government offices to make sure I take the students to observe speeches of Marshallese speakers in public. Students will need to practice critiquing one another in class before going out to the public arena.	No. The SLO statement doesn't need revision.
Program (MAR) - Marshallese Language Arts CCT	MAR 160	SLO 3_Critiquing	Observation	Observation using a Critique worksheet	80% of the students should be able to achieve a 80% score or higher.	Benchmark Not Met	Hermon Lajar		18 of 22 students did the assignment. 66% of the students received a 80% score or higher in this assignment.	Due Date: 05/31/2022 Action: For improvements, I will have to work closely with the government offices to make sure I take the students to observe speeches of Marshallese speakers in public. Students will need to practice critiquing one another in class before going out to the public arena.	No. The SLO statement doesn't need revision.

PI122 Section 1:
Only 8 out of 18
students
participated
however out of
the 8 Students
who participated,
100% of them
earned a 70% or
higher. In this
regard, the
benchmark was
met.

PI122 Section 2:
Only 10 out of 23
Students
participated
however out of
the 10 students
who participated,
100% of them
earned 70% or
higher. In this
regard the
benchmark was
met.

In total, 18 out of 41 students participated indicating a 43.9% participation rate but a 100% passing rate.

Graph of Data https://drive.google.com/file/d/1S_uwQcE2We8hqPuRGJHhF5sn6R-CPr_U/view?usp=sharing	Due Date: 04/01/2022 Action: Attendance is a critical area at CMI that needs to be addressed at the community level. However even in MIHS, the largest public school in RMI, attendance is also an issue. This is a community issue that needs to be addressed. Students who participated easily passed.
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The SLO is well developed and the tool clearly tied to the SLO as the SLO is cultural change and students were assessed on the influence of social change on the culture of any nation within the Pacific

No. The SLO statement doesn't need revision.

Approved

Program (GE) -
General Education PI 122

SLO 3_Culture
Change and Globalization in the Pacific
Written Assignment or Essay

Students will write a short essay describing cultural change within the Pacific by picking an island nation or territory, a sub-region (e.g. Melanesia, Micronesia, Polynesia), or the Pacific at large to assess what cultural change they view as very transparent when considering the rapid social change. Students will be measured via a holistic rubric.

70% of students who participated will passed with a 70% or higher.

Benchmark
Met

Desmond
Doulatram

PI122 Section 1:
Only 8 out of 18
students
participated
however out of
the 8 Students
who participated,
100% of them
earned a 70% or
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Graph of Data https://drive.google.com/file/d/1S_uwQcE2We8hqPuRGJHhF5sn6R-CPr_U/view?usp=sharing	Due Date: 04/01/2022 Action: Attendance is a critical area at CMI that needs to be addressed at the community level. However even in MIHS, the largest public school in RMI, attendance is also an issue. This is a community issue that needs to be addressed. Students who participated easily passed.
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The SLO is well developed and the tool clearly tied to the SLO as the SLO is cultural change and students were assessed on the influence of social change on the culture of any nation within the Pacific

Approved

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regard the
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In total, 18 out of 41 students participated indicating a 43.9% participation rate but a 100% passing rate.

Graph of Data https://drive.google.com/file/d/1S_uwQcE2We8hqPuRGJHhF5sn6R-CPr_U/view?usp=sharing	Due Date: 04/01/2022 Action: Attendance is a critical area at CMI that needs to be addressed at the community level. However even in MIHS, the largest public school in RMI, attendance is also an issue. This is a community issue that needs to be addressed. Students who participated easily passed.
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The SLO is well developed and the tool clearly tied to the SLO as the SLO is cultural change and students were assessed on the influence of social change on the culture of any nation within the Pacific

No. The SLO statement doesn't need revision.

Approved

Program (MAR) -
Marshalllese Social
Studies CCT

SLO 3_Culture
Change and Globalization in the Pacific
Written Assignment or Essay

Students will write a short essay describing cultural change within the Pacific by picking an island nation or territory, a sub-region (e.g. Melanesia, Micronesia, Polynesia), or the Pacific at large to assess what cultural change they view as very transparent when considering the rapid social change. Students will be measured via a holistic rubric.

70% of students who participated will pass with a 70% or higher.

Benchmark
Met

Desmond
Doulatram

Department (STEM) - STEM	CHEM 101	SLO 3_Demonstrate Learning Practices	Experiment or Other Laboratory Experience	An experiment to determine and compare the calcium carbonate content in egg shells and coral lime powder had been given to the students to assess their understanding of the principles of back titration and its application in the computation of percentage by mass of calcium carbonate present in the given samples. At the end of the experiment, students wrote and submitted a mini laboratory report.	70% of the students attain a C grade or better.	Benchmark Not Met	Dako Nating	Nineteen (19) students enrolled for this course this semester. Unfortunately, a female student withdrew just after midterm. Out of eighteen continuing students, twelve (12) were females and six (6) were males. From this pool of students, all the males and all the females have participated in this practical and out of 6 males, only 3 of them (42.93%) scored 70% or better, and out 12 females, only 7 of them (58.8) scored 70% or better. Overall only 55. 6% of the students scored 70% or better and therefore the Benchmark was not achieved. Most students still found it difficult to write a proper science laboratory report even though they have done several lab reports prior to this practical exercise.	Due Date: 05/20/2022 Action: Students must be given continuous practice exercises on: scientific report writing, particular attention will be given to the format of the report which includes the title, the aim of the experiment, the background context and how to do in text referencing, the procedures followed and equipment used, the results that were obtained and how to present them and describe them, any observations made, the findings drawn and the impact those findings have towards fulfilling the original aim of the practical and proper way of presenting references. Without practice students will always be lost and will find it challenging to write a proper laboratory report. Coupled with this, students must always practice naming and writing chemical formulas, balancing and writing chemical reactions and solving practical stoichiometry problems.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (GE) - General Education	CHEM 101	SLO 3_Demonstrate Learning	Experiment or Other Laboratory Experience	An experiment to determine and compare the calcium carbonate content in egg shells and coral lime powder had been given to the students to assess their understanding of the principles of back titration and its application in the computation of percentage by mass of calcium carbonate present in the given samples. At the end of the experiment, students wrote and submitted a mini laboratory report.	70% of the students attain a C grade or better.	Benchmark Not Met	Dako Nating	Nineteen (19) students enrolled for this course this semester. Unfortunately, a female student withdrew just after midterm. Out of eighteen continuing students, twelve (12) were females and six (6) were males. From this pool of students, all the males and all the females have participated in this practical and out of 6 males, only 3 of them (42.93%) scored 70% or better, and out 12 females, only 7 of them (58.8) scored 70% or better. Overall only 55. 6% of the students scored 70% or better and therefore the Benchmark was not achieved. Most students still found it difficult to write a proper science laboratory report even though they have done several lab reports prior to this practical exercise.	Due Date: 05/20/2022 Action: Students must be given continuous practice exercises on: scientific report writing, particular attention will be given to the format of the report which includes the title, the aim of the experiment, the background context and how to do in text referencing, the procedures followed and equipment used, the results that were obtained and how to present them and describe them, any observations made, the findings drawn and the impact those findings have towards fulfilling the original aim of the practical and proper way of presenting references. Without practice students will always be lost and will find it challenging to write a proper laboratory report. Coupled with this, students must always practice naming and writing chemical formulas, balancing and writing chemical reactions and solving practical stoichiometry problems.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (LA) - Liberal Arts AA	CHEM 101	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	An experiment to determine and compare the calcium carbonate content in egg shells and coral lime powder had been given to the students to assess their understanding of the principles of back titration and its application in the computation of percentage by mass of calcium carbonate present in the given samples. At the end of the experiment, students wrote and submitted a mini laboratory report.	70% of the students attain a C grade or better.	Benchmark Not Met	Dako Nating	Nineteen (19) students enrolled for this course this semester. Unfortunately, a female student withdrew just after midterm. Out of eighteen continuing students, twelve (12) were females and six (6) were males. From this pool of students, all the males and all the females have participated in this practical and out of 6 males, only 3 of them (42.93%) scored 70% or better, and out 12 females, only 7 of them (58.8) scored 70% or better. Overall only 55. 6% of the students scored 70% or better and therefore the Benchmark was not achieved. Most students still found it difficult to write a proper science laboratory report even though they have done several lab reports prior to this practical exercise.	Due Date: 05/20/2022 Action: Students must be given continuous practice exercises on: scientific report writing, particular attention will be given to the format of the report which includes the title, the aim of the experiment, the background context and how to do in text referencing, the procedures followed and equipment used, the results that were obtained and how to present them and describe them, any observations made, the findings drawn and the impact those findings have towards fulfilling the original aim of the practical and proper way of presenting references. Without practice students will always be lost and will find it challenging to write a proper laboratory report. Coupled with this, students must always practice naming and writing chemical formulas, balancing and writing chemical reactions and solving practical stoichiometry problems.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (NURS) - Nursing AS	CHEM 101	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	An experiment to determine and compare the calcium carbonate content in egg shells and coral lime powder had been given to the students to assess their understanding of the principles of back titration and its application in the computation of percentage by mass of calcium carbonate present in the given samples. At the end of the experiment, students wrote and submitted a mini laboratory report.	70% of the students attain a C grade or better.	Benchmark Not Met	Dako Nating	Nineteen (19) students enrolled for this course this semester. Unfortunately, a female student withdrew just after midterm. Out of eighteen continuing students, twelve (12) were females and six (6) were males. From this pool of students, all the males and all the females have participated in this practical and out of 6 males, only 3 of them (42.93%) scored 70% or better, and out 12 females, only 7 of them (58.8) scored 70% or better. Overall only 55. 6% of the students scored 70% or better and therefore the Benchmark was not achieved. Most students still found it difficult to write a proper science laboratory report even though they have done several lab reports prior to this practical exercise.	Due Date: 05/20/2022 Action: Students must be given continuous practice exercises on: scientific report writing, particular attention will be given to the format of the report which includes the title, the aim of the experiment, the background context and how to do in text referencing, the procedures followed and equipment used, the results that were obtained and how to present them and describe them, any observations made, the findings drawn and the impact those findings have towards fulfilling the original aim of the practical and proper way of presenting references. Without practice students will always be lost and will find it challenging to write a proper laboratory report. Coupled with this, students must always practice naming and writing chemical formulas, balancing and writing chemical reactions and solving practical stoichiometry problems.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (ABE) - Adult Basic Education	WRI 040	SLO 3_Develop Writing	Objective Type Exam/Quiz - In Course	Students will be assessed on writing process through midterm exam. The writing part of the exam will be using the writing processes. (WB)	70% of students will pass with 70% and higher.	Benchmark Met	Wesley Bosin	70% of the students performed well on their midterm exam and 29.6% were not able to make it due to poor performance and stopped coming to class. Most of the students spend a great amount of time to learned and comprehended the process. Some students still need times to practice.	Due Date: 04/01/2022 Action: The syllabi is clearly and concisely.	No. The SLO statement doesn't need revision.
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[illegible]

[illegible]

[illegible]

Program (EDU) - Elementary Education BA	EDU 324	SLO 3_Diverse Learners	Presentation	Students work to design and present a lesson to their peers demonstrating how to accommodate diverse learners in the classroom using small groups and learning stations as a strategy to engage students. (Alvin Page)	75% of students will be able to score a minimum of 70% for the presentation of their lesson to peers according to the rubric provided.	Benchmark Met	Alvin Page	Of the 12 students who completed the assignment 11 students (92%) attained scores of more than 70%. 1 student scored below 70%. Of the 11 students who scored higher than 70%, 5 scored between 75 - 79%, 5 scored between 80 - 84% and 1 scored 85%. The benchmark of '75% of students will be able to score a minimum of 70% for the presentation of their lesson to peers' was met. The only reason the student who scored less than 70% did so was because the presentation did not include any engaging activities. It was just a presentation of the design of the lesson and the materials that would have been used to conduct the lesson. None of the activities presented were demonstrated. If the activities had been demonstrated, the student would have met the	Due Date: 05/23/2022 Action: I would like to continue to improve the quality of the strategies used to accommodate diverse learners that teachers use learn about so that more teachers understand the importance of providing concrete and representational experiences for learners, and also so that it becomes second nature for teachers to default to what providing such experiences for learners when they are in their future classrooms.	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA	SCI 245	SLO 3_Ecological Impact	Case Study	Students are expected to analyze a case study of a coastal environment and be able to conduct an environmental impact assessment. The assessment performed should critically identify and clearly explain the environmental impacts.	At least 70 percent of the students should attain a score of 70% or above.	Benchmark Not Met	Kendal Romany	Due Date: 05/18/2022 Action: Recommendations Clarify terms of reference after administration Encourage students to request assistance Provide continuous guidance Conduct a case study similar to the administered exercise Allow students to tackle a similar exercise in class Provide substantial feedback to students based on their performance Motivate students regularly Promote collaborative brainstorming Give homework based on the topic before administering the assignment Correct the case study in class so students can learn from their mistakes	No. The SLO statement doesn't need revision.
								The designed assessment tool was administered which yielded the results that 50 percent of the candidates obtained the benchmark score of 70 percent or above.	

Program (MSCI) - Marine Science CCT	SCI 245	SLO 3_Ecological Impact	Case Study	Students are expected to analyze a case study of a coastal environment and be able to conduct an environmental impact assessment. The assessment performed should critically identify and clearly explain the environmental impacts.	At least 70 percent of the students should attain a score of 70% or above.	Benchmark Not Met	Kendal Romany	Due Date: 05/18/2022 Action: Recommendations Clarify terms of reference after administration Encourage students to request assistance Provide continuous guidance Conduct a case study similar to the administered exercise Allow students to tackle a similar exercise in class Provide substantial feedback to students based on their performance Motivate students regularly Promote collaborative brainstorming Give homework based on the topic before administering the assignment Correct the case study in class so students can learn from their mistakes	No. The SLO statement doesn't need revision.
								The designed assessment tool was administered which yielded the results that 50 percent of the candidates obtained the benchmark score of 70 percent or above.	

Program (ABE) - Adult Basic Education	SCI 040	SLO 3_Energy	Objective Type Exam/Quiz - In Course	After having learned about energy, waves, electricity, sources of energy, and endothermic and exothermic reactions, students will be tested on their knowledge through an exam. The exam will consist of multiple choice questions on the topics discussed. (Powens)	70% of students that take the exam will pass with 70% and higher.	Benchmark Not Met	Patricia Owens	Only 58% of the students satisfactorily performed in the exam that consisted of questions about energy, waves, electricity, sources of energy, endothermic and exothermic reactions. Out of 26 students, 7 students did not take the exam, 2 students received an F, 2 students had a D, 5 students had a C, 1 student had a B, and 9 students had an A.	Due Date: 03/31/2022 Action: Revise lessons to include educational games. Introduce students to each topic by showing videos and incorporate more hands on activity.	Yes. The SLO statement needs revision.	Approved
Program (ABE) - Adult Basic Education	SCI 040	SLO 3_Energy	Objective Type Exam/Quiz - In Course	Student will take midterm exam which is cover some questions on coherence writing. Exam will consist of multiple choice questions. WB	70% of the student will earn 70% and higher. WB						
Program (ABE) - Adult Basic Education	SCI 040	SLO 3_Energy	Objective Type Exam/Quiz - In Course	The students will take midterm exam which covers some questions on ecosystems. Exam will consist of multiple choice questions. (Dde)	70% of students will earn 70% or higher on the questions on what is ecosystem; describe the relationship among living organisms and the impact of environmental disturbances; and limitations within ecosystems. (Dde)						

Program (ABE) - Adult Basic Education	REA 040	SLO 3_Genre Characteristic s	Collaborative Group Activity Individual class works, quiz, and test.	The student will be able to Understand how the characteristics of a genre affect an excerpts meaning or purpose. Teaching genre helps students identify their reading preferences and will equip them to select books they will enjoy reading. (BJacob)
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Program (EDU) - Elementary Education BA	EDU 325	SLO 3_Hands- on Materials	Project - Individual	Students will be able to successfully create a week-long QPF lesson plan that includes the use of appropriate hands-on activities for math lessons. Lesson plans will be assessed using the Structure of Observed Learning Outcomes (SOLO). (Alvin Page SP22)	75% of students will be able to score a minimum of 70% for the QPF lesson plans they create according to the rubric provided.	Benchmark Met	Alvin Page	Forty-one students completed this assignment in time for this SLO assessment, and created QPF lesson plans that incorporated the use of hands-on activities. 10 of the 41 students (24%) got lower than 70% on the rubric. 31 of the 41 students (76%) scored more than 70% on the rubric. The benchmark for the SLO was thus met, but only just (by 1%). 20 of the students were male, and 21 were female. The average score for males was 75%, while the average score for females was 80%. 32 of the 41 students are teachers, and 9 are not teachers. The average score for teachers was 77%, while the average score for non-teachers was also 77%. Of the 32 students who are teachers, 27 are classroom teachers, 1 is a pre-service	Due Date: 04/06/2022 Action: Hands-on learning is the process of learning by actually doing and experiencing something, rather than just being told about it. Instead of simply listening to a teacher or instructor lecture about a given subject, the student engages with the subject matter to solve a problem or create something. Hands-on learning provides opportunities for teachers to become co-explorers of knowledge, rather than just information dispensers. Hands-on learning engages students of all ages in multiple modes of learning: kinesthetic, problem solving, and trial and error. Hands-on learning is particularly important for young children, as this is how they are programmed to learn. Experiential activities present an opportunity for students to engage in learning materials in interactive and hands-on ways. When multiple activities such as talking, listening, and using the hands are combined, it activates more areas of the brain than a single activity. While the data present interesting points for discussion, the population size might be too small to draw any significant conclusions. With regards to writing QPF lesson plans that incorporate hands-on activities, the data appear to indicate that Majuro-based teachers tend to do better than DE students, while	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education AS	EDU 211	SLO 3_Higher Level Thinking Skills	Project - Individual	Students will be assessed on the creation of lesson activities and questions that promote the higher level thinking skills in the Blooms taxonomy, and the affective domain of learning. The students will use a Big Book story to create their teaching plan. The cognitive and affective needs of the students in the classroom will be identified in the variety of connected activities of the teaching plan that students will engage in. The rubric used to assess the project will be out of 30.	75% of students to score 75% on the rubric	Benchmark Met	KOROI, ROSIE	In this individual project the students after learning about the Blooms taxonomy and affective domain of learning, create a teaching plan. The teaching plan had to show that the 3 higher levels of Blooms taxonomy and the affective domain of learning is evident in the variety of connected activities. 20 students enrolled in the EDU 211 course at the beginning of the semester. 3 students dropped out before Mid-term due to personal reasons. 17 students took part in the project assignment. The benchmark set for the SLO was that 75% of the students to score 75% in the rubric. 75 % of 17 is 12 students and 75% of 30 is 22 marks. The benchmark was met. 12 out of 17 students scored 22 or higher in the rubric, The 12 students who met the benchmark were	Due Date: 04/03/2022 Action: Students need to know how to use the Blooms Taxonomy and Affective Domain in the QPF Lesson Plan. SLO#3 helps the students to think deeply about the lesson activities and questions that they should develop to promote critical thinking skills in their classroom teaching and desirable behaviors of students. In the Fall semester there will be more practice given to students to generate lesson activities and questions on the levels of the Blooms Taxonomy and Affective domain of learning.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education BA	EDU 211	SLO 3_Higher Level Thinking Skills	Project - Individual	Students will be assessed on the creation of lesson activities and questions that promote the higher level thinking skills in the Blooms taxonomy, and the affective domain of learning. The students will use a Big Book story to create their teaching plan. The cognitive and affective needs of the students in the classroom will be identified in the variety of connected activities of the teaching plan that students will engage in. The rubric used to assess the project will be out of 30.	75% of students to score 75% on the rubric	Benchmark Met	KOROI, ROSIE	In this individual project the students after learning about the Blooms taxonomy and affective domain of learning, create a teaching plan. The teaching plan had to show that the 3 higher levels of Blooms taxonomy and the affective domain of learning is evident in the variety of connected activities. 20 students enrolled in the EDU 211 course at the beginning of the semester. 3 students dropped out before Mid-term due to personal reasons. 17 students took part in the project assignment. The benchmark set for the SLO was that 75% of the students to score 75% in the rubric. 75 % of 17 is 12 students and 75% of 30 is 22 marks. The benchmark was met. 12 out of 17 students scored 22 or higher in the rubric, The 12 students who met the benchmark were	Due Date: 04/03/2022 Action: Students need to know how to use the Blooms Taxonomy and Affective Domain in the QPF Lesson Plan. SLO#3 helps the students to think deeply about the lesson activities and questions that they should develop to promote critical thinking skills in their classroom teaching and desirable behaviors of students. In the Fall semester there will be more practice given to students to generate lesson activities and questions on the levels of the Blooms Taxonomy and Affective domain of learning.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 3_Higher Level Thinking Skills	Project - Individual	Students will be assessed on the creation of lesson activities and questions that promote the higher level thinking skills in the Blooms taxonomy, and the affective domain of learning . The students will use a Big Book story to create their teaching plan.The cognitive and affective needs of the students in the classroom will be identified in the variety of connected activities of the teaching plan that students will engage in. The rubric used to assess the project will be out of 30.	75% of students to score 75% on the rubric	Benchmark Met	KOROI, ROSIE	In this individual project the students after learning about the Blooms taxonomy and affective domain of learning, create a teaching plan.The teaching plan had to show that the 3 higher levels of Blooms taxonomy and the affective domain of learning is evident in the variety of connected activities. 20 students enrolled in the EDU 211 course at the beginning of the semester.3 students dropped out before Mid-term due to personal reasons.	
								17 students took part in the project assignment.The benchmark set for the SLO was that 75% of the students to score 75% in the rubric. 75 % of 17 is 12 students and 75% of 30 is 22 marks. The benchmark was met.12 out of 17 students scored 22 or higher in the rubric, The 12 students who met the benchmark were	Due Date: 04/03/2022 Action: Students need to know how to use the Blooms Taxonomy and Affective Domain in the QPF Lesson Plan. SLO#3 helps the students to think deeply about the lesson activities and questions that they should develop to promote critical thinking skills in their classroom teaching and desirable behaviors of students. In the Fall semester there will be more practice given to students to generate lesson activities and questions on the levels of the Blooms Taxonomy and Affective domain of learning.

Program (MAR) - Marshallese Language Arts CCT	EDU 211	SLO 3_Higher Level Thinking Skills	Project - Individual	Students will be assessed on the creation of lesson activities and questions that promote the higher level thinking skills in the Blooms taxonomy, and the affective domain of learning. The students will use a Big Book story to create their teaching plan. The cognitive and affective needs of the students in the classroom will be identified in the variety of connected activities of the teaching plan that students will engage in. The rubric used to assess the project will be out of 30.	75% of students to score 75% on the rubric	Benchmark Met	KOROI, ROSIE	In this individual project the students after learning about the Blooms taxonomy and affective domain of learning, create a teaching plan. The teaching plan had to show that the 3 higher levels of Blooms taxonomy and the affective domain of learning is evident in the variety of connected activities. 20 students enrolled in the EDU 211 course at the beginning of the semester. 3 students dropped out before Mid-term due to personal reasons. 17 students took part in the project assignment. The benchmark set for the SLO was that 75% of the students to score 75% in the rubric. 75 % of 17 is 12 students and 75% of 30 is 22 marks. The benchmark was met. 12 out of 17 students scored 22 or higher in the rubric, The 12 students who met the benchmark were	Due Date: 04/03/2022 Action: Students need to know how to use the Blooms Taxonomy and Affective Domain in the QPF Lesson Plan. SLO#3 helps the students to think deeply about the lesson activities and questions that they should develop to promote critical thinking skills in their classroom teaching and desirable behaviors of students. In the Fall semester there will be more practice given to students to generate lesson activities and questions on the levels of the Blooms Taxonomy and Affective domain of learning.	No. The SLO statement doesn't need revision.
Program (EDU) - Elementary Education CCT in Special Education (SPED)	SPED 260	SLO 3_Individualiz ed Education Program	Project - Individual	Students will write an intensive report in regard to one of the Special Education students assigned to him/her using all of the information required in a professional Individualized Education Program (IEP) and update changes as the first half of the semester progresses.	70% of the students in this class will write an IEP that meets a minimum of 70% on the rubric for this IEP					

Program (EDU) - Elementary Education AS	EDU 251	SLO 3_Inquiry- based Science Activities	Project - Individual	Students are observed and rated using the Rubric for Assessing Inquiry-based Learning and Instructional Materials (RAILIM) for their assigned projects and learning materials developed, in addition to the quality of website artifact developed. Data for this SLO will be the scores attained in the rubric that includes 4 descriptive items that cover the criteria included in the rubric. Each item is rated from a low 1 to a high 5. When an item is not included, it is marked 0 (zero).	On a scale of 1 20 points, 85% of the students will achieve an average score of 16 points of 20.	Benchmark Not Met	Marson Ralpho	56% (9 out of 16 students) earned an average score of 16 points or higher; 25% (4 out of 16 students) earned less than an average of 16 points.	Due Date: 04/04/2022 Action: In the future, I will provide more regular group and pair discussions regarding to ensure that all students are able to express and understand the whole	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcome. Analysis of data results shows BOTH of the following elements- Clearly explains why a certain percentage of students met the benchmark. • Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark	Approved
								The benchmark (on a scale of 1 20 points, 85% of the students will achieve an average score of 16 points) was not met in EDU 251. 56% of the students earning 85% or higher, indicating that 9 students were successful meeting the SLO. 25% (4 out of 16 students) earned averages between 70% to 80%. The remaining 19% (3 out of 16 students) earned less than an average of 70%. Students in this course are expected to apply the theories and contents learned in their coursework into their teaching in the future classrooms. From this learning, they are able to plan and develop	concepts before stepping into the field of higher level-order learning (e.g. apply, evaluate, analyze, and create). This is to address the gap of knowledge that became apparent from this recent assessment. After peer-learning and regular group discussions, students who still need to augment their skills and are in needs of more attention will meet with the instructor for more concentrated guidance. Furthermore, I will also consider reviewing and redesigning the assessment tool to identify the steps that are challenging for students and to modify its complex process. Not only that but since students are very interested in technology nowadays, I will help them to enhance their skills to be able to understand scientific knowledge through integrated technology. This will build scientific research skills, encourage motivation, and develop a sense of readiness for students to learn. The idea of hands-on and minds-on will always be part of the designed activities for the course throughout the semesters.		

Program (EDU) - Elementary Education BA	EDU 251	SLO 3_Inquiry- based Science Activities	Project - Individual	Students are observed and rated using the Rubric for Assessing Inquiry-based Learning and Instructional Materials (RAILIM) for their assigned projects and learning materials developed, in addition to the quality of website artifact developed. Data for this SLO will be the scores attained in the rubric that includes 4 descriptive items that cover the criteria included in the rubric. Each item is rated from a low 1 to a high 5. When an item is not included, it is marked 0 (zero).	On a scale of 1 20 points, 85% of the students will achieve an average score of 16 points of 20.	Benchmark Not Met	76% (16 out of 21 students) earned an average score of 16 points or higher; 24% (5 out of 21 students) earned less than an average of 16 points.	Due Date: 05/19/2021 Action: In the future, I will provide more regular group and pair discussions regarding to ensure that all students are able to express and understand the whole	The assessment tool is well written, tied to the activities related to the SLO, and is of appropriate depth and level of difficulty. The assessment includes both quantitative and qualitative evidence of the SLO. It is written in clear, concise language.	Approved
							The benchmark (on a scale of 1 20 points, 85% of the students will achieve an average score of 16 points) was not met in EDU 251. 76% of the students earning 85% or higher, but indicating that three students were successful meeting the SLO. 9% (2 out of 21 students) earned averages between 70% to 80%. The other 15% (3 out of 21 students) earned less than an average of 70%. Students in this course are expected to apply the theories and contents learned in their coursework into their teaching in the future classrooms. From this learning, they are able to plan and develop	Furthermore, I will also consider reviewing and redesigning the assessment tool to identify the steps that are challenging for students and to modify its complex process. Not only that but since students are very interested in technology nowadays, I will help them to enhance their skills to be able to understand scientific knowledge through integrated technology. This will build scientific research skills, encourage motivation, and develop a sense of readiness for students to learn. The idea of hands-on and minds-on will always be part of the designed activities for the course throughout the semesters.		

Program (EDU) - Elementary Education BA	EDU 251	SLO 3_Inquiry- based Science Activities	Project - Individual	Students are observed and rated using the Rubric for Assessing Inquiry-based Learning and Instructional Materials (RAILIM) for their assigned projects and learning materials developed, in addition to the quality of website artifact developed. Data for this SLO will be the scores attained in the rubric that includes 4 descriptive items that cover the criteria included in the rubric. Each item is rated from a low 1 to a high 5. When an item is not included, it is marked 0 (zero).	On a scale of 1 20 points, 85% of the students will achieve an average score of 16 points of 20.	Benchmark Not Met	Marson Ralpho	56% (9 out of 16 students) earned an average score of 16 points or higher; 25% (4 out of 16 students) earned less than an average of 16 points.	Due Date: 04/04/2022 Action: In the future, I will provide more regular group and pair discussions regarding to ensure that all students are able to express and understand the whole	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcome. Analysis of data results shows BOTH of the following elements- Clearly explains why a certain percentage of students met the benchmark. • Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark	Approved
								The benchmark (on a scale of 1 20 points, 85% of the students will achieve an average score of 16 points) was not met in EDU 251. 56% of the students earning 85% or higher, indicating that 9 students were successful meeting the SLO. 25% (4 out of 16 students) earned averages between 70% to 80%. The remaining 19% (3 out of 16 students) earned less than an average of 70%. Students in this course are expected to apply the theories and contents learned in their coursework into their teaching in the future classrooms. From this learning, they are able to plan and develop	that became apparent from this recent assessment. After peer-learning and regular group discussions, students who still need to augment their skills and are in needs of more attention will meet with the instructor for more concentrated guidance. Furthermore, I will also consider reviewing and redesigning the assessment tool to identify the steps that are challenging for students and to modify its complex process. Not only that but since students are very interested in technology nowadays, I will help them to enhance their skills to be able to understand scientific knowledge through integrated technology. This will build scientific research skills, encourage motivation, and develop a sense of readiness for students to learn. The idea of hands-on and minds-on will always be part of the designed activities for the course throughout the semesters.		

Program (NURS) - Nursing AS	NURS 260	SLO 3_Issues and Trends	Written Assignment or Essay	Write and present an issue that is affecting nursing practice in the RMI. A rubric will be used to score the assignment_copy	At least 70% of students will score at least 70% or higher on the written and oral presentation	Benchmark Met	Peter, Florence	Students were assigned in groups to develop and present topics of concern to "peers" at two public high schools on Majuro (MIHS and LHS) and a private high school on Rongrong. The students developed and practiced their ppt slides to members of the nursing department and feedback was provided. The students then revised their ppt presentations based on nursing faculty comments. Student feedback from MIHS showed that all students liked the presentations, they gave a thumbs up, and several of the students wished for future presentations. The CMI student presenters scored 70% and higher based on the scoring rubric. Areas to improve in future presentations were based on high school students comments were,	Due Date: 04/11/2022 Action: Students to start preparing their "papers" early in the semester. Assign students to faculty members to mentor students as they prepare their papers.	No. The SLO statement doesn't need revision.	SLO assessment need to have more data	Approved
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Program (LA) - Liberal Arts AA	MAR 240	SLO 3_Literary Conventions	Project - Individual	Grammatically sound sentences: After having learnt part of a story and read story examples, students are tasked t create their original story using the Marshallese Language.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 4 students officially registered for this course. 3 (75%) students received a score of 70 or higher 1 (25%) students received a score of 69 or lower Benchmark met One reason why 75 % of the students met the benchmark is because they were given extra time to complete their work One reason why the 25% of the students did not meet the benchmark is because the student flew off island without notifying the instructor.	Due Date: 05/31/2022 Action: Make sure to give advice on how important to complete a semester and also to notify the instructor if students have plans to go off island.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Language Arts CCT	MAR 240	SLO 3_Literary Conventions	Project - Individual	Grammatically sound sentences: After having learnt part of a story and read story examples, students are tasked t create their original story using the Marshallese Language.	70% of the students will get a score 70 or higher.	Benchmark Met	Hermon Lajar	There were 4 students officially registered for this course. 3 (75%) students received a score of 70 or higher 1 (25%) students received a score of 69 or lower Benchmark met One reason why 75 % of the students met the benchmark is because they were given extra time to complete their work One reason why the 25% of the students did not meet the benchmark is because the student flew off island without notifying the instructor.	Due Date: 05/31/2022 Action: Make sure to give advice on how important to complete a semester and also to notify the instructor if students have plans to go off island.	No. The SLO statement doesn't need revision.	Approved
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Program (NURS) - Nursing AS	NURS 113	SLO 3_Nursing Care Plans	Presentation	One of the class project is case study presentation. The students are instructed to visit the Majuro hospital to gather information on their assigned clients. As case study presentation format is provided for each student as guide line (see attachment) to help organize or write their presentation. This activity will enable the student to apply what they learned in class as the first part of the nursing process, which is the assessment; collecting subjective and objective data .	70% of the students in the class will be able to score high on the presentation evaluation (see attachment)	Benchmark Met	BOHANNY, WALTON	The case study 1 & 2 presentation were scheduled at different time during this semester. The first one is for the students to learn how to collect data: gathering information about their assigned patients from the patients' charts, the nurses, and from the patient. Then they will present their finding to the class. The second one is more like creating a care plan from the data they presented in the first case study. Most of the did well, meaning score more than 70%.	Due Date: 05/31/2022 Action: I strongly believe that early introduction and mastering of the nursing process is needed	No. The SLO statement doesn't need revision.
Program (NURS) - Nursing AS	NURS 235	SLO 3_Nursing Interventions	Project - Individual	Students will make their nursing care plans for their high risk clients at Majuro Hospital for at least a month. Students' care plans are assessed based on the appropriateness of the recommended interventions.	70% of the students will get a grade of 70 or higher.					

Program (NURS) - Nursing AS	AH 114	SLO 3_Nutritive Value	Project - Individual	A rubric shall be used to assess the prepared meal plans of the students. The rubric shall measure the prepared meal plan according to the availability of the goods in the community, budgetary requirement and the nutritive contents. Every student shall make a Meal Plan for Breakfast, Lunch and Dinner. One meal plan shall be composed of local food and the other meal plan shall be composed of imported goods.	At least 75% of the students shall be able to plan 75% of the meals which have balanced and nutritious meals.	Benchmark Met	SUMAOANG, MOSES	According to the results in meal preparation using local foods, for the dietary requirements (A meal that offers a balanced diet representing the food groups), 3 out of 11 students or 27% of the students has prepared a meal that meet all the requirements that represent the different food groups. 3 out of 11 students or 27% prepares a meal that meet the daily requirements that represents 4 servings of the food group. 2 out of 11 students or 18% of the students prepares a meal that meet the daily requirements that represent 3 servings of the food groups. 2 out of 11 students or 18% of the students prepares a meal that meet the daily requirements that represents 2 servings of the food groups. 1 out of 11 students or 11% of the students prepares	Due Date: 06/20/2022 Action: The steps for improvement from the following school year 2021 2022 was successfully met and implemented. For the next semesters the following actions are to be taken again in order to differentiate the understanding on the importance calorie intake and proper diet. 1) Let the students make a journal on the food that they take in a week cycle; 2) The students shall be to allocate the number of calories that they have to consume so that they can achieve the recommended daily calorie intake . 3) Identify and list the local and imported food that they used in preparing a meal.	No. The SLO statement doesn't need revision
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Program (ABE) - Adult Basic Education	WRI 030	SLO 3_Organizatio n	Written Assignment or Essay	Students will be able to write short paragraphs and short responses. DdB	70% of the students will pass the final paper. DdB	Benchmark Not Met	There were 16 students in the beginning of the semester, and only 11 students completed the whole semester. Out of the 11 students only 8 students did the final paper. The final paper was given to the students 2 weeks prior to the exam date. The students were given 2 topics, and they were to pick just one topic to write about. They all had 6 days (M/W/F) in class to work with the teacher on their final paper. Only 3 of the students finish the final paper with 70% and above. These 3 students were the ones that actually did their drafting in class with the teacher.	Due Date: 05/19/2021 Action: Most of the students were not ready to be in level 3. Majority of the students could not even write simple sentences nor read simple sentences. It was very challenging to teach them how to write paragraphs because they were not ready to start writing paragraphs. Therefore, for next semester, if I encounter these types of students I will minimize the expectations for the writing requirements. In other words, I will have to change the Student Learning Outcomes so it can suit the students' writing ability. DdB	Yes. The SLO statement needs revision.	Approved	
		SLO 3_Perform Arithmetic Operations	Objective Type Exam - Final	The students will solve five questions on factoring polynomials in the final exam.	70% of the students will pass with 70% and above.						
Program (AHS) - Adult High School	MATH 051										

Program (GE) - General Education	GEO 110	SLO 3_Physical, Climate Geographies	Case Study	Assignment and critical analysis of climate change from the field trip and identifying how human impact the environment. Students should be able to critically explain the impacts.	To evaluate student performance and marking criteria will be given. Benchmark will be 70% of the students will satisfactorily demonstrate understanding of the issue.	Benchmark Not Met	Students will critically examine ways human life are affected by physical and climate changes. They will also be assessed on how human impacts affect the environment (waste audit).	No. The SLO statement doesn't need revision.	The assessment tool used here tied with the SLO as it reflects students social, economic and geographical perception of the students views on climate change. The assessment tool is well developed as it is tied to the SLOs.	Approved
Program (LA) - Liberal Arts AA	GEO 110	SLO 3_Physical, Climate Geographies	Case Study	Assignment and critical analysis of climate change from the field trip and identifying how human impact the environment. Students should be able to critically explain the impacts.	To evaluate student performance and marking criteria will be given. Benchmark will be 70% of the students will satisfactorily demonstrate understanding of the issue.	Benchmark Not Met	Students will critically examine ways human life are affected by physical and climate changes. They will also be assessed on how human impacts affect the environment (waste audit).	No. The SLO statement doesn't need revision.	The assessment tool used here tied with the SLO as it reflects students social, economic and geographical perception of the students views on climate change. The assessment tool is well developed as it is tied to the SLOs.	Approved

Program (NURS) - Public Health CCT	AH 101	SLO 3_Primary Health Care (PHC) Activities	Collaborative Group Activity	The students are to conduct a Community Outreach Program. Students will be grouped in 2. Each group is assigned to a certain community so that they conduct their community outreach program. Group activities shall be centered on communicable and non-communicable diseases.	During the presentation, 12 out 12 students were present and made community presentation. This shows that 100% of the students were able to perform a community activity/presentation.	With respect to the number of students, the benchmark has been met.	As to the quality of the their presentation a rubric was followed. The rubric is attached to this Report.	Due Date: 06/14/2022 Action: For the next semesters the following actions are to be taken in order to improve the public health care skills of the students:	1) Let the students make presentations in the class first so that they will be able to build their confidence when they face the community;
				There are seven (7) students in AH 101 class. These students are grouped into 2. Each of the groups is to perform their community outreach by presenting their lectures with activities where the participants/clientele shall actively participate and interact with the AH 101 students. Each of the members of the group has a role to play like, Leader, Assistant Leader, Scribe, Artists to make their Visual Aids, another member shall be responsible for the communications in asking for the permission so that the group can perform their presentation.					
Program (NURS) - Public Health CCT	AH 101	SLO 3_Primary Health Care (PHC) Activities	Collaborative Group Activity	Group 1 will perform their community outreach program to Grade 11 Health Academy of the Marshall Islands High School students with the topic on non-communicable disease and hypertension. The other group will present to the Life Skills Academy students. The topics that they are going to present is the communicable disease like Covid-19 disease.	The presentation is evaluated according to 4 criteria namely: 1. IInvestigation 2. Planning 3. Participation 4. Outcome of the Project/Activity	The presentation is marked according to: 4 Very good 3 Good 4 - Fair 1 Needs of Improvement	2) The students shall make one community program so that they will be able to practice their knowledge to the community. 3) Require students to do some researches on the diseases and to identify public health nursing care for each of the diseases. 4) Let the students develop more public health programs to build their trusts in themselves that they can be an efficient and effective public health educators.	No. The SLO statement doesn't need revision.	
				A rubric shall be used to assess the effectiveness of the group activity conducted by the students. The presentation is evaluated according to 4 criteria namely: 1. IInvestigation 2. Planning 3. Participation 4. Outcome of the Project/Activity					
				At least 75% of the students shall be able to present a community and outreach program and get 75% passing grade from the criteria set forth in the Rubric. (CMI Rating Scale).					
					Benchmark Met		SUMAOANG, MOSES		

A rubric was used to evaluate the term papers of the students. There are five categories that the students must satisfy in writing the term paper namely:
 1.) Introduction
 2.) Sequencing
 3.) Conclusion
 4.) Grammar
 5.) Citations

Each of the criterion is marked according to 4, 3, 2 and 1. For details of the markings please see attached to this document is the Rubric in Marking the Term Papers.

Table 1.
 Distribution of Scores Per Criteria
 Scores
 Introduction
 Sequencing
 Conclusion
 Grammar Citation

4	8	1.) The students are to make
13	14	researches on the most
18	24	prevalent diseases of RMI;
3	16	2.) For each of the diseases,
11	10	the students will identify the
6	0	processes of the diseases and
2	0	the preventions that maybe
0	0	taken;
0	0	3.) Students shall make
1	0	presentations for Steps 1 and
0	0	2 that they had researched to
0	0	draw more awareness.

No. The SLO statement doesn't need revision.

Program (NURS) - Public Health CCT	AH 104	SLO 3_Promotion & Prevention	Term Paper	A term paper shall be submitted by the students where students shall discuss on how they are able to develop and develop disease prevention, practices and strategies in order to avoid tuberculosis and leprosy as communicable disease and prevention of breast cancer by identifying the early detection of such disease.	At least 75% of the students shall be able to present a term paper and to get 75% passing grade from the criteria set forth in the Rubric in writing the term paper. (CMI Rating Scale).	Benchmark Met	SUMAQANG, MOSES
				A rubric shall be used to assess the in-depth value of the term paper.			

Program (ABE) - Adult Basic Education	WRI 010	SLO 3_Pronouns	Objective Type Exam/Quiz - In Course	The students will be evaluated on their understanding of functions of pronouns and how to apply correct usage. Tests will be about "filling the blanks" with the correct pronounce, and to have students to correctly apply pronouns.	75% of the students who take the quizzzes, tests, mid-term and final tests will earn at least 70% or higher.	Benchmark Met	Mothy Andrew	During the Reporting Period, the total number of students completing my ABE Writing I Course were 58. Of these 58 students, 43 were successfully passed and 6 failed. Based on the good attendance records, willingness and commitments to studying hard, these 15 students were able to attain passing marks and were promoted to a higher level. Poor attendance, unwilling to study, not completing assignments, busy using cellphones, and other contributing factors were the reasons for the failing of the other 15 students. Only 74% learning outcomes which met the approved standard. Those hard-working students were always commended for their outstanding performances. Plans for those 15 who failed, if they come back next	Due Date: 04/01/2022 Action: Plans for those 15 who failed, if they come back next school year and attend my Writing I class again, I will engage them in group activities. By participating and engaging in group learning process. Their learning skills and understanding of the subjects will be improved through integrated learning processes, and attaining of all the aforementioned factors.	No. The SLO statement doesn't need revision.	Approved

				Students will be required to write a three to four (3-4) pages of a Cause and Effect Paper on a given topic (approved by the instructor) in which they incorporate external sources. The inclusion of the external sources will first require them to read articles, paraphrase, summarize, synthesize and evaluate its effectiveness in its inclusion in their Cause and Effect paper. This inclusion of evidence has to clearly support the ideas discussed in the essay, rather than mechanical insertion of a source.					Instructors: Kirk Layton, Darren Dillman and Ana Bulavakarua Assessment Data and Analysis Grade Frequency Percentage		
				Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.					A+ 10% B+ 5% B 5% C+ 10% C 5% D 10% Total 20%		
				70% of the students should be able to get 70% (C grade) or better					Five samples of the second essay (Cause and Effect Paper) that students write in the semester were randomly chosen from each of the 4 sections. Of the 20 samples, as per rubric, 85% of the sample satisfactorily met the SLO objective:		
				SLO 3: Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments. This meant that students were able to reflect research skills in their writing. This required that they read relevant articles,					Due Date: 03/31/2022 Action: It is suggested that: 1. Revision of the rubric to reflect more allocation of marks for grammar and grammar mechanics. In using the current rubric, this can be done with increasing the Grammar, Punctuation and Spelling to 20 points (from 10 points) which will see Organisation points reduced by 5 (to be 10) and Revision to be 5 (from 10). 2. Class to be taught with more emphasis on literature 3. A further discussion of the use of ENG 111 textbook (Real Essays) for ENG 112 also doesn't need revision.		
Program (GE) - General Education	ENG 112	SLO 3_Research Skills	Written Assignment or Essay	The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited.	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Kirk Layton, Darren Dillman and Ana Bulavakarua			According to the SLO rubric the assessment tool is very clearly tied to the SLO. The tool reflects the SLO's depth of knowledge and level of difficulty	Approved

				Students will be required to write a three to four (3-4) pages of a Cause and Effect Paper on a given topic (approved by the instructor) in which they incorporate external sources. The inclusion of the external sources will first require them to read articles, paraphrase, summarize, synthesize and evaluate its effectiveness in its inclusion in their Cause and Effect paper. This inclusion of evidence has to clearly support the ideas discussed in the essay, rather than mechanical insertion of a source. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.	70% of the students should be able to get 70% (C grade) or better	Benchmark	Not Met	Ana Bulavakarua	Instructor: Ana Bulavakarua of the Accelerated Program (Weeks 10-18) Assessment Data and Analysis <table><tr><th>Frequency</th><th>%</th></tr><tr><td>A</td><td>35</td></tr><tr><td>B+</td><td>38</td></tr><tr><td>B</td><td>12</td></tr><tr><td>D+</td><td>16</td></tr><tr><td>F</td><td>29</td></tr><tr><td>Total</td><td>100</td></tr></table> The whole class submission, and non-submission, of assignments is considered in this assessment. The assignment tool used for this SLO is the Cause and Effect Paper, which is the second assignment students are required to write and submit in this section. Of the 17 papers, as per rubric, 65% of the sample satisfactorily met the SLO objective: SLO 3: Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments. This meant that this percentage of	Frequency	%	A	35	B+	38	B	12	D+	16	F	29	Total	100	Due Date: 05/12/2023 Action: It is suggested that: - Revision of the rubric to reflect more allocation of marks for grammar and grammar mechanics. In using the current rubric, this can be done with increasing the Grammar, Punctuation and Spelling to 20 points (from 10 points) which will see Organisation points reduced by 5 (to be 10) and Revision to be 5 (from 10). - Class to be taught with more emphasis on analysis of research and how to include research evidence meaningfully to paragraphs - Need for activities to develop paragraphs meaningfully - More activities on inclusion of strong support from research and the need to cite correctly	No. The SLO statement doesn't need revision.	The SLO is well developing as it will help students develop writing skills and improve their level of thinking.	Approved
Frequency	%																										
A	35																										
B+	38																										
B	12																										
D+	16																										
F	29																										
Total	100																										
Program (GE) - General Education	ENG 112	SLO 3_Research Skills	Written Assignment or Essay	The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited.																							

Program (LA) - Liberal Arts AA	ENG 112	SLO 3_Research Skills	Written Assignment or Essay	The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited.	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Kirk Layton, Darren Dillman and Ana Bulavakarua	Instructors: Kirk Layton, Darren Dillman and Ana Bulavakarua Assessment Data and Analysis GradeFrequencyPercentage A15 B+525 B525 C+15 C525 D315 Total20100			
								Five samples of the second essay (Cause and Effect Paper) that students write in the semester were randomly chosen from each of the 4 sections. Of the 20 samples, as per rubric, 85% of the sample satisfactorily met the SLO objective: SLO 3: Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments. This meant that students were able to reflect research skills in their writing. This required that they read relevant articles, Due Date: 03/31/2022 Action: It is suggested that: 1. Revision of the rubric to reflect more allocation of marks for grammar and grammar mechanics. In using the current rubric, this can be done with increasing the Grammar, Punctuation and Spelling to 20 points (from 10 points) which will see Organisation points reduced by 5 (to be 10) and Revision to be 5 (from 10). 2. Class to be taught with more emphasis on literature 3. A further discussion of the use of ENG 111 textbook (Real Essays) for ENG 112 also No. The SLO statement doesn't need revision. According to the SLO rubric the assessment tool is very clearly tied to the SLO. The tool reflects the SLO's depth of knowledge and level of difficulty Approved			

Program	SLO	Written Assignment or Skills	Description of SLO	Assessment Method	Benchmark	Instructor
Program (LA) - Liberal Arts AA	ENG 112	SLO 3_Research Skills	Assignment or Essay	The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited.	70% of the students should be able to get 70% (C grade) or better	Ana Bulavakarua
				Students will be required to write a three to four (3-4) pages of a Cause and Effect Paper on a given topic (approved by the instructor) in which they incorporate external sources. The inclusion of the external sources will first require them to read articles, paraphrase, summarize, synthesize and evaluate its effectiveness in its inclusion in their Cause and Effect paper. This inclusion of evidence has to clearly support the ideas discussed in the essay, rather than mechanical insertion of a source.		
				Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion.		
						Instructor: Ana Bulavakarua of the Accelerated Program (Weeks 10-18) Assessment Data and Analysis Frequency% A=35 B+=31 B=21 D+=16 F=29 Total=100 The whole class submission, and non-submission, of assignments is considered in this assessment. The assignment tool used for this SLO is the Cause and Effect Paper, which is the second assignment students are required to write and submit in this section. Of the 17 papers, as per rubric, 65% of the sample satisfactorily met the SLO objective: SLO 3: Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments. This meant that this percentage of Due Date: 05/12/2023 Action: It is suggested that: - Revision of the rubric to reflect more allocation of marks for grammar and grammar mechanics. In using the current rubric, this can be done with increasing the Grammar, Punctuation and Spelling to 20 points (from 10 points) which will see Organisation points reduced by 5 (to be 10) and Revision to be 5 (from 10). - Class to be taught with more emphasis on analysis of research and how to include research evidence meaningfully to paragraphs - Need for activities to develop paragraphs meaningfully - More activities on inclusion of strong support from research and the need to cite correctly No. The SLO statement doesn't need revision. The SLO is well developing as it will help students develop writing skills and improve their level of thinking. Approved

Department (STEM) - STEM	SCI 111	SLO 3_Sustainability	Presentation	Students are expected to design a power-point and deliver a presentation based on the identification of a prevailing environmental issue in the Marshall Islands and also provide feasible solutions as appropriate mitigation mechanisms.	At least 70% of students should attain 70% or above in this exercise.	Benchmark	Kendal Romany	The rubric used in the assessment of the students' presentation reveled that 100 percent of the participants achieved a score of at least 70 percent or higher in the evaluation. overall, many students demonstrated an excellent understanding of the assignment requirements hence the reason for the noteworthy outcome. The lowest score was 81 and the highest score was 91.	Due Date: 04/30/2022 Action: 1-designate a class to provide assistance for students 2- Monitor the success of students 3-Inform students of office hours 4- Encourage students to perform well 5- Motivate students always	No. The SLO statement doesn't need revision.	Need to include data disaggregation.	Approved
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Program (GE) - General Education	SCI 111	SLO 3_Sustainability	Presentation	Students are expected to design a power-point and deliver a presentation based on the identification of a prevailing environmental issue in the Marshall Islands and also provide feasible solutions as appropriate mitigation mechanisms.	At least 70% of students should attain 70% or above in this exercise.	Benchmark Met	Kendal Romany	The rubric used in the assessment of the students' presentation reveled that 100 percent of the participants achieved a score of at least 70 percent or higher in the evaluation. overall, many students demonstrated an excellent understanding of the assignment requirements hence the reason for the noteworthy outcome. The lowest score was 81 and the highest score was 91.	Due Date: 04/30/2022 Action: 1-designate a class to provide assistance for students 2- Monitor the success of students 3-Inform students of office hours 4- Encourage students to perform well 5- Motivate students always	No. The SLO statement doesn't need revision.	Need to include data disaggregation.	Approved

Program (LA) - Liberal Arts AA	SCI 111	SLO 3_Sustainability	Presentation	Students are expected to design a power-point and deliver a presentation based on the identification of a prevailing environmental issue in the Marshall Islands and also provide feasible solutions as appropriate mitigation mechanisms.	At least 70% of students should attain 70% or above in this exercise.	Benchmark Met	Kendal Romany	The rubric used in the assessment of the students' presentation reveled that 100 percent of the participants achieved a score of at least 70 percent or higher in the evaluation. overall, many students demonstrated an excellent understanding of the assignment requirements hence the reason for the noteworthy outcome. The lowest score was 81 and the highest score was 91.	Due Date: 04/30/2022 Action: 1-designate a class to provide assistance for students 2- Monitor the success of students 3-Inform students of office hours 4- Encourage students to perform well 5- Motivate students always	No. The SLO statement doesn't need revision.	Need to include data disaggregation.	Approved

Program (LA) - Liberal Arts AA	NURS 256	SLO 3_Therapeutic Communication Techniques	Objective Type Exam/Quiz - In Course	Students will identify types of therapeutic communication from prepared quiz questions and be able to defend their responses. This will be an in class assignment and discussion of therapeutic communication. NCLEX type review questions from the NURSELABS website will be used to assess students understanding and use of therapeutic communication technique. Each student in the class was given a therapeutic communication related question to answer and to defend or give rationale for their response. About 77% (10 students) responded accurately to their given question and were able to explain the rationale for their answers. Other students were also able to support their peer's responses regarding elements of therapeutic communication	Benchmark Met	Peter, Florence	Repeat this assignment, provide more examples of therapeutic communication questions throughout the semester using NCLEX type review questions from online and other open learning resources. Students who attend classes regularly do better in class assignments, therefore, provide more chance for student to do practice quiz during class time or as assignments.	No. The SLO statement doesn't need revision.	Approved
				at least 70% of the students will be able to identify types of therapeutic communication techniques and give rationale of their choices.					

Program (NURS) - Nursing AS	NURS 256	SLO 3_Therapeutic Communication Techniques	Objective Type Exam/Quiz - In Course	Students will identify types of therapeutic communication from prepared quiz questions and be able to defend their responses. This will be an in class assignment and discussion of therapeutic communication. NCLEX type review questions from the NURSELABS website will be used to assess students understanding and use of therapeutic communication technique. Each student in the class was given a therapeutic communication related question to answer and to defend or give rationale for their response. About 77% (10 students) responded accurately to their given question and were able to explain the rationale for their answers. Other students were also able to support their peer's responses regarding elements of therapeutic communication	Benchmark Met	Peter, Florence	Repeat this assignment, provide more examples of therapeutic communication questions throughout the semester using NCLEX type review questions from online and other open learning resources. Students who attend classes regularly do better in class assignments, therefore, provide more chance for student to do practice quiz during class time or as assignments.	No. The SLO statement doesn't need revision.	Approved
				at least 70% of the students will be able to identify types of therapeutic communication techniques and give rationale of their choices.					

[illegible]

					AP Class Weeks 10 -18				
					Instructor: Dr Theresa Koroivulaono				
					Assessment Data and Analysis				
					Grade/Frequency Percentage A=33.3 B=33.3 C+=33.3 Total=100				
					Due Date: 05/12/2022				
					Action: The following				
					recommendations, similar to				
					those submitted earlier in this				
					semester by Dr. Theresa				
					Koroivulaono and Kirk Layton,				
					are made:				
					1. Revise ENGLISH 220; in Dr.				
					Theresas experience, in the 3				
					semesters she has taught the				
					course, there was always an				
					attrition rate of at least 35%				
					per class. The highest attrition				
					rate in one class was				
					approximately 60%.				
					2. Consider shorter essays				
					that make up a whole essay				
					when combined.				
					3. Consider other forms of				
					media for integration in the				
					assessment portfolio.				
					4. Careful selection of				
					students into the Accelerated				
					Program classes preferred				
					students: A and B grades from				
					ENG 112 and who are focused				
					5. A mandatory inclusion of				
					the course evaluation form,				
					and the one that Ana				
					Bulavakarua uses for her AP				
					classes can be used in this				
					No. The SLO statement				
					doesn't need revision.				
					The SLO used is well				
					developed as it will help				
					the student's skills of				
					writing and also improve				
					the student's ways of				
					thinking.				
					Approved				
Program (BUS) - Business AA	ENG 220	SLO 3_Write Essays	Assignment or Essay	Students will be required to submit their REVISED two (2) page proposal for their research project. The research project will end with a 18-20 page essay, focused on answering the question they propose. Students will keep in mind that they are doing research, not argument and the questions should be why or how rather than should. The revised research proposal must include an introduction that states some general information about their topic and why they are interested in writing about it. It must include a research question that is open-ended, research oriented, and can be answered in 18-20 pages or more. It must include a discussion of what the research assumes to be true. What do they need to show/prove to their audience before they answer their question? The proposal must include a hypothesis. they will attempt to answer their question before they do their research by making assumptions or guessing at the answer. The proposal must include a general research aim and 3-4 research objectives that are more specific. These objectives will make up the subheadings of their research writing. The proposal will include a discussion of primary and secondary audiences. The revised proposal must use the MLA format; Times New Roman, 12-point font is the only acceptable font/size. It will also need to have the identification and pagination. The revised proposal will need to be in paragraph form and use proper MLA works cited citation, and to use a spelling and grammar check.	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Dr Theresa Koroivulaono		

Program (LA) - Liberal Arts AA	ENG 220	SLO 3_Write Essays	Written Assignment or Essay	Students will be required to submit their REVISED two (2) page proposal for their research project. The research project will end with a 18-20 page essay, focused on answering the question they propose. Students will keep in mind that they are doing research, not argument and the questions should be why or how rather than should.	Benchmark Met	Dr Theresa Koroivulaono and Kirk Layton	Instructors: Dr Theresa Koroivulaono and Kirk Layton	The assessment tool is well -developed as this reflect the dept of knowledge of students and their ability to organize their thoughts and write a research paper which shows their writing styles.	Approved													
				The revised research proposal must include an introduction that states some general information about their topic and why they are interested in writing about it. It must include a research question that is open-ended, research oriented, and can be answered in 18-20 pages or more. It must include a discussion of what the research assumes to be true. What do they need to show/prove to their audience before they answer their question? The proposal must include a hypothesis. they will attempt to answer their question before they do their research by making assumptions or guessing at the answer. The proposal must include a general research aim and 3-4 research objectives that are more specific. These objectives will make up the subheadings of their research writing. The proposal will include a discussion of primary and secondary audiences. The revised proposal must use the MLA format; Times New Roman, 12-point font is the only acceptable font/size. It will also need to have the identification and pagination. The revised proposal will need to be in paragraph form and use proper MLA works cited citation, and to use a spelling and grammar check.			<table><thead><tr><th>Grade</th><th>Frequency</th><th>Percentage</th></tr></thead><tbody><tr><td>A</td><td>1</td><td>11.1</td></tr><tr><td>B+</td><td>3</td><td>33.3</td></tr><tr><td>B</td><td>1</td><td>11.1</td></tr><tr><td>C+</td><td>3</td><td>33.4</td></tr><tr><td>D</td><td>1</td><td>11.1</td></tr><tr><td>Total</td><td>9</td><td>100</td></tr></tbody></table> A total of 9 samples, 3 per section, were collected from the ENG 220 classes. Of the 9 samples, as per rubric, 89% of the sample satisfactorily met the SLO objective: Due Date: 04/01/2023 “SLO 3. Write essays that conform to standard formatting and documentation styles”. This meant that the projected benchmark of 70% of the sample to achieve a C grade (70%) or better was met. Of the 9 samples, 1 achieved an A grade (11%) 3 attained a B+ grade (33%), 1 attained a B grade (11%) while 3 Action: The following recommendations are made: 1. Revise ENGLISH 220; in Dr. Therasas experience, in the 3 semesters she has taught the course, there was always an attrition rate of at least 35% per class. The highest attrition rate in one class was approximately 60%. 2. Consider shorter essays that make up a whole essay when combined. 3. Consider other forms of media for integration in the assessment portfolio. 4. A mandatory inclusion of the course evaluation form, and the one that Ana Bulavakarua uses for her AP classes can be used in this class also. No. The SLO statement doesn't need revision.			Grade	Frequency	Percentage	A	1	11.1	B+	3	33.3	B	1	11.1	C+
Grade	Frequency	Percentage																				
A	1	11.1																				
B+	3	33.3																				
B	1	11.1																				
C+	3	33.4																				
D	1	11.1																				
Total	9	100																				

[illegible]

					Some examples of application problems involving systems of linear equations would be counting money and mixing solutions. Since money is important to many of our students, and to people in general, it would be beneficial for our students to understand how money is counted, especially for our business students who take Math 098 Intermediate Algebra.				The results of the students' performance on the assessment tool were as follows:	Due Date: 05/16/2022 Action: Overall, Math 098 students performed pretty well on the assessment tool. However, it is difficult to determine whether all students who enroll in Math 098 at the beginning would have performed as well. Altogether, 36 out of a total 56 students (64%) enrolled in Math 098 this Spring 2022 semester was able to take the assessment tool, and 32 out of the 36 students (89%) performed very well on the assessment tool. However, would the results be the same if the other missing 20 out of 56 students (36%) also took the assessment tool?				
					In addition, since many of our students, especially our nursing students, do take chemistry courses, it would be important for them to know how some solutions are created by mixing two solutions together. For students who enjoy cooking or making drinks, it might be beneficial for them to know how solutions are created.				11 out of the 11 students (100%) in Ma098-Ma111 Sec01 (AP) scored 70% or more on quiz. 10 out of the 10 students (100%) in Ma088-Ma098 Sec 04 (AP) scored 70% or more on quiz. 2 out of the 5 students (40%) in Ma088-Ma098 Sec05 (AP) scored 70% or more on quiz. 9 out of the 10 students (90%) in Ma098 Sec02 scored 70% or more on quiz. 3 out of the 4 (75%) Math 098 sections were able to meet the benchmark. However, only 1 out of the 4 (25%) Math 098 sections did not meet the benchmark. Altogether, 32 out of 36 students (89%) who took quiz scored 70% or more. Therefore,	One of the main reasons why students do not perform well on assessments is attendance. Currently, the college still does not have an attendance policy. The college needs to finally come up with a policy on how it will deal with students who have problems with attendance. As for the the assessment tool, it only covered application problems from Section 8.3 Application Problems involving Systems of Linear Equations in Two Variables. In the future, the Math 098 instructors should consider adding application problems from Section 5.8 Application Problems that require students to solve equations by factoring.				
					A quiz consisting of two application problems involving systems of linear equations will be administered by Math 098 instructors once Chapter 8 Solving System of Linear Equations (Sections 8.1, 8.2, and 8.3) is fully covered.									
					Each problem should be graded from 0 - 5 points. The rubric is as follows:									
					0 points will be given if the problem is left blank.									
					1 point will be given when a sketch and/or variables are assigned to unknown variables.									
					2 points will be given when both equations will be formed.									
					3 points will be given when the system of linear equations is solved.									
					4 points will be given when student states the final answers i.e. conclusion.									
					5 points will be given when student checks the final results.									
Department (STEM) - STEM	MATH 098	SLO 4_Application Problems Course	Objective Type Exam/Quiz - In	EC	70% of the students who take quiz will score 70% or higher.	Benchmark Met	Baleikorocau, and Edward Alfonso	Ernest Canonigo, Waisiki	No. The SLO statement doesn't need revision.	Well developed.	Approved			

Program (DEV) - Developmental Education	MATH 098	SLO 4_Application Problems	Objective Type Exam/Quiz - In Course	EC	70% of the students who take quiz will score 70% or higher.	Benchmark Met	Ernest Canonigo, Waisiki Baleikorocau, and Edward Alfonso	The results of the students' performance on the assessment tool were as follows:			
								Due Date: 05/16/2022 Action: Overall, Math 098 students performed pretty well on the assessment tool. However, it is difficult to determine whether all students who enroll in Math 098 at the beginning would have performed as well. Altogether, 36 out of a total 56 students (64%) enrolled in Math 098 this Spring 2022 semester was able to take the assessment tool, and 32 out of the 36 students (89%) performed very well on the assessment tool. However, would the results be the same if the other missing 20 out of 56 students (36%) also took the assessment tool?			
								One of the main reasons why students do not perform well on assessments is attendance. Currently, the college still does not have an attendance policy. The college needs to finally come up with a policy on how it will deal with students who have problems with attendance.			
								As for the the assessment tool, it only covered application problems from Section 8.3 Application Problems involving Systems of Linear Equations in Two Variables. In the future, the Math 098 instructors should consider adding application problems from Section 5.8 Application Problems that require students to solve equations by factoring.			
				No. The SLO statement doesn't need revision.				Well developed.	Approved		

Program (EDU) - Elementary Education AS	MAR 120	SLO 4_Archaic Vocabulary	Objective Type Exam - Final	Test on archaic words: After having learnt some archaic words, students are going to define and use the given archaic words in sentences.	70% of the students should be able to achieve a 70% score or higher.	Benchmark Not Met	Hermon Lajar	There were 27 students registered for this course. 16 (59% of the registered students) took the test or participated 8 (50% of the 59%) students achieved a 70% score or higher 8 (50% of the 59%) students achieved a 69% score or lower One of the possible reasons why students did not meet the benchmark is because ample time (maybe) was not given.	Due Date: 05/31/2022 Action: More time need to be given on this specific issue, then reassess the outcome with the same assessment tool. Students are capable, I will need to come up with a different strategy which meets the same goal to examine how students perform	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	MAR 120	SLO 4_Archaic Vocabulary	Objective Type Exam - Final	Test on archaic words: After having learnt some archaic words, students are going to define and use the given archaic words in sentences.	70% of the students should be able to achieve a 70% score or higher.	Benchmark Not Met	Hermon Lajar	There were 27 students registered for this course. 16 (59% of the registered students) took the test or participated 8 (50% of the 59%) students achieved a 70% score or higher 8 (50% of the 59%) students achieved a 69% score or lower One of the possible reasons why students did not meet the benchmark is because ample time (maybe) was not given.	Due Date: 05/31/2022 Action: More time need to be given on this specific issue, then reassess the outcome with the same assessment tool. Students are capable, I will need to come up with a different strategy which meets the same goal to examine how students perform	No. The SLO statement doesn't need revision.

Program (MAR) - Marshallese Language Arts CCT	MAR 120	SLO 4_Archaic Vocabulary	Objective Type Exam - Final	Test on archaic words: After having learnt some archaic words, students are going to define and use the given archaic words in sentences.	70% of the students should be able to achieve a 70% score or higher.	Benchmark Not Met	Hermon Lajar	There were 27 students registered for this course. 16 (59% of the registered students) took the test or participated 8 (50% of the 59%) students achieved a 70% score or higher 8 (50% of the 59%) students achieved a 69% score or lower One of the possible reasons why students did not meet the benchmark is because ample time (maybe) was not given.	Due Date: 05/31/2022 Action: More time need to be given on this specific issue, then reassess the outcome with the same assessment tool. Students are capable, I will need to come up with a different strategy which meets the same goal to examine how students perform	No. The SLO statement doesn't need revision.
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Program (MAR) - Marshallese Social Studies CCT	MAR 120	SLO 4_Archaic Vocabulary	Objective Type Exam - Final	Test on archaic words: After having learnt some archaic words, students are going to define and use the given archaic words in sentences.	70% of the students should be able to achieve a 70% score or higher.	Benchmark Not Met	Hermon Lajar	There were 27 students registered for this course. 16 (59% of the registered students) took the test or participated 8 (50% of the 59%) students achieved a 70% score or higher 8 (50% of the 59%) students achieved a 69% score or lower One of the possible reasons why students did not meet the benchmark is because ample time (maybe) was not given.	Due Date: 05/31/2022 Action: More time need to be given on this specific issue, then reassess the outcome with the same assessment tool. Students are capable, I will need to come up with a different strategy which meets the same goal to examine how students perform	No. The SLO statement doesn't need revision.
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Students worked in pairs to complete the assigned project. The table below shows the results of the group scores for the SLO being assessed this semester.

Group	Score (%)
1	80
2	85
3	85
4	90
5	90
6	95

All of the students were able to complete the art project assigned to them. Of the 6 groups, 1 group (or 17%) attained a score of 80%. 2 groups (33%) obtained a score of 85%. 2 groups (33%) obtained a score of 90%. 1 group (17%) obtained a score of 95%. The benchmark of 75% of students scoring a minimum of 70% for the artwork they produce was met.

Due Date: 12/02/2021
 Action: Art activities are important for elementary teachers because they can be used to make lessons more exciting, and help develop the creative capacity of their students. Some of the projects were a little disappointing, not because they were poorly done, but just because I personally expected more. Next time I need to give clearer guidelines of what I expect from the project, and also provide more time for the students to work on their art. Images of artwork are included after the rubric.

No. The SLO statement doesn't need revision.

Approved

Program (EDU) - Elementary Education BA	EDU 427	SLO 4_Artwork	Project - Group	Teachers will work in pairs to design, explore, and recycle to enable them to develop ideas and use a variety of creative artistic expressions with their future students in elementary classrooms.	75% of students will be able to score more than 70% on the rubric that will be provided.	Benchmark Met	Alvin Page
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Program (ABE) - Adult Basic Education	WRI 020	SLO 4_Capitalization	Objective Type Exam/Quiz - In Course	The students can identify and correct the use of capitalization in titles and sentences, in a given paragraph. The paragraph will be worth 10 points. There will be 10 capitalization errors in the paragraph, therefore 1 point for each error. (VKuilamu).	70% of the students to score 70% and above.
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						Suggested Narrative Outline SLO Results, Analysis and Action Reports		
						In Level 2; there were 2 participants who were very committed and always be on time. They actually have few absences but most of the time they attended class. They always focus on their classwork and homework. That's enable them to perform well on most of the criterion given and also score above average and higher.		
						Actually, it is quite obvious to tell how motivate these kids were when it comes to learning. They act mature and also their behavior is quite great and astonishing. This enable them to learn effectively. Instill in them the skills, using appropriate assessment tools makes it easy to teach and assess these 2 students.		
						Due Date: 05/29/2022 Action: As part of the action plan, i preferred that we should follow the benchmark although we need to teach accordingly. Students needs more time to focus or practices (examples).This make assessment more easier and clearer for students to understand(spent more time). Then, allow them to do group work if necessary and individual work. Be able to reach out for each students needs. This is what i found helpful and we should use it in our teaching now, semesters to come and years to come.		
Program (ABE) - Adult Basic Education	WRI 020	SLO 4_Capitalizati on	Objective Type Exam/Quiz - In Course	The students will be able to recall and analyze how proper noun works. They will be given a 2-minute board work to practice capitalization of nouns in sentences. Then, this will be followed by a 10 minute assessment to read, figure out which nouns and other words from the (10) sentences in the worksheet need to be capitalized. A scoring criteria will be used in this assessment. (mtiberke)	70% of the students will get a score of 70% or higher.	Benchmark Met	Michael Tiberke	No. The SLO statement doesn't need revision.

[illegible]

Program (ABE) - Adult Basic Education	REA 010	SLO 4_Common Documents	Objective Type Exam/Quiz - In Course	By Moarieta Ientaake The assessment tool will include an analysis of the results of the quiz/tests/exam for the topics on Memos and Forms, How to and Instructions, Websites, Workplace Documents, Graphic Documents, Reference Texts, and Comparing texts in different media.	70% of the students should be able to score 70% and up	Benchmark Not Met	Moarieta Ientaake	The benchmark target was set at 70% of all students who took ABE Reading 010 Level 1 for both sections 1 (Morning) and section 2 (Afternoon) in Fall 2022 should be able to score 70% and above. The rationale is based on my interest to objectively assess if students can recognize the purpose of common workplace documents and apply their knowledge and understanding to real life situations.	The total number of students in both sections = 34 Total number of students in both sections who scored above 70% = 15 or 44% which is below the benchmark.☹️	Total number of students in both sections who scored below 70% = 19 or 56%	I am interested to pursue professional developments to become a certified reading specialist. Furthermore, funding supports is needed to provide a wide variety of reading resources suitable for beginning to advanced readers such as tablets to develop and motivate students's reading habits.	No. The SLO statement doesn't need revision.

						Benchmark: 70% of the students should be able to score 70% and above.			
						Note: The basis of my interest is to assess how students can recognize the purpose of the of the workplace document in Lesson 1.4, and apply it to their knowledge and understanding of the real life situation. Combining all students in ABE Reading 010 Level 1 both sections are 36 (18 in the morning, and (18 in the afternoon) Instead, 26 students who were took the assessment test. Evidently, out of 26 students 15 or 75 % of them were able to meet the benchmark of 70% and above.			
						Even though the 75% of students met the benchmark, I would recommend this could be a subject to have further analysis for the next cycle			
Program (ABE) - Adult Basic Education	REA 010	SLO 4_Common Documents	Objective Type Exam/Quiz - In Course	By Moarieta Ientaake	Instructions, Websites, Workplace Documents,	70% of the students	Benchmark	Met	Neine Rear
				The assessment tool will include an analysis of the results of the quiz/tests/exam for the topics on Memos and Forms, How to and	Graphic Documents, Reference Texts, and	should be able to score			
				Comparing texts in different media.		70% and up			
								No. The SLO statement doesn't need revision.	

Program (LA) - Liberal Arts AA	SCI 235	SLO 4_Coral Reef Conservation	Presentation	(10/18/21)	Develop a comprehensive presentation which should outline a selected tropical marine ecosystem, how anthropogenic activities impact the selected ecosystem and explain suitable mitigative measures that can be employed on an individual level, in addition to, on a governmental level.	Subsequent to the evaluative process, at least 70% of the students should obtain 70% and above in the presentation.	Benchmark Met	Assessment: Develop a comprehensive presentation which should outline a selected tropical marine ecosystem, how anthropogenic activities impact the selected ecosystem and explain suitable mitigative measures that can be employed on an individual level, in addition to, on a governmental level.		
								Terms of Reference: Students were provided with the criteria which outlined the expected requirements. A comprehensive rubric was designed and utilized to undertake the evaluative process. The elements of the rubric covered information content, organization, language use, eye contact, grammar and spelling, diction, delivery, poise, enthusiasm and creativity. Marks were		
								Due Date: 10/19/2021 Action: Recommendations Perform regular self-assessments Ensure expected quality of presentations does not degrade Provide feedback to students so they can avert blunders in the future		
								No. The SLO statement doesn't need revision.		

Program (MSCI) - Marine Science CCT	SCI 235	SLO 4_Coral Reef Conservation	Presentation	(10/18/21)	Develop a comprehensive presentation which should outline a selected tropical marine ecosystem, how anthropogenic activities impact the selected ecosystem and explain suitable mitigative measures that can be employed on an individual level, in addition to, on a governmental level.	Subsequent to the evaluative process, at least 70% of the students should obtain 70% and above in the presentation.	Benchmark Met	Assessment: Develop a comprehensive presentation which should outline a selected tropical marine ecosystem, how anthropogenic activities impact the selected ecosystem and explain suitable mitigative measures that can be employed on an individual level, in addition to, on a governmental level.
								Terms of Reference: Students were provided with the criteria which outlined the expected requirements. A comprehensive rubric was designed and utilized to undertake the evaluative process. The elements of the rubric covered information content, organization, language use, eye contact, grammar and spelling, diction, delivery, poise, enthusiasm and creativity. Marks were
								Due Date: 10/19/2021 Action: Recommendations Perform regular self-assessments Ensure expected quality of presentations does not degrade Provide feedback to students so they can avert blunders in the future
								No. The SLO statement doesn't need revision.

Program (AHS) - Adult High School	ICS 040	SLO 4_Electronic Documents	Presentation	After learning on electronic documents, individual will create a power point presentation to reflect all electronic documents in class.(WB)	Rubric will be used to record and score the students performance from the presentation. 70% of students will satisfactorily perform in the rubric.	Benchmark Not Met	Wesley Bosin	67% of the students satisfactorily performed the categories from the rubric. 18% of the students were not gaining better grade to due not showing up. Some students express that it is their first time to present their presentation using electronic. Few students are still shy and don't want to participate during presentation.	Due Date: 04/01/2022 Action: I need to revise the course syllabi to add more activity practice to promote student to talk in class. Also try to motivate them on how computer electronic will help them in college.	No. The SLO statement doesn't need revision.	There is a need to redesign the activities to enable the students to meet the requirements for the activity, attendance is an issue throughout the College, but students unable to complete the requirements can allow us to design a Video Making activity or a Model making project. Instructors may need to be more creative in their attempt to assist the students to feel confident.	Approved
Program (ABE) - Adult Basic Education	REA 050	SLO 4_Elements of Fiction	Written Assignment or Essay	After having learned the different elements of fiction, students will be assigned to write a 2-page story about an event (real or imagined) in which a conflict developed and was later resolved. Students will begin with an exposition that introduces the characters, the setting, and the conflict. The story will use dialogue and description to develop the characters, plot, and mood. Students will also decide whether to write the story in the first-person point of view or third-person point of view. A rubric will be used to assess their writing. (POwens)	70% of students that participate will satisfactorily perform with 70% and higher.	Benchmark Not Met	Patricia Owens	Only 66% of the students in the class satisfactorily performed the skills listed in the rubric. Out of 18 students, 6 students did not turn in their paper, the 12 students that turned in their papers all met the skills that were listed on the rubric. Not only did the students turn in their paper, they also had to present their paper to the class.	Due Date: 03/31/2022 Action: Revise Assessment to include a revision of the topics included such as characters, plot, mood, first-person point of view, and third person point of view.	No. The SLO statement doesn't need revision.		Approved

Program (NURS) - Nursing AS	NURS 110	SLO 4_Ethical Values	Project - Individual	Each student were assigned a topic each, different from each other, pertaining to the application of ethical and cultural values when providing nursing care to people of different levels of psychosocial development. Students then would prepare a PowerPoint presentation (to use as their guide) and orally present information to the class within 10 minutes only.	A 90% achievement was expected.	Benchmark Met	Meri Rabuka	94% of students passed this assessment. The unsuccessful student did not attempt the assessment despite being provided several chances to present.	Due Date: 03/31/2022 Action: Above mentioned student was counselled and advised on academic responsibility and attendance.	Yes. The SLO statement needs revision.
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			An in-course objective type quiz will be used to assess SLO 4. The students are to use scientific calculators to let them solve real world problems. The quiz will consist of 4 real world problems. The first problem will be on maximizing area. The second problem will be on computing investment. The third problem shall be on exponential growth. The fourth problem is on exponential decay. Each of the questions has equal weights in the total scores in assessing the performance of the students. Each problem is worth 5 marks. A marking is to be provided in order to achieve uniformity in markings. The markings shall be prorated as: 5 solutions are shown and the answer is correct. 4 solutions are shown but there is a slight error in the answer. 3 solutions are partly shown until the answer has been derived. 2 solutions are partly shown but there is an error in the solution and answer. 1 an attempt to solve the problem is done. 0- No attempt is being done These problems are in the Notes section.			At least 75% of the students shall be able to achieve 70% correct answers of the problems. (CMI Grading Scale). Benchmark Met	Rosalinda Sumaoang, Michael Corpuz, Ernest Canonigo, and Waisiki Baleikorocau	Quiz Results: 1.) 25 out of 50 of students (50% %) who are still currently enrolled in Math 099-5 took the assessment. 2.) 18 out of 50 students (36%) enrolled in Math 111 have stopped coming to school. 2.) 5 out of the 25 students (20%) who took the assessment scored below 70%. 3.) 20 out of 25 students (80%) scored 70% or more. Therefore, benchmark was met. Gender of Students Who Took Quiz: 1.) 10 out of the 25 students (40%) who took the quiz were male. 7 out of 10 males (70%) scored 70% or more. 2.) 15 out of the 25 students (60%) who took the quiz were female. 13 out of 15 of the females(86.67%) scored 70% or more. Major of	Due Date: 05/31/2022 Action: 1. At the beginning of the class, math accelerated class (Math 098/Math 111), students perform better and were more focused on studies. However, their performance drops after the midterm and students tend to miss classes a lot which could be due to the intensity of the program and students get burnt-out before the semester ends. 2. Problem 1 on the assessment tool does not require a scientific calculator to find the solution. One can actually solve the problem by hand without the need of a scientific calculator or any other type of technology. A different problem should have been given for Problem #01. For example, given the quadratic function for a ball that was thrown upward and outward, find the maximum height of the ball, and determine the horizontal distance where the maximum height occurred. 3. Assessment tool covered topics in Section 3.1 Quadratic Functions, Section 4.1 Exponential Functions, and Section 4.5 Exponential Growth and Decay. In addition, the assessment tool covered only one problem from Section 3.1 and the other three problems came from Chapter 4. The problems from Chapter 4 were very similar. Perhaps, to introduce some variety into the assessment tool and to reduce the number of problems on the on the assessment tool, one problem doesn't need revision.	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	MATH 111	SLO 4_Functions and Systems	Objective Type Exam/Quiz - In Course									

				An in-course objective type quiz will be used to assess SLO 4. The students are to use scientific calculators to let them solve real world problems. The quiz will consist of 4 real world problems. The first problem will be on maximizing area. The second problem will be on computing investment. The third problem shall be on exponential growth. The fourth problem is on exponential decay. Each of the questions has equal weights in the total scores in assessing the performance of the students. Each problem is worth 5 marks. A marking is to be provided in order to achieve uniformity in markings. The markings shall be prorated as: 5 solutions are shown and the answer is correct. 4 solutions are shown but there is a slight error in the answer. 3 solutions are partly shown until the answer has been derived. 2 solutions are partly shown but there is an error in the solution and answer. 1 an attempt to solve the problem is done. 0 - No attempt is being done These problems are in the Notes section.				Quiz Results: 1.) 25 out of 50 of students (50% %) who are still currently enrolled in Math 099-5 took the assessment. 2.) 18 out of 50 students (36%) enrolled in Math 111 have stopped coming to school. 2.) 5 out of the 25 students (20%) who took the assessment scored below 70%. 3.) 20 out of 25 students (80%) scored 70% or more. Therefore, benchmark was met. Gender of Students Who Took Quiz: 1.) 10 out of the 25 students (40%) who took the quiz were male. 7 out of 10 males (70%) scored 70% or more. 2.) 15 out of the 25 students (60%) who took the quiz were female. 13 out of 15 of the females(86.67%) scored 70% or more. Major of	Due Date: 05/31/2022 Action: 1. At the beginning of the class, math accelerated class (Math 098/Math 111), students perform better and were more focused on studies. However, their performance drops after the midterm and students tend to miss classes a lot which could be due to the intensity of the program and students get burnt-out before the semester ends. 2. Problem 1 on the assessment tool does not require a scientific calculator to find the solution. One can actually solve the problem by hand without the need of a scientific calculator or any other type of technology. A different problem should have been given for Problem #01. For example, given the quadratic function for a ball that was thrown upward and outward, find the maximum height of the ball, and determine the horizontal distance where the maximum height occurred. 3. Assessment tool covered topics in Section 3.1 Quadratic Functions, Section 4.1 Exponential Functions, and Section 4.5 Exponential Growth and Decay. In addition, the assessment tool covered only one problem from Section 3.1 and the other three problems came from Chapter 4. The problems from Chapter 4 were very similar. Perhaps, to introduce some variety into the assessment tool and to reduce the number of problems on the on the assessment tool, one problem doesn't need revision.	No. The SLO statement	Well developed	Approved	
Program (GE) - General Education	MATH 111	SLO 4_Functions and Systems	Objective Type Exam/Quiz - In Course		At least 75% of the students shall be able to achieve 70% correct answers of the problems. (CMI Grading Scale).	Benchmark Met	Rosalinda Sumaoang, Michael Corpuz, Ernest Canonigo, and Waisiki Baleikorocau						

				An in-course objective type quiz will be used to assess SLO 4. The students are to use scientific calculators to let them solve real world problems. The quiz will consist of 4 real world problems. The first problem will be on maximizing area. The second problem will be on computing investment. The third problem shall be on exponential growth. The fourth problem is on exponential decay. Each of the questions has equal weights in the total scores in assessing the performance of the students. Each problem is worth 5 marks. A marking is to be provided in order to achieve uniformity in markings. The markings shall be prorated as: 5 solutions are shown and the answer is correct. 4 solutions are shown but there is a slight error in the answer. 3 solutions are partly shown until the answer has been derived. 2 solutions are partly shown but there is an error in the solution and answer. 1 an attempt to solve the problem is done. 0 - No attempt is being done					Quiz Results: 1.) 25 out of 50 of students (50% %) who are still currently enrolled in Math 099-5 took the assessment. 2.) 18 out of 50 students (36%) enrolled in Math 111 have stopped coming to school. 2.) 5 out of the 25 students (20%) who took the assessment scored below 70%. 3.) 20 out of 25 students (80%) scored 70% or more. Therefore, benchmark was met. Gender of Students Who Took Quiz: 1.) 10 out of the 25 students (40%) who took the quiz were male. 7 out of 10 males (70%) scored 70% or more. 2.) 15 out of the 25 students (60%) who took the quiz were female. 13 out of 15 of the females(86.67%) scored 70% or more. Major of	Due Date: 05/31/2022 Action: 1. At the beginning of the class, math accelerated class (Math 098/Math 111), students perform better and were more focused on studies. However, their performance drops after the midterm and students tend to miss classes a lot which could be due to the intensity of the program and students get burnt-out before the semester ends. 2. Problem 1 on the assessment tool does not require a scientific calculator to find the solution. One can actually solve the problem by hand without the need of a scientific calculator or any other type of technology. A different problem should have been given for Problem #01. For example, given the quadratic function for a ball that was thrown upward and outward, find the maximum height of the ball, and determine the horizontal distance where the maximum height occurred. 3. Assessment tool covered topics in Section 3.1 Quadratic Functions, Section 4.1 Exponential Functions, and Section 4.5 Exponential Growth and Decay. In addition, the assessment tool covered only one problem from Section 3.1 and the other three problems came from Chapter 4. The problems from Chapter 4 were very similar. Perhaps, to introduce some variety into the assessment tool and to reduce the number of problems on the on the assessment tool, one problem doesn't need revision.	No. The SLO statement	Well developed	Approved
Program (LA) - Liberal Arts AA	MATH 111	SLO 4_Functions and Systems	Objective Type Exam/Quiz - In Course	These problems are in the Notes section.	At least 75% of the students shall be able to achieve 70% correct answers of the problems. (CMI Grading Scale).	Benchmark Met	Rosalinda Sumaoang, Michael Corpuz, Ernest Canonigo, and Waisiki Baleikorocau						

Program (AHS) - Adult High School	ICS 050	SLO 4_ Internet- based Software	Objective Type Exam/Quiz - In Course	The students will be tested on sending out proper email. They will be asked to send an email to me as teacher to check on this skill. (TH)	70% of the students will pass with 70% and higher.	Benchmark Met	Tarry Henos	Only 16 of the students took the assessment on the SLO 1 which is to show familiarity with internet base software and use. Out of 16 students, 11 students received a score of 70% and above and 4 got a score below 70% which is 25% of the students who took the quiz. Prior to the test, the students did several email practices about sending out proper email. The failing students were the one who always have attendance issue and they did not attend the review sessions on the tested topic.	No. The SLO statement doesn't need revision.	This assessment type was again used in this cycle to compare the results now with the previous one.	Approved
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				Written work, Observation, – Group work A.Groups of three to five students will develop a curriculum related to a social issue within RMI. B.Students will create a QPF for at least one lesson within their curriculum C.Students will teach a lesson derived from the curriculum they developed D.Students will evaluate lesson taught Rubric A.Groups of three to five students will develop a curriculum related to a social issue within RMI. 1.School of philosophy being used identified Objectives and teaching methods align with philosophy 2.Model of curriculum development identified An explanation of why this model is being used Model fits philosophy. 3.The curriculum design is identified and explained 4.Goal of the curriculum clearly stated 5.At least 3 objectives written for each domain of learning B.Students will create a QPF for at least one lesson within their curriculum Prepare a lesson using PSS model C.Students will teach a lesson derived from the curriculum they developed Groups will do team teaching within a public school or community environment D.MI Students and teacher will evaluate lesson taught for: a.Class interaction, b.Respect of students, c.Teacher knowledge d.Participating students’ active engagement in	70% of class participate. 70 % of class achieve a grade of 70% or more	Benchmark Met	Sandra Hamilton	86% of students received a grade of 70 or higher	No. The SLO statement doesn’t need revision.	Well developed Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Clearly reflects the SLO assessment plan, Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics	Approved
Program (EDU) - Elementary Education BA	EDU 312	SLO 4_Learning Environment	Project - Group learning								

[illegible]

Program (EDU) - Elementary Education AS	SOC 140	SLO 4_Possible Solutions	Written Assignment or Essay	Students will write an essay response to the issue of Climate Change describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.	70% of students who participated will pass with 70%	Benchmark Met	DOULATRAM, DESMOND	Out of 24 Students in SOC140-1, only 10 participated. However, 100% of the students scored 70% or higher in the short essay. Out of 25 Students in SOC140-2, only 11 participated. However, 10 out of the 11 students scored 70 % or higher. Hence, passing rate was 90.09%. Out of 26 Students in SOC140-3, only 9 participated. However, 100% of the students scored a 70 % or higher.	In total, out of 30 students who participated, 29 of them passed scoring 70% or higher in the short essay prompt indicating a 96.66% passing rate hence Benchmark was met.	Due Date: 04/01/2022 Action: Attendance is an issue and it's an it must be handled not by CMI alone but the general Marshallese community at large as attendance affects performance.	No. The SLO statement doesn't need revision.	The assessment tool is well- developed as it is clearly tied to the SLO. The SLO is possible solutions and the children were asked the possible solutions to the issue of climate change in the Republic of Marshall Islands.	Approved
								Graph of Results https://drive.google.com/file/d/1hrge8dTnYba8hfbc5TsgyBJe0c1zNW/view?usp=sharing					

Program (GE) - General Education	SOC 140	SLO 4_Possible Solutions	Written Assignment or Essay	Students will write an essay response to the issue of Climate Change describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.	70% of students who participated will pass with 70%	Benchmark Met	DOULATRAM, DESMOND	Out of 24 Students in SOC140-1, only 10 participated. However, 100% of the students scored 70% or higher in the short essay. Out of 25 Students in SOC140-2, only 11 participated. However, 10 out of the 11 students scored 70 % or higher. Hence, passing rate was 90.09%. Out of 26 Students in SOC140-3, only 9 participated. However, 100% of the students scored a 70 % or higher.	In total, out of 30 students who participated, 29 of them passed scoring 70% or higher in the short essay prompt indicating a 96.66% passing rate hence Benchmark was met.	Due Date: 04/01/2022 Action: Attendance is an issue and it's an it must be handled not by CMI alone but the general Marshallese community at large as attendance affects performance.	No. The SLO statement doesn't need revision.	The assessment tool is well- developed as it is clearly tied to the SLO. The SLO is possible solutions and the children were asked the possible solutions to the issue of climate change in the Republic of Marshall Islands.	Approved
								Graph of Results https://drive.google.com/file/d/1hrge_8dTnYba8hfbc5TsgyBJe0c1zNW/view?usp=sharing					

Program (LA) - Liberal Arts AA	SOC 140	SLO 4_Possible Solutions	Written Assignment or Essay	Students will write an essay response to the issue of Climate Change describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.	70% of students who participated will pass with 70%	Benchmark Met	DOULATRAM, DESMOND	Out of 24 Students in SOC140-1, only 10 participated. However, 100% of the students scored 70% or higher in the short essay. Out of 25 Students in SOC140-2, only 11 participated. However, 10 out of the 11 students scored 70 % or higher. Hence, passing rate was 90.09%. Out of 26 Students in SOC140-3, only 9 participated. However, 100% of the students scored a 70 % or higher.	In total, out of 30 students who participated, 29 of them passed scoring 70% or higher in the short essay prompt indicating a 96.66% passing rate hence Benchmark was met.	Due Date: 04/01/2022	The assessment tool is well-developed as it is clearly tied to the SLO. The SLO is possible solutions and the children were asked the possible solutions to the issue of climate change in the Republic of Marshall Islands.	Approved
							Graph of Results https://drive.google.com/file/d/1hrge_8dTnYba8hfcbt5TSgyBJe0c1zNW/view?usp=sharing	Action: Attendance is an issue and it's an it must be handled not by CMI alone but the general Marshallese community at large as attendance affects performance.	No. The SLO statement doesn't need revision.			

Program (MAR) - Marshallese Social Studies CCT	SOC 140	SLO 4_Possible Solutions	Written Assignment or Essay	Students will write an essay response to the issue of Climate Change describing their personal opinion on what kinds of solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric.	70% of students who participated will pass with 70%	Benchmark Met	DOULATRAM, DESMOND	Out of 24 Students in SOC140-1, only 10 participated. However, 100% of the students scored 70% or higher in the short essay. Out of 25 Students in SOC140-2, only 11 participated. However, 10 out of the 11 students scored 70 % or higher. Hence, passing rate was 90.09%. Out of 26 Students in SOC140-3, only 9 participated. However, 100% of the students scored a 70 % or higher.	In total, out of 30 students who participated, 29 of them passed scoring 70% or higher in the short essay prompt indicating a 96.66% passing rate hence Benchmark was met.	Due Date: 04/01/2022 Action: Attendance is an issue and it's an it must be handled not by CMI alone but the general Marshallese community at large as attendance affects performance.	No. The SLO statement doesn't need revision.	The assessment tool is well- developed as it is clearly tied to the SLO. The SLO is possible solutions and the children were asked the possible solutions to the issue of climate change in the Republic of Marshall Islands.	Approved
								Graph of Results https://drive.google.com/file/d/1hrge8dTnYba8hfbc5TsgyBje0c1zNW/view?usp=sharing					

Program (LA) - Liberal Arts AA	PSY 101	SLO 4_Research & Principles	Research Report	Students will be asked to do a research on the topic "CONSCIOUSNESS", looking at how consciousness can be altered through Psychoactive drugs. Students will be taught on the topic consciousness and different ways in which human consciousness can be altered, focusing on the influence of drugs on human behavior.	75% of the students who do this research will score 70% using the criteria rubrics.	Benchmark Met	Oyinade Ogunmokun	In PSY 101 89 students registered for this course , 27 from section 1, 32 from section 2 and 30 from section 3. 79 students did the research paper , 23 from section 1, 27 from section 2 and 25 from section 3. 70 students (93%) believed individual consciousness could be altered by drug either by a depressant or a stimulant.	Due Date: 04/10/2022 Action: Prepare students more to be able to apply different research design and Psychological principles and have a broader knowledge of research designs. Teach them more on how to apply Psychological principles and on how to handle the projects better by engaging them more in class activities. Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for participating. Give them more time to process the primary information they received. Refer those with problems to Student Centre and for counselling services and assistance if need be.	No. The SLO statement doesn't need revision.	The assessment tool is clearly tied to the SLO. The assessment is to identify if the students understand different research design and how to use it appropriately. The SLO used for this assessment is well developed.	Approved
				Students will be asked to do a research on the topic "CONSCIOUSNESS", looking at how consciousness can be altered through Psychoactive drugs. Students will be taught on the topic consciousness and different ways in which human consciousness can be altered, focusing on the influence of drugs on human behavior.	75% of the students who do this research will score 70% using the criteria rubrics.	Benchmark Met	Oyinade Ogunmokun	In PSY 101 89 students registered for this course , 27 from section 1, 32 from section 2 and 30 from section 3. 79 students did the research paper , 23 from section 1, 27 from section 2 and 25 from section 3. 70 students (93%) believed individual consciousness could be altered by drug either by a depressant or a stimulant.	Due Date: 04/10/2022 Action: Prepare students more to be able to apply different research design and Psychological principles and have a broader knowledge of research designs. Teach them more on how to apply Psychological principles and on how to handle the projects better by engaging them more in class activities. Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for participating. Give them more time to process the primary information they received. Refer those with problems to Student Centre and for counselling services and assistance if need be.	No. The SLO statement doesn't need revision.	The assessment tool is clearly tied to the SLO. The assessment is to identify if the students understand different research design and how to use it appropriately. The SLO used for this assessment is well developed.	Approved
Program (NURS) - Nursing AS	PSY 101	SLO 4_Research & Principles	Research Report	Students will be asked to do a research on the topic "CONSCIOUSNESS", looking at how consciousness can be altered through Psychoactive drugs. Students will be taught on the topic consciousness and different ways in which human consciousness can be altered, focusing on the influence of drugs on human behavior.	75% of the students who do this research will score 70% using the criteria rubrics.	Benchmark Met	Oyinade Ogunmokun	In PSY 101 89 students registered for this course , 27 from section 1, 32 from section 2 and 30 from section 3. 79 students did the research paper , 23 from section 1, 27 from section 2 and 25 from section 3. 70 students (93%) believed individual consciousness could be altered by drug either by a depressant or a stimulant.	Due Date: 04/10/2022 Action: Prepare students more to be able to apply different research design and Psychological principles and have a broader knowledge of research designs. Teach them more on how to apply Psychological principles and on how to handle the projects better by engaging them more in class activities. Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for participating. Give them more time to process the primary information they received. Refer those with problems to Student Centre and for counselling services and assistance if need be.	No. The SLO statement doesn't need revision.	The assessment tool is clearly tied to the SLO. The assessment is to identify if the students understand different research design and how to use it appropriately. The SLO used for this assessment is well developed.	Approved
				Students will be asked to do a research on the topic "CONSCIOUSNESS", looking at how consciousness can be altered through Psychoactive drugs. Students will be taught on the topic consciousness and different ways in which human consciousness can be altered, focusing on the influence of drugs on human behavior.	75% of the students who do this research will score 70% using the criteria rubrics.	Benchmark Met	Oyinade Ogunmokun	In PSY 101 89 students registered for this course , 27 from section 1, 32 from section 2 and 30 from section 3. 79 students did the research paper , 23 from section 1, 27 from section 2 and 25 from section 3. 70 students (93%) believed individual consciousness could be altered by drug either by a depressant or a stimulant.	Due Date: 04/10/2022 Action: Prepare students more to be able to apply different research design and Psychological principles and have a broader knowledge of research designs. Teach them more on how to apply Psychological principles and on how to handle the projects better by engaging them more in class activities. Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for participating. Give them more time to process the primary information they received. Refer those with problems to Student Centre and for counselling services and assistance if need be.	No. The SLO statement doesn't need revision.	The assessment tool is clearly tied to the SLO. The assessment is to identify if the students understand different research design and how to use it appropriately. The SLO used for this assessment is well developed.	Approved

Program (EDU) - Elementary Education BA	IDS 428	SLO 4_Research- based Choices	Project - Individual	P. Perkins	Within this individually chosen project regarding research on healthy lifestyles and dangers that threaten health, the categories to be achieved and assessed include research, writing, internal citations, References, and artifacts in preparation for their final presentation that will come later in the semester.	Benchmark: 70% of students will achieve 70% on the research related rubric for their Community health project.	Benchmark Not Met	Pamela Perkins	7 of the 11 students met the benchmark: 64%	The focus of this course is on personal and social health skills, and students are assessed on the personal level with the help of the CMI Nurse using the Health Passport. SLO 4 focuses on becoming sufficiently knowledge regarding a health issue through research and personal experience that will form the basis for a community presentation.	Due Date: 11/17/2021 Action: Future: All BAEE classes must involve students in both reading research articles and responding academically to demonstrate an understanding of the need to learn what is known about issues in order to dispel false information that contributes to poor health and academic/educational problems. For example, all students are aware that diabetes is a serious health issue in the Pacific. However, several report that they have been told that if a person has not developed diabetes by age 35 (or some said 40) that they can eat all the sugar they want. Nothing could be further from the facts, and that kind of false information must be dispelled through knowledge. Each time nutrition is the subject, it becomes apparent that many people here suffer from sugar addiction which is a major contributor to obesity and diabetes as well as hypertension, kidney disease, and heart-related illnesses.	No. The SLO statement doesn't need revision.	The rubric used measured the students knowledge of the health issue researched and the choices they can make to address the issue in order to have a healthy lifestyle. It is hoped that through the research undertaken students will see the seriousness of the choices they make and start to make changes in their lifestyle.	Approved
									Analysis: Students chose teenage pregnancy (2), diabetes (3), leprosy, hypertension, kidney disease, dengue fever, heart, and tuberculosis. All choices were appropriate and reflected topics important to the student and to the RMI. Two students became adequately involved with their chosen issue					

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Program (GE) - General Education	IDS 428	SLO 4_Research- based Choices	Project - Individual	P. Perkins	Within this individually chosen project regarding research on healthy lifestyles and dangers that threaten health, the categories to be achieved and assessed include research, writing, internal citations, References, and artifacts in preparation for their final presentation that will come later in the semester.	Benchmark: 70% of students will achieve 70% on the research related rubric for their Community health project.	Not Met	Pamela Perkins	7 of the 11 students met the benchmark: 64%	The focus of this course is on personal and social health skills, and students are assessed on the personal level with the help of the CMI Nurse using the Health Passport. SLO 4 focuses on becoming sufficiently knowledgeable regarding a health issue through research and personal experience that will form the basis for a community presentation.	Due Date: 11/17/2021 Action: Future: All BAEE classes must involve students in both reading research articles and responding academically to demonstrate an understanding of the need to learn what is known about issues in order to dispel false information that contributes to poor health and academic/educational problems. For example, all students are aware that diabetes is a serious health issue in the Pacific. However, several report that they have been told that if a person has not developed diabetes by age 35 (or some said 40) that they can eat all the sugar they want. Nothing could be further from the facts, and that kind of false information must be dispelled through knowledge. Each time nutrition is the subject, it becomes apparent that many people here suffer from sugar addiction which is a major contributor to obesity and diabetes as well as hypertension, kidney disease, and heart-related illnesses.	No. The SLO statement doesn't need revision.	The rubric used measured the students knowledge of the health issue researched and the choices they can make to address the issue in order to have a healthy lifestyle. It is hoped that through the research undertaken students will see the seriousness of the choices they make and start to make changes in their lifestyle.	Approved
									Analysis: Students chose teenage pregnancy (2), diabetes (3), leprosy, hypertension, kidney disease, dengue fever, heart, and tuberculosis. All choices were appropriate and reflected topics important to the student and to the RMI. Two students became adequately involved with their chosen issue					

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[illegible]

[illegible]

Program (EDU) - Elementary Education AS	EDU 150	SLO 4_RMI Mathematics Curricula	Presentation	The Microteaching Presentation Rubric will be the main tool for this assessment. This rubric has a scale from 1 - 4, 1 being the lowest and 4 the highest. It also has four categories, to wit: Organization and Preparation; Clarity; Creativity and Student Participation; Use of Materials and manipulatives; Mastery of content.	On a rubric scale of 1 4, 70% of the students will attain a score of 2.1 on the presentation rubric.	Benchmark Met	CASTANO, LUCIANA	There were 20 students registered for this semester composed of 6 or 30% males and 14 or 70% females. The number of females is about 2.5 times more than the males. Of the 20 students, 2 disappeared after midterm, 1 officially withdrew, and 2 did not participate in the teaching presentation. So, only 15 will be included in this analysis. Of the remaining 15 students, 6 or 40% were males and 9 or 60% were females.	Due Date: 05/10/2022 Action: It would be worth continuing the following practices that have been effective in students success in presentation:	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The data results clearly reflect the SLO assessment plan.The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.Assessment tool appears to be very appropriate for the SLO assessment.The action is clearly tied to the analysis of data results.Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	
								The chart below shows the distribution of scores attained by 17 students in their presentation.	1)Observing and teaching in an elementary school prior to presentation in class. 2)Working in pairs 3)Seek coaching and assistance from Education faculty especially in materials preparation.		
								Student:123456789101112131415 Average Score:3.43.93.83.83.43.83.33.3.43.23.3.83.51	Aside from the above, students will be advised to practice teaching little kids in their neighborhood with a focus on the topic they have planned to teach. A regular follow-up on their field experience requirements will also help them keep focused on their planning and preparation.		No. The SLO statement doesn't need revision.
											Approved

Program (EDU) - Elementary Education BA	EDU 150	SLO 4_RMI Mathematics Curricula	Presentation	The Microteaching Presentation Rubric will be the main tool for this assessment. This rubric has a scale from 1 - 4, 1 being the lowest and 4 the highest. It also has four categories, to wit: Organization and Preparation; Clarity; Creativity and Student Participation; Use of Materials and manipulatives; Mastery of content.	On a rubric scale of 1 4, 70% of the students will attain a score of 2.1 on the presentation rubric.	Benchmark Met	CASTANO, LUCIANA	There were 20 students registered for this semester composed of 6 or 30% males and 14 or 70% females. The number of females is about 2.5 times more than the males. Of the 20 students, 2 disappeared after midterm, 1 officially withdrew, and 2 did not participate in the teaching presentation. So, only 15 will be included in this analysis. Of the remaining 15 students, 6 or 40% were males and 9 or 60% were females.	Due Date: 05/10/2022 Action: It would be worth continuing the following practices that have been effective in students success in presentation:	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The data results clearly reflect the SLO assessment plan. The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. The action is clearly tied to the analysis of data results. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.
								The chart below shows the distribution of scores attained by 17 students in their presentation.	1) Observing and teaching in an elementary school prior to presentation in class. 2) Working in pairs 3) Seek coaching and assistance from Education faculty especially in materials preparation.	
								Student 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Average Score 3.43 93.8 3.83 43.83 8 3.43 833.33 43.233 83.5 1	Aside from the above, students will be advised to practice teaching little kids in their neighborhood with a focus on the topic they have planned to teach. A regular follow-up on their field experience requirements will also help them keep focused on their planning and preparation.	No. The SLO statement doesn't need revision.
				The average of the total points earned in each category will be the final score earned.				The results above show that all the		Approved

Program (GE) - General Education	EDU 150	SLO 4_RMI Mathematics Curricula	Presentation	The Microteaching Presentation Rubric will be the main tool for this assessment. This rubric has a scale from 1 - 4, 1 being the lowest and 4 the highest. It also has four categories, to wit: Organization and Preparation; Clarity; Creativity and Student Participation; Use of Materials and manipulatives; Mastery of content.	On a rubric scale of 1 4, 70% of the students will attain a score of 2.1 on the presentation rubric.	Benchmark Met	CASTANO, LUCIANA	There were 20 students registered for this semester composed of 6 or 30% males and 14 or 70% females. The number of females is about 2.5 times more than the males. Of the 20 students, 2 disappeared after midterm, 1 officially withdrew, and 2 did not participate in the teaching presentation. So, only 15 will be included in this analysis. Of the remaining 15 students, 6 or 40% were males and 9 or 60% were females.	Due Date: 05/10/2022 Action: It would be worth continuing the following practices that have been effective in students success in presentation: 1)Observing and teaching in an elementary school prior to presentation in class. 2)Working in pairs 3)Seek coaching and assistance from Education faculty especially in materials preparation.	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.The data results clearly reflect the SLO assessment plan.The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.Assessment tool appears to be very appropriate for the SLO assessment.The action is clearly tied to the analysis of data results.Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.						
								The chart below shows the distribution of scores attained by 17 students in their presentation.	Aside from the above, students will be advised to practice teaching little kids in their neighborhood with a focus on the topic they have planned to teach. A regular follow-up on their field experience requirements will also help them keep focused on their planning and preparation.							
										Approved						

Program (EDU) - Elementary Education AS	EDU 250	SLO 4_RMI Mathematics Curriculum	Presentation	Students in this course are required to plan a lesson with topics discussed in the course. This plan will be executed toward the end of the semester. The lesson plans will be scored using the Lesson Plan rubric while the presentation will also be scored using the Microteaching Presentation rubric. The average of the scores in each rubric will be the final score.	On a scale of 1 - 4, students should attain an average score of 2.5.	Benchmark Met	CASTANO, LUCIANA	There were 21 students registered for this spring 2022 semester composed of 9 or 43% males and 12 or 57% females. The number of males is ¼ of the number females. All or 100% of the students did their presentations.
								The table below shows the distribution of scores attained in both lesson plan and microteaching presentation including the average of both areas.
								Student Score in lesson plan Score in presentation Average Score 10.23.30.75 20.43.20.8 30.73.73.2 40.73.73.2 50.43.20.8 60.20.90.55 70.23.30.75 80.13.10.6 90.63.30.95 100.70.80.25 110.63.30.45 120.13.93 130.70.80.25 140.13.93 150.10.80.45 160.63.30.45
Due Date: 05/09/2022 Action: For the following school year, classroom observation and teaching in elementary schools will continue to be a part of their field experience requirements. Students will also be given the choice to work independently or in pairs. Other approaches may be adapted depending on the situation and needs of students.								No. The SLO statement doesn't need revision.

Program (EDU) - Elementary Education BA	EDU 250	SLO 4_RMI Mathematics Curriculum	Presentation	Students in this course are required to plan a lesson with topics discussed in the course. This plan will be executed toward the end of the semester. The lesson plans will be scored using the Lesson Plan rubric while the presentation will also be scored using the Microteaching Presentation rubric. The average of the scores in each rubric will be the final score.	On a scale of 1 - 4, students should attain an average score of 2.5.	Benchmark Met	CASTANO, LUCIANA	There were 21 students registered for this spring 2022 semester composed of 9 or 43% males and 12 or 57% females. The number of males is ¼ of the number females. All or 100% of the students did their presentations.
								The table below shows the distribution of scores attained in both lesson plan and microteaching presentation including the average of both areas.
								Student Score in lesson plan Score in presentation Average Score 10.23.30.75 20.43.20.8 30.73.73.2 40.73.73.2 50.43.20.8 60.20.90.55 70.23.30.75 80.13.10.6 90.63.30.95 100.70.80.25 110.63.30.45 120.13.93 130.70.80.25 140.13.93 150.10.80.45 160.63.30.45
								Due Date: 05/09/2022
								Action: For the following school year, classroom observation and teaching in elementary schools will continue to be a part of their field experience requirements. Students will also be given the choice to work independently or in pairs. Other approaches may be adapted depending on the situation and needs of students.
								No. The SLO statement doesn't need revision.

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				SLO 1 was assessed last cycle, fortunately 100% of the students were able to meet the benchmark with a grade of C+ or better. In this current cycle, SLO 4 will be assessed. The last time it was assessed was Fall 2018. Agreed SLO to assess. 4. Calculate and interpret statistical measures and models A textbook entitled Elementary Statistics 10th Edition, by Allan G. Bluman will be used for Math 160. Below is the chapter needed for this Student Learning Outcome Chapter 8. Hypothesis Testing A quiz will be used to assess SLO 4. It has four problems about hypothesis testing involving z test and t test. Problem 1 requires students to perform z test for a mean using the traditional method. Problem 2 asks students to use the p-value method in testing the hypothesis. For problem 3, students will be asked to perform t test for a mean using traditional method. Furthermore, problem 4 is about z-test for proportion and students will be asked to use the p-value method.					There were 10 out of 17(59%) enrolled in Math 160 Section 1 who took the assessment. Similarly 10 out of 17 (59%) enrolled in Math 160 Section 2 took the assessment. Surprisingly, exact figures were calculated in both sections. The result fell a little shy by reaching only 13 out of 20 students(65%) scored 70% or higher. Therefore, the performance benchmark was not met. A total of 20 out of 34 students enrolled in Math 160 this Spring 2022 took the assessment. Of which, 4 out of 20 (20%) are males and the rest are females at 80%. 2 out of 4 males(50%) scored 70% or higher. On the other hand, 11 out 16 females(69%) scored 70% or higher. This means that the performance of the female students is higher	Due Date: 12/16/2022 Action: Assessment tool covered Section 8.2 z-test for the Mean, Section 8.3 t-test for the Mean, and Section 8.4 z-test for the Proportion. Assessment tool also covered the differences between the traditional method of hypothesis testing versus the P-value method of hypothesis testing. The assessment tool consisted of four problems. Perhaps, it would have been more beneficial if the assessment tool was reduced to only two problems rather than four problems. In addition, rather than covering all three sections, it would have been more beneficial if one section, Section 8.2 z-test for the Mean, is the only section covered on the assessment tool. We could still keep the idea of having students demonstrate the difference by the traditional method versus the P-value method. However, we could simply focus on one section rather than three sections for the SLO.(ETC) The course outline for Math 160 should be relooked at again to determine whether certain topics to need to be removed or certain topics need to be added. In addition, we will need to relook at the prerequisites for the course. As mentioned earlier, it is clear that students who have finished their first semester of credit level English courses (i.e. English 105 and English 111) and passed will perform			
Department (STEM) - STEM	MATH 160	SLO 4_Statistical Analyses	Objective Type Exam/Quiz - In Course	Each problem is worth 5 marks. A marking scheme will be provided to ensure uniformity in grading. Disaggregation as to gender, and major will be considered in the analysis	At least 70% of the students who will take the quiz will pass with a C or better (i.e. 70% or better).	Benchmark Not Met	Michael Corpus and Ernest Canonigo	the performance of the female students is higher	(i.e. English 105 and English 111) and passed will perform	No. The SLO statement doesn't need revision.	Well developed.	Approved	

Program (BUS) - Business AA	MATH 160	SLO 4_Statistical Analyses	Objective Type Exam/Quiz - In Course	SLO 1 was assessed last cycle, fortunately 100% of the students were able to meet the benchmark with a grade of C+ or better. In this current cycle, SLO 4 will be assessed. The last time it was assessed was Fall 2018.	At least 70% of the students who will take the quiz will pass with a C or better (i.e. 70% or better).	Benchmark Not Met	Michael Corpuz and Ernest Canonigo	There were 10 out of 17(59%) enrolled in Math 160 Section 1 who took the assessment. Similarly 10 out of 17 (59%) enrolled in Math 160 Section 2 took the assessment. Surprisingly, exact figures were calculated in both sections. The result fell a little shy by reaching only 13 out of 20 students(65%) scored 70% or higher. Therefore, the performance benchmark was not met.	Due Date: 12/16/2022 Action: Assessment tool covered Section 8.2 z-test for the Mean, Section 8.3 t-test for the Mean, and Section 8.4 z-test for the Proportion. Assessment tool also covered the differences between the traditional method of hypothesis testing versus the P-value method of hypothesis testing. The assessment tool consisted of four problems. Perhaps, it would have been more beneficial if the assessment tool was reduced to only two problems rather than four problems. In addition, rather than covering all three sections, it would have been more beneficial if one section, Section 8.2 z-test for the Mean, is the only section covered on the assessment tool. We could still keep the idea of having students demonstrate the difference by the traditional method versus the P-value method. However, we could simply focus on one section rather than three sections for the SLO.(ETC)	No. The SLO statement doesn't need revision.	Well developed.	Approved
				Agreed SLO to assess.				A total of 20 out of 34 students enrolled in Math 160 this Spring 2022 took the assessment. Of which, 4 out of 20 (20%) are males and the rest are females at 80%. 2 out of 4 males(50%) scored 70% or higher. On the other hand, 11 out 16 females(69%) scored 70% or higher. This means that the performance of the female students is higher	The course outline for Math 160 should be relooked at again to determine whether certain topics to need to be removed or certain topics need to be added. In addition, we will need to relook at the prerequisites for the course. As mentioned earlier, it is clear that students who have finished their first semester of credit level English courses (i.e. English 105 and English 111) and passed will perform			
Program (BUS) - Business AA	MATH 160	SLO 4_Statistical Analyses	Objective Type Exam/Quiz - In Course	A textbook entitled Elementary Statistics 10th Edition, by Allan G. Bluman will be used for Math 160. Below is the chapter needed for this Student Learning Outcome	Each problem is worth 5 marks. A marking scheme will be provided to ensure uniformity in grading. Disaggregation as to gender, and major will be considered in the analysis	Benchmark Not Met	Michael Corpuz and Ernest Canonigo	Chapter 8. Hypothesis Testing	A quiz will be used to assess SLO 4. It has four problems about hypothesis testing involving z test and t test. Problem 1 requires students to perform z test for a mean using the traditional method. Problem 2 asks students to use the p-value method in testing the hypothesis. For problem 3, students will be asked to perform t test for a mean using traditional method. Furthermore, problem 4 is about z-test for proportion and students will be asked to use the p-value method.	No. The SLO statement doesn't need revision.	Well developed.	Approved

Program (GE) - General Education	MATH 160	SLO 4_Statistical Analyses	Objective Type Exam/Quiz - In Course	SLO 1 was assessed last cycle, fortunately 100% of the students were able to meet the benchmark with a grade of C+ or better. In this current cycle, SLO 4 will be assessed. The last time it was assessed was Fall 2018. Agreed SLO to assess. 4. Calculate and interpret statistical measures and models A textbook entitled Elementary Statistics 10th Edition, by Allan G. Bluman will be used for Math 160. Below is the chapter needed for this Student Learning Outcome Chapter 8. Hypothesis Testing A quiz will be used to assess SLO 4. It has four problems about hypothesis testing involving z test and t test. Problem 1 requires students to perform z test for a mean using the traditional method. Problem 2 asks students to use the p-value method in testing the hypothesis. For problem 3, students will be asked to perform t test for a mean using traditional method. Furthermore, problem 4 is about z-test for proportion and students will be asked to use the p-value method.	There were 10 out of 17(59%) enrolled in Math 160 Section 1 who took the assessment. Similarly 10 out of 17 (59%) enrolled in Math 160 Section 2 took the assessment. Surprisingly, exact figures were calculated in both sections. The result fell a little shy by reaching only 13 out of 20 students(65%) scored 70% or higher. Therefore, the performance benchmark was not met. A total of 20 out of 34 students enrolled in Math 160 this Spring 2022 took the assessment. Of which, 4 out of 20 (20%) are males and the rest are females at 80%. 2 out of 4 males(50%) scored 70% or higher. On the other hand, 11 out 16 females(69%) scored 70% or higher. This means that the performance of the female students is higher	Due Date: 12/16/2022 Action: Assessment tool covered Section 8.2 z-test for the Mean, Section 8.3 t-test for the Mean, and Section 8.4 z-test for the Proportion. Assessment tool also covered the differences between the traditional method of hypothesis testing versus the P-value method of hypothesis testing. The assessment tool consisted of four problems. Perhaps, it would have been more beneficial if the assessment tool was reduced to only two problems rather than four problems. In addition, rather than covering all three sections, it would have been more beneficial if one section, Section 8.2 z-test for the Mean, is the only section covered on the assessment tool. We could still keep the idea of having students demonstrate the difference by the traditional method versus the P-value method. However, we could simply focus on one section rather than three sections for the SLO.(ETC) The course outline for Math 160 should be relooked at again to determine whether certain topics to need to be removed or certain topics need to be added. In addition, we will need to relook at the prerequisites for the course. As mentioned earlier, it is clear that students who have finished their first semester of credit level English courses (i.e. English 105 and English 111) and passed will perform	No. The SLO statement doesn't need revision.	Well developed.	Approved
				Each problem is worth 5 marks. A marking scheme will be provided to ensure uniformity in grading. Disaggregation as to gender, and major will be considered in the analysis	At least 70% of the students who will take the quiz will pass with a C or better (i.e. 70% or better).	Benchmark Not Met	Michael Corpuz and Ernest Canonigo		

Program (LA) - Liberal Arts AA	MATH 160	SLO 4_Statistical Analyses	Objective Type Exam/Quiz - In Course	SLO 1 was assessed last cycle, fortunately 100% of the students were able to meet the benchmark with a grade of C+ or better. In this current cycle, SLO 4 will be assessed. The last time it was assessed was Fall 2018. Agreed SLO to assess. 4. Calculate and interpret statistical measures and models A textbook entitled Elementary Statistics 10th Edition, by Allan G. Bluman will be used for Math 160. Below is the chapter needed for this Student Learning Outcome Chapter 8. Hypothesis Testing A quiz will be used to assess SLO 4. It has four problems about hypothesis testing involving z test and t test. Problem 1 requires students to perform z test for a mean using the traditional method. Problem 2 asks students to use the p-value method in testing the hypothesis. For problem 3, students will be asked to perform t test for a mean using traditional method. Furthermore, problem 4 is about z-test for proportion and students will be asked to use the p-value method. Each problem is worth 5 marks. A marking scheme will be provided to ensure uniformity in grading. Disaggregation as to gender, and major will be considered in the analysis	At least 70% of the students who will take the quiz will pass with a C or better (i.e. 70% or better).	Benchmark Not Met	Michael Corpuz and Ernest Canonigo	There were 10 out of 17(59%) enrolled in Math 160 Section 1 who took the assessment. Similarly 10 out of 17 (59%) enrolled in Math 160 Section 2 took the assessment. Surprisingly, exact figures were calculated in both sections. The result fell a little shy by reaching only 13 out of 20 students(65%) scored 70% or higher. Therefore, the performance benchmark was not met. A total of 20 out of 34 students enrolled in Math 160 this Spring 2022 took the assessment. Of which, 4 out of 20 (20%) are males and the rest are females at 80%. 2 out of 4 males(50%) scored 70% or higher. On the other hand, 11 out 16 females(69%) scored 70% or higher. This means that the performance of the female students is higher	Due Date: 12/16/2022 Action: Assessment tool covered Section 8.2 z-test for the Mean, Section 8.3 t-test for the Mean, and Section 8.4 z-test for the Proportion. Assessment tool also covered the differences between the traditional method of hypothesis testing versus the P-value method of hypothesis testing. The assessment tool consisted of four problems. Perhaps, it would have been more beneficial if the assessment tool was reduced to only two problems rather than four problems. In addition, rather than covering all three sections, it would have been more beneficial if one section, Section 8.2 z-test for the Mean, is the only section covered on the assessment tool. We could still keep the idea of having students demonstrate the difference by the traditional method versus the P-value method. However, we could simply focus on one section rather than three sections for the SLO.(ETC) The course outline for Math 160 should be relooked at again to determine whether certain topics to need to be removed or certain topics need to be added. In addition, we will need to relook at the prerequisites for the course. As mentioned earlier, it is clear that students who have finished their first semester of credit level English courses (i.e. English 105 and English 111) and passed will perform	No. The SLO statement doesn't need revision.	Well developed.	Approved

Program (NURS) - Public Health CCT	MATH 160	SLO 4_Statistical Analyses	Objective Type Exam/Quiz - In Course	SLO 1 was assessed last cycle, fortunately 100% of the students were able to meet the benchmark with a grade of C+ or better. In this current cycle, SLO 4 will be assessed. The last time it was assessed was Fall 2018.	At least 70% of the students who will take the quiz will pass with a C or better (i.e. 70% or better).	Benchmark Not Met	Michael Corpuz and Ernest Canonigo	There were 10 out of 17(59%) enrolled in Math 160 Section 1 who took the assessment. Similarly 10 out of 17 (59%) enrolled in Math 160 Section 2 took the assessment. Surprisingly, exact figures were calculated in both sections. The result fell a little shy by reaching only 13 out of 20 students(65%) scored 70% or higher. Therefore, the performance benchmark was not met.	Due Date: 12/16/2022 Action: Assessment tool covered Section 8.2 z-test for the Mean, Section 8.3 t-test for the Mean, and Section 8.4 z-test for the Proportion. Assessment tool also covered the differences between the traditional method of hypothesis testing versus the P-value method of hypothesis testing. The assessment tool consisted of four problems. Perhaps, it would have been more beneficial if the assessment tool was reduced to only two problems rather than four problems. In addition, rather than covering all three sections, it would have been more beneficial if one section, Section 8.2 z-test for the Mean, is the only section covered on the assessment tool. We could still keep the idea of having students demonstrate the difference by the traditional method versus the P-value method. However, we could simply focus on one section rather than three sections for the SLO.(ETC)	The course outline for Math 160 should be relooked at again to determine whether certain topics to need to be removed or certain topics need to be added. In addition, we will need to relook at the prerequisites for the course. As mentioned earlier, it is clear that students who have finished their first semester of credit level English courses (i.e. English 105 and English 111) and passed will perform	No. The SLO statement doesn't need revision.	Well developed.	Approved	
				Agreed SLO to assess. 4. Calculate and interpret statistical measures and models A textbook entitled Elementary Statistics 10th Edition, by Allan G. Bluman will be used for Math 160. Below is the chapter needed for this Student Learning Outcome Chapter 8. Hypothesis Testing A quiz will be used to assess SLO 4. It has four problems about hypothesis testing involving z test and t test. Problem 1 requires students to perform z test for a mean using the traditional method. Problem 2 asks students to use the p-value method in testing the hypothesis. For problem 3, students will be asked to perform t test for a mean using traditional method. Furthermore, problem 4 is about z-test for proportion and students will be asked to use the p-value method.										
Program (ABE) - Adult Basic Education	WRI 030	SLO 4_Use New Vocabulary	Objective Type Exam/Quiz - In Course	Students are given vocabulary words from the Building Vocabulary Skills (Short Version/Third Edition by Sherrie L. Nist - Carole Mohr). After having learned the new vocabularies, students will be tested on their knowledge in an exam. The exam will consist of matching, definition, creating sentence, and fill in the blank. (Dde)	70% of the students that will take the exam will pass. (Dde)									

								VCARP 051 Construction English		
								Number of students present for the test = 10 Number that earned 75% and more = 90% 90% of the students earned 75% and more so the bench mark was met		
Program (VCARP) - Carpentry Certificate	VCARP 051	SLO 4_Write Common Work	Portfolio	Students will write a report on work carried out in a community project based project. The report will include pictures or photos as evidence of work carried out and list of tools and machines used in the work. Emphasis should include safety practices while carrying out the task.	The assessment is 100% and 75% of the students are expected to score 75% or more in this assessment.	Benchmark Met	SAVU, WAISAKE	No. The SLO statement doesn't need revision.		
Program (VCARP) - Carpentry Certificate	VCARP 050	SLO 4_Write Simple Work	Project - Group	After learning about how to and instructions, students will be assigned to work in pairs to develop and present instructions to a building project based on their knowledge in carpentry. A rubric will be used to assess the project in both written and oral english. (POwens-Livai)	70% of the class will satisfactorily perform					

Program (ABE) - Adult Basic Education	REA 020	SLO 5_Main Idea	Objective Type Exam/Quiz - In Course	After having learned and practiced what a main idea is, students will take an exam where passages from articles will be attached and	70% of students that take the exam will satisfactorily perform with 70% and higher.	Benchmark Met	Patricia Owens	71% of the students satisfactorily performed in identifying the stated main idea in the exam where passages from articles were attached. Out of 22 students, four students did not take the exam, two students received an F. two students received a D, three students received a C, three students received a B, and seven students received an A. Some students acknowledged that they did not show up to class to go over the topic or wasn't paying attention. Some students do not know the difference between main idea and summarizing.	Due Date: 03/31/2022 Action: Revise lesson to include more hands on activity on finding the stated main idea in a passage or topic sentence.	No. The SLO statement doesn't need revision.
				students will identify the stated main idea. The exam will consist of no more than 10 articles. (POwens)						

Department (STEM) - STEM	AGR 101	SLO 5_Manage Garden	Project - Group	Students were assigned in groups of 3-4 and they did the following garden activities: Firstly, they made nurseries of tomatoes from cutting and nurseries of cucumber, chinese cabbage, and egg plants from seeds. Secondly, they prepped the soil. Third, they transplanted their nurseries (seedlings and cuttings). After transplanting, students continued to take care of their rows of vegetables by watering, mounding, mulching, weeding and controlling pests and diseases. The final activities included harvesting and thermal composting.	75% of the students will attain a C grade or better	Benchmark Met	Dako Nating	Out of thirty one (31) students, seventeen (17) were males and fourteen (14) were females. Out of 17 males, 14 of them (82.4%) scored 75% or better and all the females scored 75% or higher. Overall, 28 out of 31 students or 90.3% of the students scored 75% or better. Therefore the bench mark was achieved. The students have realized that growing their own food has many health benefits and it also helped them to make better choices about what they put on their plates. Moreover, they were very grateful that they have the required skills and knowledge at their disposal to help them grow their own food at home provided they have all resources. Due Date: 05/20/2022 Action: Firstly, CMI must continue to provide sufficient quantities of top soil every semester in order to sustain students gardening project. Secondly, in order to sustain the spirit of gardening and the interest in growing food well, students must be assisted with top soil, seeds and some basic gardening tools. They had the skills and knowledge. They just need some starting capital. With all the available resources and the will and commitment they have, they can grow food sustainably on any atolls.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (GE) - General Education	AGR 101	SLO 5_Manage Garden	Project - Group	Students were assigned in groups of 3-4 and they did the following garden activities: Firstly, they made nurseries of tomatoes from cutting and nurseries of cucumber, chinese cabbage, and egg plants from seeds. Secondly, they prepped the soil. Third, they transplanted their nurseries (seedlings and cuttings). After transplanting, students continued to take care of their rows of vegetables by watering, mounding, mulching, weeding and controlling pests and diseases. The final activities included harvesting and thermal composting.	75% of the students will attain a C grade or better	Benchmark Met	Dako Nating	Out of thirty one (31) students, seventeen (17) were males and fourteen (14) were females. Out of 17 males, 14 of them (82.4%) scored 75% or better and all the females scored 75% or higher. Overall, 28 out of 31 students or 90.3% of the students scored 75% or better. Therefore the bench mark was achieved. The students have realized that growing their own food has many health benefits and it also helped them to make better choices about what they put on their plates. Moreover, they were very grateful that they have the required skills and knowledge at their disposal to help them grow their own food at home provided they have all resources. Due Date: 05/20/2022 Action: Firstly, CMI must continue to provide sufficient quantities of top soil every semester in order to sustain students gardening project. Secondly, in order to sustain the spirit of gardening and the interest in growing food well, students must be assisted with top soil, seeds and some basic gardening tools. They had the skills and knowledge. They just need some starting capital. With all the available resources and the will and commitment they have, they can grow food sustainably on any atolls.	No. The SLO statement doesn't need revision.	Well developed	Approved

Program (LA) - Liberal Arts AA	AGR 101	SLO 5_Manage Garden	Project - Group	Students were assigned in groups of 3-4 and they did the following garden activities: Firstly, they made nurseries of tomatoes from cutting and nurseries of cucumber, chinese cabbage, and egg plants from seeds. Secondly, they prepped the soil. Third, they transplanted their nurseries (seedlings and cuttings). After transplanting, students continued to take care of their rows of vegetables by watering, mounding, mulching, weeding and controlling pests and diseases. The final activities included harvesting and thermal composting.	75% of the students will attain a C grade or better	Benchmark Met	Dako Nating	Out of thirty one (31) students, seventeen (17) were males and fourteen (14) were females. Out of 17 males, 14 of them (82.4%) scored 75% or better and all the females scored 75% or higher. Overall, 28 out of 31 students or 90.3% of the students scored 75% or better. Therefore the bench mark was achieved. The students have realized that growing their own food has many health benefits and it also helped them to make better choices about what they put on their plates. Moreover, they were very grateful that they have the required skills and knowledge at their disposal to help them grow their own food at home provided they have all resources. Due Date: 05/20/2022 Action: Firstly, CMI must continue to provide sufficient quantities of top soil every semester in order to sustain students gardening project. Secondly, in order to sustain the spirit of gardening and the interest in growing food well, students must be assisted with top soil, seeds and some basic gardening tools. They had the skills and knowledge. They just need some starting capital. With all the available resources and the will and commitment they have, they can grow food sustainably on any atolls.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Department (STEM) - STEM	MATH 088	SLO 5_Solve Application Problems	Objective Type Exam/Quiz - In Course	A quiz consisting of two application problems will be used to assess the SLO. A marking rubric will be provided.	70 percent of students taking the assessment will score at least 70%.	Benchmark Met	Waisiki Baleikorocau and Edward Alfonso	A quiz consisting of two word problems was used to assess the SLO with each questions targeted at specific algebraic tools for solving application problems. At elementary level, the focus is to ensure students utilize the appropriate algebraic tools to solve linear and quadratic word problems. These problems are discussed in Section 2.7 Solving Linear Equations in One Variable (Investment problem) and Section 5.8 Solving Quadratic Equations (Geometry problem) of the textbook (Beginning and Intermediate Algebra: A Guided Approach by Karr/Massey/Gustafson). More practice problems, worksheets, homework, and quiz review problems were assigned before students took the assessment. Also,	Due Date: 05/24/2022	No. The SLO statement doesn't need revision.	Well developed	Approved
				Investment Problem: Problem 01: Paul invested \$4,000 in two separate accounts. Part at 5% annual simple interest and the rest at 3%. If the total interest from both accounts is \$152, how much did he invest at each rate?				Action: 1.Ensure students enrolled in the accelerated program meet the minimum requirements. 2.Underprepared students be identified and provide academic coaching session or similar support.				
				Quadratic Problem: Problem 02: A Laura farmer bought a rectangular plot of land that has a length of 8 feet more than the width. If the area of the land is 240 square feet, what is the length and width of the land?				3.Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue.				

Program (DEV) - Developmental Education	MATH 088	SLO 5_Solve Application Problems	Objective Type Exam/Quiz - In Course	A quiz consisting of two application problems will be used to assess the SLO. A marking rubric will be provided.	70 percent of students taking the assessment will score at least 70%.	Benchmark Met	Waisiki Edward Alfonso	A quiz consisting of two word problems was used to assess the SLO with each questions targeted at specific algebraic tools for solving application problems. At elementary level, the focus is to ensure students utilize the appropriate algebraic tools to solve linear and quadratic word problems. These problems are discussed in Section 2.7 Solving Linear Equations in One Variable (Investment problem) and Section 5.8 Solving Quadratic Equations (Geometry problem) of the textbook (Beginning and Intermediate Algebra: A Guided Approach by Karr/Massey/Gustafson). More practice problems, worksheets, homework, and quiz review problems were assigned before students took the assessment. Also,	Due Date: 05/24/2022 Action: 1. Ensure students enrolled in the accelerated program meet the minimum requirements. 2. Underprepared students be identified and provide academic coaching session or similar support. 3. Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue.	No. The SLO statement doesn't need revision.	Well developed	Approved
				Investment Problem: Problem 01: Paul invested \$4,000 in two separate accounts. Part at 5% annual simple interest and the rest at 3%. If the total interest from both accounts is \$152, how much did he invest at each rate?								
				Quadratic Problem: Problem 02: A Laura farmer bought a rectangular plot of land that has a length of 8								
				feet more than the width. If the area of the land is 240 square feet, what is the length and width of the land?								

Program (EDU) - Elementary Education AS	ENG 211	SLO 5_Techniques & Devices	Collaborative Group Activity	Instructors: Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua				
				Assessment Data and Analysis				
				Students will be required to work collaboratively in a group and create a picture book that focuses on one theme they believe is most important for children to learn here in the Marshall Islands or in their country. The theme can be explicitly stated or otherwise in their creative book. The group will then be responsible to share by a class presentation their creative work to the class.				
				The task will require them to discuss and decide on a theme you want to highlight, by asking questions such as What is the plot; Who are the characters; Where does it take place; What illustrations will be included; What materials will we use?				
				They will then create a draft of how the story will look like, whether on A4 papers or in their notebook, or digitally, and use these questions to guide them: is the story clear; Is it appropriate for children; Do the illustrations add to story; Is the story organized well; Is the presentation appealing;				
				The final product should have a title, names of the authors and illustrations, the story and illustrations.				
				In sharing their creative work with the class, each group will read and present to the class their creative piece, which can be enacted, sung, accompanied by the strumming of the ukulele or guitar, and group members can dress in costumes if they wish				
				70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua	or better (C or better) for this	
				Assessment Data and Analysis				
				GradeFrequency Percentage A33.3 B22.2 C+55.5 C11.1 D22.2 F33.3 Total21100				
				Twenty-one (21) samples were collected from the four (4) sections, of which one of the sections was facilitated through the Accelerated Program (AP). Of the 21 samples, 76.5% satisfactorily met the SLO objective: SLO 5: Reproduce literary techniques and devices used in childrens literature.				
				Due Date: 05/13/2023 Action: The following recommendations are made: 1.Students to work individually on this project, so each to own their individual creative work 2.If group work is still encouraged in some sections, there is clear division of labor and each individual is graded on their part of the project 3.Creative pieces as such to be original (original stories), rather than adaptations of common stories for instance 4.In the next SLO cycle for this SLO, the assignment can be to do a diorama project				
				No. The SLO statement doesn't need revision				

Program (EDU) - Elementary Education CCT in Teaching	ENG 211	SLO 5_Techniques & Devices	Collaborative Group Activity	Instructors: Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua				
				Assessment Data and Analysis				
				Students will be required to work collaboratively in a group and create a picture book that focuses on one theme they believe is most important for children to learn here in the Marshall Islands or in their country. The theme can be explicitly stated or otherwise in their creative book. The group will then be responsible to share by a class presentation their creative work to the class.				
				The task will require them to discuss and decide on a theme you want to highlight, by asking questions such as What is the plot; Who are the characters; Where does it take place; What illustrations will be included; What materials will we use?				
				They will then create a draft of how the story will look like, whether on A4 papers or in their notebook, or digitally, and use these questions to guide them: is the story clear; Is it appropriate for children; Do the illustrations add to story; Is the story organized well; Is the presentation appealing;				
				The final product should have a title, names of the authors and illustrators, the story and illustrations.				
				In sharing their creative work with the class, each group will read and present to the class their creative piece, which can be enacted, sung, accompanied by the strumming of the ukulele or guitar, and group members can dress in costumes if they wish				
				70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua	or better (C or better) for this	
				GradeFrequency Percentage A33 B29.5 C+52.4 C15 D29.5 F31.4 Total2100				
				Twenty-one (21) samples were collected from the four (4) sections, of which one of the sections was facilitated through the Accelerated Program (AP). Of the 21 samples, 76.5% satisfactorily met the SLO objective: SLO 5: Reproduce literary techniques and devices used in childrens literature.				
				Due Date: 05/13/2023 Action: The following recommendations are made: 1.Students to work individually on this project, so each to own their individual creative work 2.If group work is still encouraged in some sections, there is clear division of labor and each individual is graded on their part of the project 3.Creative pieces as such to be original (original stories), rather than adaptations of common stories for instance 4.In the next SLO cycle for this SLO, the assignment can be to do a diorama project				
				No. The SLO statement doesn't need revision				

Program (GE) - General Education	ENG 211	SLO 5_Techniques & Devices	Collaborative Group Activity	Instructors: Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua				
				Assessment Data and Analysis				
				Students will be required to work collaboratively in a group and create a picture book that focuses on one theme they believe is most important for children to learn here in the Marshall Islands or in their country. The theme can be explicitly stated or otherwise in their creative book. The group will then be responsible to share by a class presentation their creative work to the class. The task will require them to discuss and decide on a theme you want to highlight, by asking questions such as What is the plot; Who are the characters; Where does it take place; What illustrations will be included; What materials will we use? They will then create a draft of how the story will look like, whether on A4 papers or in their notebook, or digitally, and use these questions to guide them: is the story clear; Is it appropriate for children; Do the illustrations add to story; Is the story organized well; Is the presentation appealing; The final product should have a title, names of the authors and illustrators, the story and illustrations. In sharing their creative work with the class, each group will read and present to the class their creative piece, which can be enacted, sung, accompanied by the strumming of the ukulele or guitar, and group members can dress in costumes if they wish				
				GradeFrequency Percentage A83.8 B29.5 C+5.7 C10 D29.5 F30.4 Total21100				
				Twenty-one (21) samples were collected from the four (4) sections, of which one of the sections was facilitated through the Accelerated Program (AP). Of the 21 samples, 76.5% satisfactorily met the SLO objective: SLO 5: Reproduce literary techniques and devices used in childrens literature.				
				Due Date: 05/13/2023 Action: The following recommendations are made: 1. Students to work individually on this project, so each to own their individual creative work 2. If group work is still encouraged in some sections, there is clear division of labor and each individual is graded on their part of the project 3. Creative pieces as such to be original (original stories), rather than adaptations of common stories for instance 4. In the next SLO cycle for this SLO, the assignment can be to do a diorama project				
				Since 76.5% of the class scored a C or better, the projected benchmark of a 70% or more achieving a 70% or better (C or better) for this				
						70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua
					No. The SLO statement doesn't need revision.			

Program (LA) - Liberal Arts AA	ENG 211	SLO 5_Techniques & Devices	Collaborative Group Activity	Instructors: Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua																		
				Assessment Data and Analysis																		
				Grade Frequency Percentage <table> <tr><td>A</td><td>33.33</td></tr> <tr><td>B</td><td>22.22</td></tr> <tr><td>C+</td><td>22.22</td></tr> <tr><td>C</td><td>11.11</td></tr> <tr><td>D</td><td>22.22</td></tr> <tr><td>F</td><td>33.33</td></tr> <tr><td>Total</td><td>100</td></tr> </table>					A	33.33	B	22.22	C+	22.22	C	11.11	D	22.22	F	33.33	Total	100
				A	33.33																	
				B	22.22																	
C+	22.22																					
C	11.11																					
D	22.22																					
F	33.33																					
Total	100																					
Students will be required to work collaboratively in a group and create a picture book that focuses on one theme they believe is most important for children to learn here in the Marshall Islands or in their country. The theme can be explicitly stated or otherwise in their creative book. The group will then be responsible to share by a class presentation their creative work to the class.																						
The task will require them to discuss and decide on a theme you want to highlight, by asking questions such as What is the plot; Who are the characters; Where does it take place; What illustrations will be included; What materials will we use?																						
				They will then create a draft of how the story will look like, whether on A4 papers or in their notebook, or digitally, and use these questions to guide them: is the story clear; Is it appropriate for children; Do the illustrations add to story; Is the story organized well; Is the presentation appealing;	Twenty-one (21) samples were collected from the four (4) sections, of which one of the sections was facilitated through the Accelerated Program (AP). Of the 21 samples, 76.5% satisfactorily met the SLO objective: SLO 5: Reproduce literary techniques and devices used in childrens literature.	Due Date: 05/13/2023 Action: The following recommendations are made: 1. Students to work individually on this project, so each to own their individual creative work 2. If group work is still encouraged in some sections, there is clear division of labor and each individual is graded on their part of the project 3. Creative pieces as such to be original (original stories), rather than adaptations of common stories for instance 4. In the next SLO cycle for this SLO, the assignment can be to do a diorama project																
				The final product should have a title, names of the authors and illustrators, the story and illustrations.	Since 76.5% of the class scored a C or better, the projected benchmark of a 70% or more achieving a 70% or better (C or better) for this																	
				In sharing their creative work with the class, each group will read and present to the class their creative piece, which can be enacted, sung, accompanied by the strumming of the ukulele or guitar, and group members can dress in costumes if they wish	70% of the students should be able to get 70% (C grade) or better	Benchmark Met	Rosie Koroi, Jennifer Seru, Kirk Layton and Ana Bulavakarua	No. The SLO statement doesn't need revision.														

[illegible]

Program (EDU) - Elementary Education AS	HIS 132	Western Impact_Inactive	Objective Type Exam/Quiz - In Course	Students will be asked the following two essay questions on their midterm that analyzes the impact of Western missionary and economic contact with the Marshall Islands:	70% of Students will score 70% and above in this quiz	Benchmark Not Met	Alexander Velasquez	52% of the students (11 out of 21) earned 70% or higher. 48% (10 out of 21) earned less than 70%. Nearly all of the students attempted to answer the questions, however, it was clear from their answers that they did not study for the exam.	Due Date: 11/30/2021 Action: In the future, I will try with a different set of questions. I will also include these questions in the quiz before the midterm. That way, the students will have the questions being asked on the quiz, during the review for the midterm exam, and on the midterm exam.	No. The SLO statement doesn't need revision.	The SLO assessment tool used is good for the assessment	Approved
				1. (a) What was the original meaning of the word Anij? (b) How did the Marshallese learn to read and write? (c) What did the missionaries teach about the Sabbath, and what was an example of this? (d) What did the Marshallese trade for clothing with the missionaries? 2. (a) Why did the irooj cooperate with the Jaluit Company? (b) Why were ri?aje? not pleased with the Jaluit Company? (c) How was land seen as under the Germans? (d) How did the kajoor become known as under this system?				Students were given both questions and answers in detail in their study guides, and they were told in advance that these would be their essay questions on the final exam.				

Program (LA) - Liberal Arts AA	HIS 132	Western Impact_Inactive	Objective Type Exam/Quiz - In Course	Students will be asked the following two essay questions on their midterm that analyzes the impact of Western missionary and economic contact with the Marshall Islands:	70% of Students will score 70% and above in this quiz	Benchmark Not Met	Alexander Velasquez	52% of the students (11 out of 21) earned 70% or higher. 48% (10 out of 21) earned less than 70%. Nearly all of the students attempted to answer the questions, however, it was clear from their answers that they did not study for the exam.	Due Date: 11/30/2021 Action: In the future, I will try with a different set of questions. I will also include these questions in the quiz before the midterm. That way, the students will have the questions being asked on the quiz, during the review for the midterm exam, and on the midterm exam.	No. The SLO statement doesn't need revision.	The SLO assessment tool used is good for the assessment	Approved
				1. (a) What was the original meaning of the word Anij? (b) How did the Marshallese learn to read and write? (c) What did the missionaries teach about the Sabbath, and what was an example of this? (d) What did the Marshallese trade for clothing with the missionaries? 2. (a) Why did the irooj cooperate with the Jaluit Company? (b) Why were ri?aje? not pleased with the Jaluit Company? (c) How was land seen as under the Germans? (d) How did the kajoor become known as under this system?				Students were given both questions and answers in detail in their study guides, and they were told in advance that these would be their essay questions on the final exam.				

Program (MAR) - Marshallese Social Studies CCT	HIS 132	Western Impact_Inacti ve	Objective Type Exam/Quiz - In Course	Students will be asked the following two essay questions on their midterm that analyzes the impact of Western missionary and economic contact with the Marshall Islands:	70% of Students will score 70% and above in this quiz	Benchmark Not Met	Alexander Velasquez	52% of the students (11 out of 21) earned 70% or higher. 48% (10 out of 21) earned less than 70%. Nearly all of the students attempted to answer the questions, however, it was clear from their answers that they did not study for the exam.	Due Date: 11/30/2021 Action: In the future, I will try with a different set of questions. I will also include these questions in the quiz before the midterm. That way, the students will have the questions being asked on the quiz, during the review for the midterm exam, and on the midterm exam.	No. The SLO statement doesn't need revision.	The SLO assessment tool used is good for the assessment	Approved
				1. (a) What was the original meaning of the word Anij? (b) How did the Marshallese learn to read and write? (c) What did the missionaries teach about the Sabbath, and what was an example of this? (d) What did the Marshallese trade for clothing with the missionaries? 2. (a) Why did the irooj cooperate with the Jaluit Company? (b) Why were ri?aje? not pleased with the Jaluit Company? (c) How was land seen as under the Germans? (d) How did the kajoor become known as under this system?				Students were given both questions and answers in detail in their study guides, and they were told in advance that these would be their essay questions on the final exam.				

Applied filters:
Assessment Cycle is
MAPS Cycle 3 Group
1 (FA21 - FA22) or
MAPS Cycle 3 Group
2 (SP22 - SP23)